

Cooktown State School

School Review Report





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8
3. Findings and improvement strategies against the domains	9
3.1 An explicit improvement agenda.....	9
3.2 Analysis and discussion of data.....	11
3.3 A culture that promotes learning	14
3.4 Targeted use of school resources.....	16
3.5 An expert teaching team	18
3.6 Systematic curriculum delivery	20
3.7 Differentiated teaching and learning	22
3.8 Effective pedagogical practices	24
3.9 School-community partnerships.....	26



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Cooktown State School** from **17 to 19 July 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Joseba Larrazabal	Internal reviewer, SIU (review chair)
Lee Goossens	Internal reviewer
Majella Frith	Peer reviewer
Trevor Gordon	External reviewer



1.2 School context

Location:	Corner May and Charles Streets, Cooktown
Education region:	Far North Queensland Region
Year opened:	Primary commenced 1875 - current location 1999 Secondary commenced 1984 - current location 1985
Year levels:	Prep to Year 12
Enrolment:	405
Indigenous enrolment percentage:	49 per cent
Students with disability enrolment percentage:	6.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	883
Year principal appointed:	2013
Full-time equivalent staff:	42.32
Significant partner schools:	Hope Vale State School, Rossville State School
Significant community partnerships:	Cooktown District Community Centre (CDCC), Police-Citizens Youth Club (PCYC), Gungarde Community Centre Aboriginal Corporation Cooktown, Queensland Police Service (QPS), Cook Shire Council, Queensland Health, Nature's Powerhouse, Gilled & Gutted Takeaway, Wiluka Hair and Beauty, Lure Shop, Tyrepower Cooktown, Binnacle Training, Skill360, ANZ Bank, Yuku Baja Muliku Rangers, Jerome Builders, James Cook University (JCU), Australian Defence Force (ADF), Endeavour Lions Club, Tallebudgera Beach Outdoor Education School, Independent Grocers of Australia (IGA), Cape York Family Centre, Cooktown Hardware, the Cooktown Independent Newspaper, Cape York News, Technical and Further Education (TAFE) North
Significant school programs:	Positive Behaviour for Learning (PBL), Teaching and Learning Centre (TLC), Robotics, Accelerated Student Leadership Program, Art, Hospitality, Work Experience, Senior Education and Training (SET) Plan, Jet Plans, senior school camp, Yuku Baja Muliku Rangers, Opti-MINDS, KidsMatter, Ingeniouses, Try for 5!, Hack in a Box, Cooktown WRITES!, Step up into education, Transition – Cooktown Airways, Shakespeare Club, chaplaincy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 30 teachers including Head of Curriculum (HOC), Head of Special Education Services (HOSES), Business Manager (BM), guidance officer, three administration officers, schools officer, community liaison officer, Information and Communication Technology (ICT) support worker, 11 teacher aides, two District Relieving Teachers (DRT), 10 parents and 32 students.

Community and business groups:

- Parents and Citizens' Association (P&C) executive team, youth health nurse and representative of CDCC.

Partner schools and other educational providers:

- Principal of Rossville State School.

Government and departmental representatives:

- Cook Shire Council Mayor, Cooktown Police Adopt-a-Cop and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2016-2019
Investing for Success 2018	School Data Profile (Semester One, 2018)
Headline Indicators (Term One, 2018)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2018	School differentiation plan
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan and School-wide behaviour expectations	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school leadership team and staff members are committed to finding methods to improve the current levels of performance, attendance and engagement of all students.

The newly established Teaching and Learning Centre (TLC) is utilised to build the capacity and knowledge of teachers in terms of analysing current student achievement levels and developing strategies to create an environment of improvement for individual students. There is an emerging practice of utilising the data gathered by the TLC to develop a set of strategies and goals for individual student improvement that align closely with the priorities outlined in the Annual Implementation Plan (AIP).

Staff members demonstrate a deep understanding of the importance of positive and supportive relationships for successful learning.

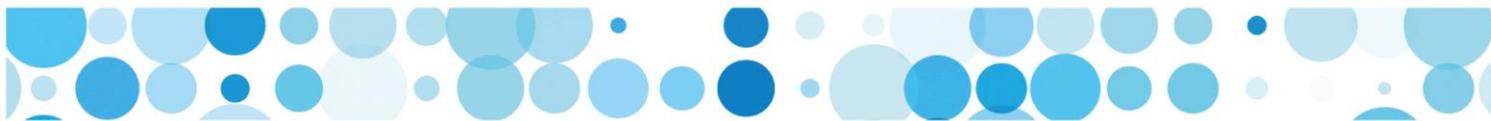
Students articulate that their teachers care for them, provide strong academic and welfare support and wish to see them succeed. Interactions across the school and community are predominantly identified as being polite and respectful. The school promotes a positive learning culture with caring and orderly learning environments predominantly apparent in classrooms. Parents have confidence in teachers' ability to meet the academic, social and emotional learning and development needs of their child.

The school leadership team has adopted four improvement priorities from the region as their improvement agenda for 2018.

There is variation amongst staff members in identifying the explicit improvement agenda for the school. Most members of staff identify at least two priorities. The priorities identified differ amongst staff members in the different cohorts of primary, junior secondary and senior secondary within the school, with many identifying attendance as a priority. Staff members demonstrate a broad awareness and commitment to their roles and responsibilities in achieving school priorities and targets.

Teachers have access to and are engaging with a rich set of data through OneSchool.

Teachers regularly refer to this data and many teachers are able to describe how they utilise the data to develop differentiated learning experiences for their students. A whole-of-school plan and timetable for the collection of student achievement and wellbeing data is yet to be fully developed. Documented evidence of a systematic and aligned approach regarding the effective utilisation of the data to enhance student outcomes and wellbeing is as yet limited in the existing data plan. Some teachers express support for the establishment of clear rationales regarding data collection and how data is utilised to support student learning.



A number of programs to assist teachers to further develop their pedagogical skills are being implemented.

School leaders regularly conduct walkthroughs. Some teachers are observed by school leaders and receive written feedback as part of the teacher registration process. A structured process, based on lesson observation and conversations, to provide feedback to teachers regarding their pedagogical practices is yet to be established. Most teachers express support for processes that would lead to constructive feedback to further enhance their teaching effectiveness.

The school has published a comprehensive and research-validated pedagogical framework to guide teaching and learning.

A set of expected standards of practice is the basis of the school's quality teaching approach. The detailed and extensive approach predominantly has acceptance across the school. The school's pedagogical approach is apparent in most classrooms. Staff members express varying degrees of awareness and uptake of the documented school standards of practice. A degree of inconsistency regarding the implementation of the school's pedagogical framework is apparent.

The school has a newly developed, clearly documented whole-school curriculum framework.

A rigorous, school-wide Quality Assurance (QA) and shared curriculum planning process across cohorts to monitor the implementation and alignment of the school's curriculum plan is yet to be developed. There is evidence of variations across the primary, junior secondary and senior school regarding the implementation of curriculum and assessment. Some teachers articulate that they would value a stronger scope and sequence document providing clarity of alignment and progression. This is identified as of high importance in a small school with a number of multi-age classes.

Curriculum delivery is designed to meet the needs of the range of students including those with disability and learning difficulties.

The school utilises the Curriculum into the Classroom (C2C) resources. Some units are adapted and assessment tasks and Guides to Making Judgement (GTMJ) adopted. Energy is focused on priority curriculum areas and on ensuring that students are able to develop proficiency in literacy and numeracy.

Engagement with and participation in the wider community is central to the ethos of the school.

There is a shared and consistent view by multiple stakeholders within and external to the school that the school works in a collaborative and innovative manner to improve options for students. There is a deliberate and strategic focus across the school to ensure that these partnerships meet the needs of all students regardless of their chosen pathway. Community leaders comment on the increased positive reputation of the school and are supportive of the direction the school is heading.



2.2 Key improvement strategies

Develop, implement and quality assure a whole-school systematic approach to feedback, supervision and coaching.

Implement QA processes to ensure the intended curriculum is horizontally and vertically aligned and enacted consistently across all classrooms in all cohorts.

Sharpen, narrow and contextualise the school's improvement agenda to clearly articulate the key priorities and aligned targets.

Develop and implement a QA process to ensure the school's pedagogical framework is enacted consistently in all classrooms across all cohorts.

Document a school plan and timetable for the annual collection of student achievement and wellbeing data, including assigned responsibilities for interrogating the data and developing and enacting strategies to improve student outcomes.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team and staff members are committed to finding methods to improve the current levels of performance, attendance and engagement of all students.

The school leadership team has adopted four improvement priorities from the region as their improvement agenda for 2018. The AIP identifies lifting the performance of high achieving students, 'closing the gap' in Year 3 reading, improving Year 9 writing and lifting the outcomes for students with disability as the key improvement priorities for 2018.

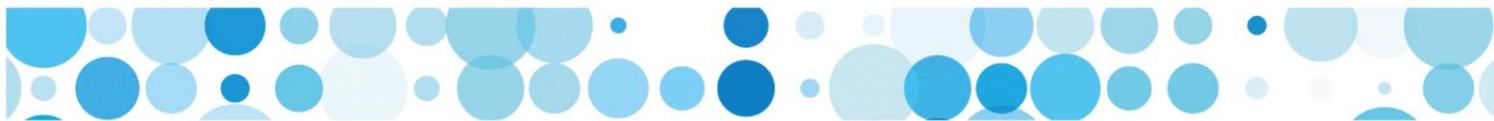
A series of targets adopted from the region were established at the commencement of the last strategic plan in 2016 and are recommitted to annually. The targets as stated in the 2018 AIP are developed for Prep to Year 3 reading utilising PM Benchmark levels, and for Years 3, 5, 7 and 9 utilising National Assessment Program – Literacy and Numeracy (NAPLAN) data. These NAPLAN targets relate to National Minimal Standards (NMS), Upper Two Bands (U2B), Mean Scale Scores (MSS) and relative gain.

There are additional targets outlined including: a 90 per cent rate of student attendance; 90 per cent student, parent and staff overall satisfaction rate as indicated in the School Opinion Survey (SOS); 85 per cent of students achieving a 'C' level or better in English, mathematics and science; 100 per cent of students achieving a Queensland Certificate of Education (QCE); 100 per cent of students achieving an Overall Position (OP) of 1-15; and 65 per cent of students achieving a Certificate II or higher. These targets are communicated through posters in sections of the school and shared with staff members through the AIP. An awareness of these targets by parents and students is yet to be apparent.

Staff members demonstrate a broad awareness and commitment to their roles and responsibilities in achieving school priorities and targets. Most members of staff identify at least two priorities. The priorities identified differed between staff in the different cohorts within the school, with many identifying attendance as a priority. Some members of staff are able to identify some of the targets in the AIP. The identification of the school's EIA varies amongst staff members.

The newly established TLC is utilised to build the capacity and knowledge of teachers in terms of analysing current student achievement levels and developing strategies to create an environment of improvement for individual students. There is an emerging practice of utilising the data gathered by the TLC to develop a set of strategies and goals for individual student improvement that align closely with the priorities outlined in the AIP.

Student wellbeing is case managed through dedicated teams that include deputy principals, guidance officer, chaplain, School-Based Youth Health Nurse (SBYHN) and the school Community Liaison Officer (CLO). Coordination of and attendance at the meetings are variable. Wellbeing information is utilised by staff members to further enhance their planning and targeted interventions for students. Students and parents involved in the newly



developed 'Ingeniosus' extracurricular enrichment program for high achieving students express a strong level of support.

There is a clear focus across the school community on meeting the needs and aspirations of Aboriginal and Torres Strait Islander students in the development of priority programs and strategies. Students are individually tracked and supported to encourage them to engage in opportunities that meet their needs. A range of partnerships is operating that specifically support Aboriginal and Torres Strait Islander students.

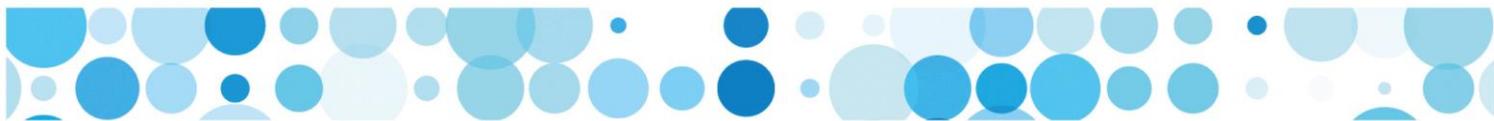
High expectations for students in regards to attendance, engagement and outcomes are communicated to students, parents and teachers. Students and parents are predominantly able to express these expectations and are supportive of the school in setting high standards for all stakeholders in the school. Students articulate a degree of concern that these high expectations and standards are not consistently expressed by all teachers.

The school is focused on improving teaching practice based on the implementation of Explicit Instruction (EI) and Essential Skills for Classroom Management (ESCM). There is evidence of the use of student learning goals in some classrooms across the school.

Improvement strategies

Sharpen, narrow and contextualise the improvement agenda at the school to clearly articulate the key priorities and aligned targets.

Develop and communicate clear systems to reinforce the culture of high expectations across all staff members in the school.



3.2 Analysis and discussion of data

Findings

School leaders articulate a view that reliable and timely student data is essential to the effective leadership of the improvement agenda and are committed to the use of data to inform strategic decisions.

School leaders analyse and discuss systemic and whole-school data to inform strategic direction, including appropriate resource allocations. They articulate that data discussions are held regularly at a whole-school level to guide strategic direction. The key priorities as outlined in the AIP are clearly linked to school data.

A TLC has been established in 2018 to enhance the use of data as a tool to improve student learning outcomes. Investing for Success (I4S) funds are allocated to facilitate time for teachers to meet with their line manager to discuss and interrogate assessment data for individual students and classes. Data walls are developed to assist with and to stimulate data conversations. Teachers speak positively regarding the process and many teachers are able to describe changes made to their teaching practices based on the data conversations.

Teachers have access to and are engaging with a rich set of data through OneSchool. The data includes student achievement as measured by subject based A-E results and NAPLAN achievement. For primary school students, data includes standardised PAT test results, PM Benchmark and Informal Prose Inventory (IPI). Other test results are available for students who have been identified with specific learning difficulties. Teachers regularly refer to this data and many teachers are able to describe how they utilise the data to develop differentiated learning experiences for their students.

School leaders report that the use of a standardised test in the middle school to triangulate the NAPLAN and A-E data is under consideration.

There is an emerging culture of teachers utilising objective student achievement data to evaluate the success of their teaching.

Most students set goals for academic achievement through a process referred to as 'Feed Forward' that is based on school standards of practice. The implementation of strategies to ensure that these goals are owned by students and influence classroom practices is yet to be embedded.

Student attendance has been a significant priority for a number of years and attendance data is monitored on a daily basis. Strategies to improve attendance include home visits, texts to parents notifying them of absences, and rewards for improved and excellent attendance. These strategies have been consistently implemented over a number of years. The overall attendance rate has remained at less than 85 per cent. An ambitious target of 90 per cent is set for 2018.

There is an extensive monitoring process to track student progress towards QCE attainment. Through this process, students and parents are provided with regular information and guidance regarding future attainment of the QCE. Students who require additional support



to attain the QCE are supported through a case management process that outlines appropriate support and learning options. In 2017, 100.0 per cent of students achieved a QCE.

A whole-school plan and timetable for the collection of student achievement and wellbeing data is yet to be fully developed. An extensive range of data is being collected across the school. Documented evidence of a systematic and aligned approach regarding the effective utilisation of the data to enhance student outcomes and wellbeing is as yet limited in the existing data plan. Some teachers express support for the establishment of clear rationales for data collection and how it is utilised to support student learning.

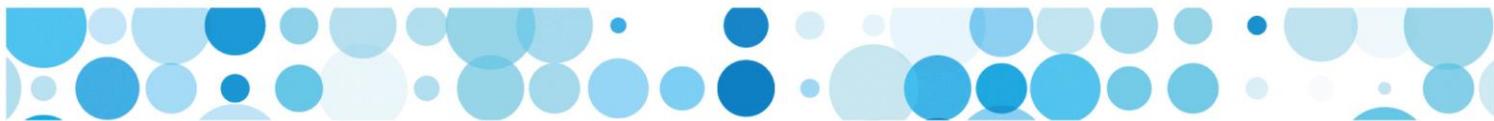
Year 3 participation rates in 2017 NAPLAN range from 60.0 per cent to 70.0 per cent and compare to a 2008 participation rate of 100.0 per cent across all strands. Year 5 participation in 2008 ranged from 93.9 per cent to 97.0 per cent, and compares to a 2017 range of 72.2 per cent to 83.3 per cent. Year 7 participation rates in 2008 NAPLAN ranged from 92.6 per cent to 96.3 per cent and compare to a 2017 range of 73.5 per cent to 82.4 per cent. Year 9 participation in 2008 ranged from 73.1 per cent to 80.8 per cent. This compares to the 2017 participation rate that ranges from 78.4 per cent to 81.1 per cent. A range of four to eight students was withdrawn from 2017 NAPLAN across Years 3 to 9.

Year 3 U2B achievement is above Similar Queensland State School (SQSS) in grammar and punctuation and numeracy and similar to SQSS in the other strands. Year 5 U2B achievement is above SQSS in reading, spelling and grammar and punctuation and similar in writing and numeracy. Year 7 U2B achievement is similar to SQSS in writing and above in all other strands. Year 9 U2B achievement is similar to SQSS in numeracy and above SQSS in all other strands.

2017 NAPLAN results identify Year 3 MSS achievement is above SQSS in grammar and punctuation, below in reading and similar to SQSS in the remaining strands. Year 5 MSS achievement is above SQSS across all strands with the exception of numeracy which is similar. Year 7 MSS achievement is above SQSS across all strands. Year 9 MSS achievement is similar to SQSS across all strands with the exception of grammar and punctuation which is above.

Year 3 NMS achievement is above that of Queensland State Schools (QSS) in grammar and punctuation and below QSS in the other four strands. Year 5 NMS achievement is above QSS in spelling and numeracy, equal to QSS in grammar and punctuation, similar to QSS in writing with a variance of 0.3 per cent, and below QSS in reading. Year 7 NMS achievement is above QSS across all strands. Year 9 NMS achievement is above QSS in grammar and punctuation, similar in reading and numeracy with a variance of 0.5 and 0.8 per cent respectively, and below QSS in writing and spelling.

Relative gain 2015-2017 Year 3 to Year 5 is above SQSS in writing, similar in spelling and grammar and punctuation and below SQSS in reading and numeracy. Relative gain Year 5 to Year 7 is above SQSS across all strands. Relative gain Year 7 to Year 9 is above SQSS in grammar and punctuation, below in numeracy and similar to SQSS across the other strands.



Year 9 writing NMS and MSS achievement in 2017 is statistically below the nation. U2B results for Year 9 writing were statistically similar, but numerically below the nation. U2B Year 9 writing improvement 2016-2017 and 2008-2017, relative to the nation, was above the positive threshold or with no room for improvement.

Closing the Gap data for Year 3 reading indicates the mean score for Indigenous students is 189 scale points below that of their non-Indigenous peers. Closing the Gap data indicates there is no difference between the mean score for Indigenous and non-Indigenous students in Year 9 writing.

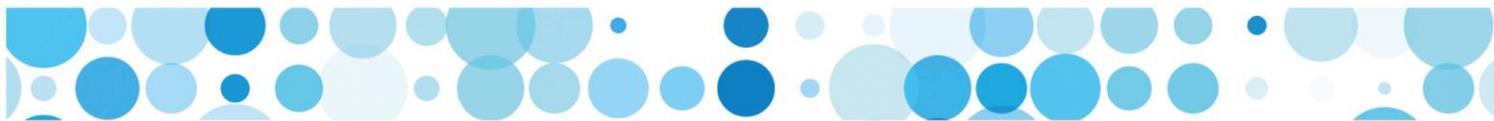
The school utilises the data walls to map the gap between the academic achievement of students with disability and Aboriginal and Torres Strait Islander students with English as an Additional Language or Dialect (EAL/D) status, against their year level cohort.

The school has established processes to review transition statements and for teachers to meet with the kindergarten teachers and utilise this information to plan programs to support the learning needs of students.

Improvement strategies

Document a school plan and timetable for the annual collection of student achievement and wellbeing data, including assigned responsibilities for interrogating the data and developing and enacting strategies to improve student outcomes.

Further investigate the value of a standardised test for all students in the junior secondary cohort.



3.3 A culture that promotes learning

Findings

The school promotes a positive learning culture with caring and orderly learning environments in most classrooms. Staff members demonstrate a deep understanding of the importance of positive and supportive relationships for successful learning, and work actively to build partnerships with students, parents and the community. Students articulate that their teachers care for them, provide strong academic and welfare support and wish to see them succeed. Some students, parents and staff members raise concerns regarding inconsistency in management of student behaviour.

Interactions across the school and community are predominately reported as being polite and respectful. Community leaders comment on the increased positive reputation of the school and are supportive of the direction the school is heading.

The school is committed to ongoing Professional Development (PD) of all staff members that includes methods to positively support students through Positive Behaviour for Learning (PBL). This incorporates ESCM and classroom profiling for teachers, social skilling programs for students, and parental support through the Cooktown District Community Centre (CDCC). The school's Responsible Behaviour Plan for Students (RBPS) is yet to reflect and reaffirm current practices.

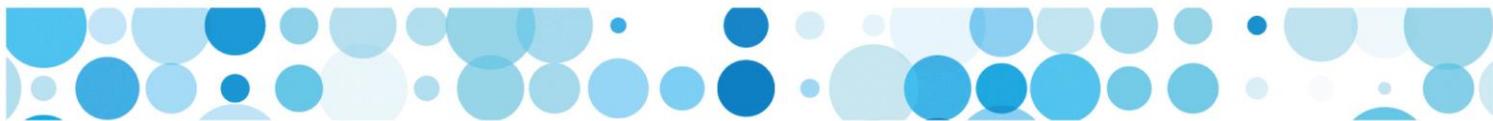
The 2018 Semester 1 School Data Profile indicates a 2017 short-term School Disciplinary Absence (SDA) rate per term per 1000 students of 88.3. The rate of long-term SDAs per term per 1000 students is below that of the state. The school utilises OneSchool to record positive and negative behaviours.

In 2017 the attendance rate for all students was 80.5 per cent with 50.3 per cent of students attending less than 85 per cent of the school year. This compares to the State 'P-10/P-12' schools rate of attendance less than 85 per cent of 21.5 per cent. The Semester 1, 2018 attendance rate is 82.4 per cent with 42.9 per cent of students attending less than 85 per cent of the school year.

The school has policies, procedures and targets to improve student attendance. Dedicated staff members promote, reward and track student attendance, providing opportunity for students to maximise their learning. School leaders express their continued desire to improve the culture of student attendance.

The school places a high priority on student wellbeing and has a number of programs, including KidsMatter P-6, established to support students to address their social and emotional wellbeing. Designated staff members including the guidance officer, CLO, school chaplain and school nurse work with students, teachers and parents on these initiatives.

The school appreciates and values students' cultural backgrounds and works to build cultural competence for all students including Aboriginal and Torres Strait Islander students. Programs including Ingeniosus, Patita, junior rangers and the Wakooka and Kokoda Track treks extend and provide enrichment activities in conjunction with developing personal and social capabilities and building intercultural understanding in students.



The school works to create an attractive and stimulating physical environment for students to learn in. Staff members express pride in their school facilities that are maintained and upgraded regularly. Pedagogical practices include standards of practice where displays and artefacts provide a welcoming and attractive classroom environment. They additionally provide prompts for learning and feedback regarding student progress.

The 2017 SOS states that parent, staff and student agreement with the statement 'This is a good school' is 66.7 per cent, 69.6 per cent and 80.8 per cent respectively. Parent, staff and student agreement with this statement is below that of the Like Schools Group (LSG) and State P-10/P-12 Schools rates of satisfaction.

Staff members articulate the belief that communication in the school is of concern with acknowledgement that this has improved in 2018. In response to the statement 'I feel that staff morale is positive at this/my school', 40.9 per cent of staff agree. Staff members express their support for the TLC in collaboratively analysing student data and some express a desire for further opportunities for collaboration and evaluation regarding the implementation of improvement strategies to enhance student learning outcomes.

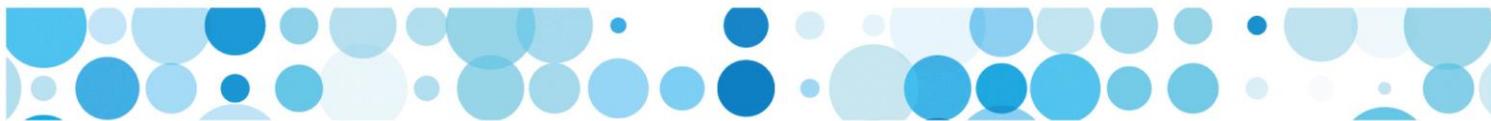
The school is in the process of implementing a more inclusive model for students with a verified disability. SDAs data indicates that in 2017 SDAs were actioned for four students with a verified disability. No SDAs have been actioned for students with a verified disability in 2018.

Improvement strategies

Implement a school-wide change management process to further opportunities for staff and community collaboration and evaluation in the decision-making processes of the school.

Collaboratively review and update the school's RBPS to reflect and reaffirm current practices.

Continue to investigate and implement innovative strategies to improve student engagement and attendance rates.



3.4 Targeted use of school resources

Findings

The school budget is developed by the school leadership team and Business Manager (BM), utilising budget requests from key staff members through their line managers. Budget requests and allocations are predominantly developed from historical expenditure. A documented process to align requests with school priorities is yet to be established.

Key teaching staff members are strategically deployed and managed to support a flexible curriculum structure to ensure there is a wide range of authentic learning opportunities for students on a variety of pathways. There is a degree of uncertainty amongst key staff members regarding the process to determine the deployment of support staff to meet the needs of students.

I4S funding in 2018 of \$291 657 is targeted toward community engagement, building teacher capacity and intervention for students not meeting NMS with an evidenced-based individual learning plan. The I4S plan is linked to the targets stated in the 2018 AIP and the funding allows the school to employ staff and purchase resources to support a range of initiatives. A level of uncertainty is apparent amongst some staff members as to the specific people and programs supported by I4S and how success is being measured.

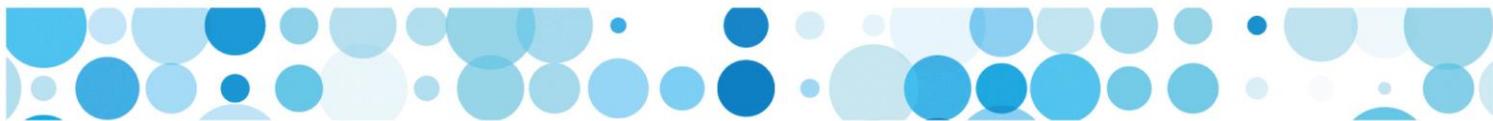
There is appreciation expressed by staff, students and parents regarding the improvement in school facilities over the past three years. Classrooms, buildings and grounds are well maintained and the schools officers and cleaners are to be commended for their contribution. The school has a good range of facilities to allow for the effective implementation of a broad curriculum program. The school has a shared use arrangement with the local Police-Citizens Youth Club (PCYC) for the use of a multi-purpose sports centre.

The use of resources to renovate spaces in the administration block to create the TLC is broadly supported and acknowledged as allowing for a more focused approach to tracking and supporting individual student improvement. In addition, the purchase of a 0.6 Full-time equivalent (FTE) teacher to allow staff time off-line to participate in the TLC process, is highly valued.

The school has actively sought flexible delivery arrangements to allow for a range of subjects, certificate courses and programs to be offered to senior students across academic and vocational pathways. Work with partner community organisations including State Emergency Service (SES), South Cape York Catchments (SCYC) Group and Gungarde Aboriginal Corporation allow for an increased range of options at low cost.

The school and the school's principal operate as a central point of support and information for the local cluster of five schools. There is a collaborative and flexible approach to the use of resources and sharing of knowledge that benefits students across the cluster.

The school makes a significant financial and time allocation commitment to the provision of PD for teachers. It is acknowledged that this is difficult in a remote community and most teachers indicate an appreciation for this commitment to their professional learning. Some



support staff members indicate a desire to access further PD to allow them to fulfil their roles more effectively. Teachers acknowledge the strong support being provided regarding the implementation of Senior Assessment and Tertiary Entrance (SATE).

The school does not operate a Bring Your Own Device (BYOD) program at the school. Students can bring personal laptops to school and utilise the internet with no local network connection. Students have access to a range of technology options and platforms. The school has invested in four computer labs, three laptop trolleys, laptops for students studying through distance education and iPads for students with disability. There has been an increase in human resource allocation to support Science, Technology, Engineering and Mathematics (STEM) and robotics in which the school has achieved recent significant success.

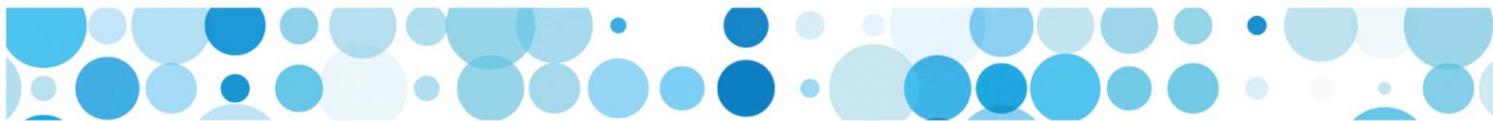
The school employs staff and works strategically with a range of external providers to support Aboriginal and Torres Strait Islander students who comprise 49 per cent of the student body. Duties include case managing performance, attendance and wellbeing, in addition to programs with external agencies that work collaboratively with home.

The school's current bank balance is \$719 700.

Improvement strategies

Refine processes to quality assure and broaden review processes of the effectiveness of human, physical and financial resource allocations on an annual basis.

Develop processes to effectively review the PD resourcing allocation to ensure equitable access by all staff members.



3.5 An expert teaching team

Findings

The principal and school leaders articulate the importance of building an expert teaching team as a prerequisite for delivering high quality learning outcomes.

A professional learning plan, detailing the school's PD activities term-by-term has been developed. The implementation of the plan is supported by an allocation of \$79 868 in 2018. There is limited evidence of alignment between the professional learning plan and the school's priorities.

Most teachers express strong support for 'in school' PD and for the opportunities to attend conferences and seminars beyond Cooktown. Some teachers express concern that they have yet to participate in any PD linked to the school's pedagogical model.

Approximately 49 per cent of the student population is Aboriginal and/or Torres Strait Islander. Conversations amongst teachers and school leaders regarding meeting the specific needs of these students are frequent, well informed and embedded in school practice. Staff members undergo a comprehensive induction program focused on the local Indigenous culture and teachers receive PD regarding the school's pedagogical model that has a focus on Indigenous learning. The current PD plan is strongly focused on building teachers' capacity to differentiate to meet the needs of all students. Specific PD activities to build the capability of the teaching team to improve the outcomes of Aboriginal and Torres Strait Islander students are currently not included in the 2018 Professional Development Plan.

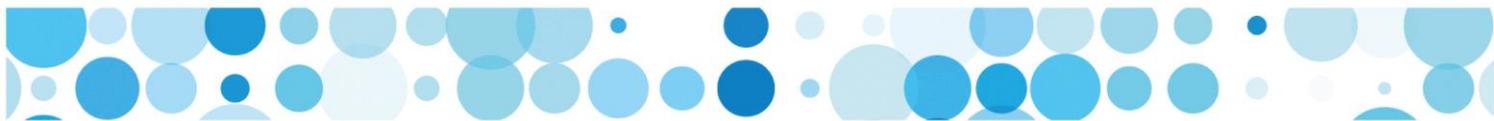
The school is identified as remote and many teachers are in the very early stages of their careers. School leaders have developed comprehensive programs to support the professional and personal needs of these beginning teachers. First year teachers are supported by a mentor who assists them with their personal and professional challenges.

A number of programs to assist teachers to further develop their pedagogical skills are being implemented. The school has trained profilers and many teachers have been profiled and have received feedback. Teachers speak positively regarding the learnings they have gained from profiling and express strong support for the continuation of this program.

Most staff members have a documented Annual Performance Development Plan (APDP). The plan is discussed with a member of the leadership team. Most teachers speak positively regarding the process and some teachers articulate that the APDP has led them to reflect on their teaching practice and PD needs. Instances of teachers changing their practices as a result of the reflection are apparent.

School leaders regularly conduct walkthroughs. Teachers articulate that they support the walkthroughs. They comment that they view the process as a compliance exercise rather than an opportunity for feedback and development.

Teachers speak positively regarding the TLC process as an opportunity to review student data and to discuss pedagogical practices with their colleagues. They articulate that the TLC



has resulted in an opportunity to learn from each other and that this opportunity is highly valued.

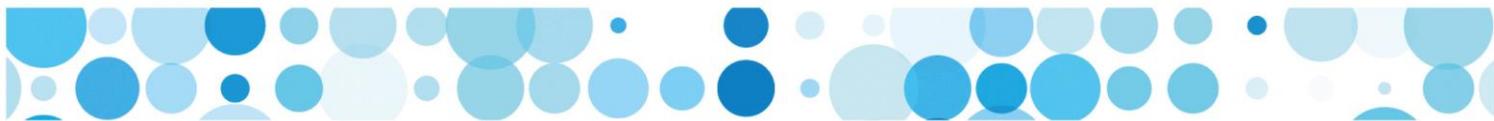
A structured process, based on lesson observation and conversations, to provide feedback to teachers regarding their pedagogical practices is yet to be established. Some teachers were observed by school leaders and received written feedback as part of the teacher registration process. Most teachers express support for processes that would lead to constructive feedback to further enhance their teaching effectiveness.

School leaders are aware of the strengths and weaknesses of the school team and have actively sought and recruited staff members to address specific needs. School funding and I4S funds are frequently utilised to support positions focused on improving student learning. The principal works with Human Resources (HR) regional staff members to identify and recruit these teachers.

Improvement strategies

Develop, implement and quality assure a whole-school systematic approach to feedback, supervision and coaching.

Ensure that the professional learning plan has a strong alignment to the school priorities and is contextually appropriate to the community.



3.6 Systematic curriculum delivery

Findings

The school has a newly developed, clearly documented whole-school curriculum framework. The curriculum framework and delivery plan provide direction regarding content and units across all key learning areas drawn from Version 8 of the Australian Curriculum (AC), Queensland Curriculum and Assessment Authority (QCAA) and Vocational Education and Training (VET).

The school utilises the C2C resource. Some units are adapted and assessment tasks and GTMJ's adopted. Curriculum delivery is designed to meet the needs of the range of students including those with disability and learning difficulties. Energy is focused on priority curriculum areas and ensuring that students are able to develop proficiency in literacy and numeracy. Teachers strive to make the curriculum locally relevant and engaging.

A rigorous, school-wide QA and shared curriculum planning process across cohorts to monitor the implementation and alignment of the school's curriculum plan is yet to be developed.

There is evidence of variations across the primary, junior secondary and senior school in the implementation of the curriculum and assessment. Some teachers articulate that they would value a stronger scope and sequence document providing clarity of alignment and progression. This was identified as of high importance in a small school with a number of multi-age classes.

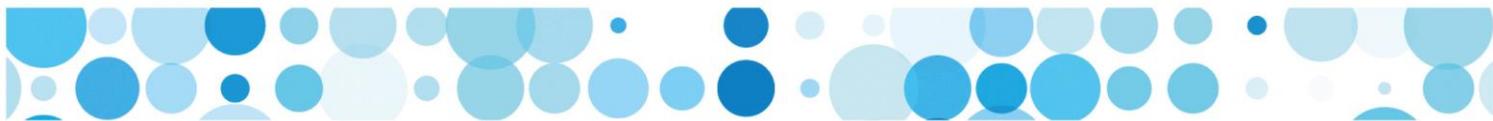
The Head of Curriculum (HOC), and the primary and junior secondary deputy principals are engaged in extensive regional support and PD regarding the implementation of the AC. They express growing confidence in their ability to lead and implement curriculum.

A range of curriculum pathways is developed in the senior school to support students with differing learning strengths. This diversity is valued by staff members and students. Vocational pathways including school-based traineeships, apprenticeships and structured workplace learning are emerging at the school.

There is a newly developed clear process for developing Senior Education and Training (SET) plans and monitoring student progress. The school has identified the successful introduction of the new QCE as a school priority beyond the regionally adopted priorities noted in the AIP. There is evidence of effective utilisation of PD and engagement with colleagues beyond the school to ensure a successful transition to the new system.

Students are encouraged to set subject goals through the Social and Emotional Wellbeing (SEW) classes. There is little evidence to indicate that students are utilising goals for self-reflection and tracking of growth. Students indicate that they experience considerable variability in how effectively these goals are being developed and monitored. Reading goals are set by teachers in the primary school and are utilised to inform teaching.

Moderation is identified as an essential element in the teaching and learning process by many teachers and leaders across the school. Moderation and cross-marking processes are



apparent across some faculty areas and year levels. A systematic approach to moderation is yet to be formalised.

Planning is formally recorded on OneSchool ensuring a consistent approach to planning documentation. Teacher's individual planning based on year level unit plans, to meet the needs of their classrooms, is apparent.

Improvement strategies

Implement QA processes to ensure the intended curriculum is horizontally and vertically aligned and enacted consistently across all classrooms in all cohorts.

Formalise moderation processes within and beyond the school to build reliability of and confidence in teacher judgement across all learning areas.



3.7 Differentiated teaching and learning

Findings

Staff members express the strong belief that every student can learn successfully.

Differentiation is viewed as the core business of teachers by curriculum and leadership team members with the expectation that all teachers will plan and document differentiation strategies informed by data. Evidence of explicit differentiation planning and implementation in practice is variable throughout the school.

Teachers utilise a range of resources and sources of information to understand where their students are at in their learning to identify starting points for teaching. The use of achievement ladders is consistent across most of the school and is acknowledged as a useful tool to monitor progress.

Teachers utilise the OneSchool class dashboard at the commencement and throughout the year to gain an understanding of students in their classes. Teachers articulate their commitment to differentiation with some teachers providing specific documented examples of how they cater for the range of student needs.

There is a school standard of practice to record specific differentiation strategies. Some teachers utilise OneSchool to record specific differentiation strategies for individuals or ability groups within their classes. Some teachers are identified as encouraging and assisting students to develop and monitor their own learning and to set goals for future learning.

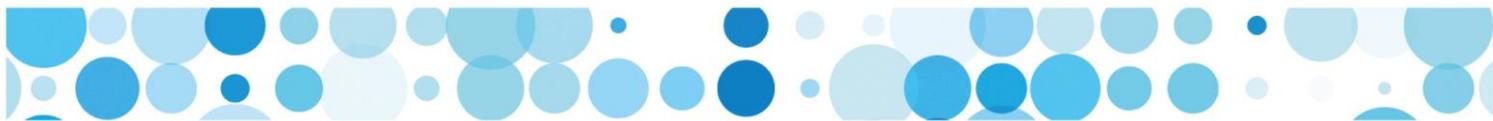
The newly introduced TLC allows staff members to closely monitor the progress of individual students and have professional discussions with other staff members to adjust their teaching in response to the progress that individuals are making. There is evidence that this new innovation is leading to increased levels of differentiation occurring across the school. This is particularly apparent in the primary school.

Individual Curriculum Plans (ICP) are implemented across the school and are, predominantly, collaboratively implemented with class teachers and support staff. A clear process involving parent input in the development of an ICP and the ongoing monitoring of the progress of students on an ICP is apparent.

Processes are established for the identification of students with learning needs. There is some evidence of inconsistency in the whole-school strategic approach for the implementation of systems and processes for identified students, including high achieving students.

Students are allocated to ability groups in some of the upper primary, junior secondary and Year 10 classrooms. It is acknowledged that cohort sizes and a desire to cater for a range of future pathways is a critical factor in the use of this strategy.

Parents have confidence in teachers' ability to meet the academic, social and emotional learning and development needs of their child. Parents express support for the individualised



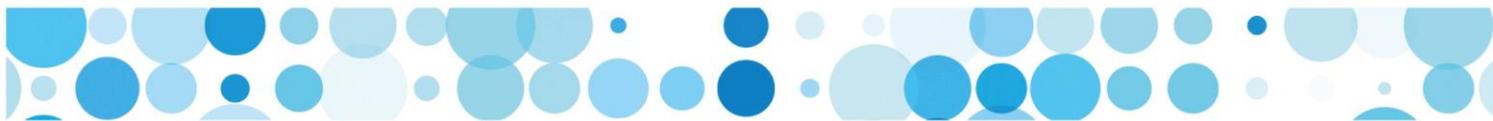
attention given to their child and the focus on meeting their needs. Students identify that teachers work hard to cater to their needs to help them improve.

The tracking of Aboriginal and Torres Strait Islander students is encapsulated in the overall whole-school approach to data collection and use. There is a commitment across the school to differentiate effectively to meet the needs of these students.

Improvement strategies

Provide PD and coaching opportunities for teachers to develop, implement and document differentiation strategies for all students.

Revisit the processes employed in the identification of students with learning needs to ensure that strategies and support are implemented with a strategic whole-school approach.



3.8 Effective pedagogical practices

Findings

The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

The school has published a comprehensive and research-validated pedagogical framework to guide learning and teaching. A set of expected standards of practice is the basis of the school's quality teaching approach. This locally developed Explicit Teaching approach incorporates the elements of the Dimensions of Teaching and Learning (DoTL) embedded into the teaching and learning cycle. This approach is underpinned by the EI work of Archer and Hughes¹ in addition to Hollingsworth and Ybarra's² Explicit Direct Instruction (EDI).

Student data stored on OneSchool is utilised to inform explicit teaching practices and strategies to meet student learning needs. Students indicate a strong appreciation for the structured approach within the explicit teaching lesson design. They indicate that the use of the warm up, opening, 'I Do, We Do, You Do', checking for understanding and closure in most of their classrooms provided a consistency and certainty that makes learning easier.

OneSchool planning tools, classroom displays and artefacts, and teacher practices indicate that the school's pedagogical approach guiding teaching and learning is implemented in most classrooms. This detailed and extensive approach is predominantly accepted across the school, with most teachers identifying it is an important tool in maintaining a calm and productive learning environment.

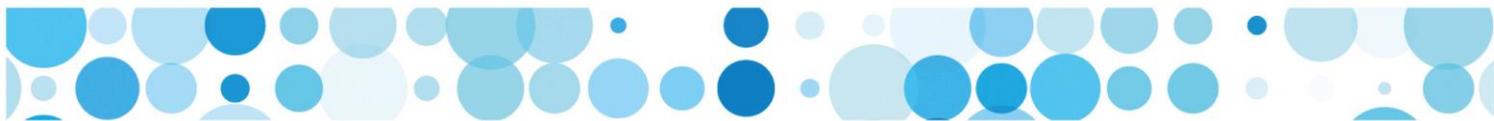
Staff members express varying degrees of awareness and uptake of the documented school standards of practice. A degree of inconsistency regarding the implementation of the school's pedagogical framework is apparent. Some staff members indicate that further PD regarding the school's framework and expectations would be appreciated.

The school has recently introduced the TLC where school leaders and small groups of cohort teachers are taken off class to meet to discuss student progress and targets for improving classroom performance. Leaders and teachers express overwhelming support for this initiative. They indicate these meetings are beneficial to professional growth and provide an opportunity for sharing exemplars of the school standards of practice.

School leaders spend time conducting walkthroughs. Teachers report varying degrees of feedback and opportunities to reflect on their practice through this process. A formal process for teacher observation and feedback regarding teaching and pedagogical practices is yet to be established in the school. A school-wide coaching and mentoring model and program is yet to be identified and considered.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

² Hollingsworth, J. R., & Ybarra, S. E. (2008). *Explicit direct instruction (EDI): The power of the well-crafted, well-taught lesson*. Corwin Press.



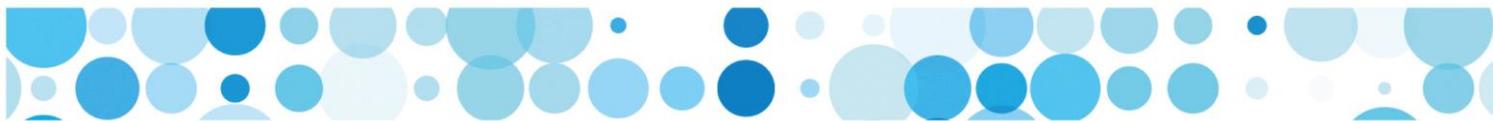
A school-wide approach to digital pedagogy is included in curriculum planning and is apparent in the teaching process. Information and Communication Technology (ICT) resources have been acquired through the use of I4S funding. Teachers state that they understand that access issues to computers and digital technology is problematic for students. Work in the area of robotics is being advanced where the school team has regularly won the Far North Queensland robotics championship. In 2017 and 2018 they were awarded \$20 000 STEM scholarships to attend the world robotics championship.

Feedback and goal setting with students are apparent in some classrooms across the school. Consistent and embedded practices are yet to be identified. Some expectations regarding student progress and targets for classroom performance are now being identified in TLC meetings.

Improvement strategies

Develop and implement a QA process to ensure the school's pedagogical framework is enacted consistently in all classrooms across all cohorts.

Implement a consistent school-wide approach to providing regular and timely feedback and goal setting for students.



3.9 School-community partnerships

Findings

Engagement with and participation in the wider community is central to the ethos of the school. The school leadership has played an active and strategic role in gaining commitment from key business, industry and community partners to ensure the education and wellbeing of all students are enhanced by an extensive range of high quality school and community partnerships.

There is a shared and consistent view by multiple stakeholders within and external to the school that the school works in a collaborative and innovative manner to improve options for students. There is a deliberate and strategic focus across the school to ensure that these partnerships meet the needs of all students regardless of their chosen pathway. Significant resources are committed by the school to ensure the effectiveness and success of the partnerships. Evidence of established processes to evaluate the ongoing success and sustainability of these partnerships is not yet apparent.

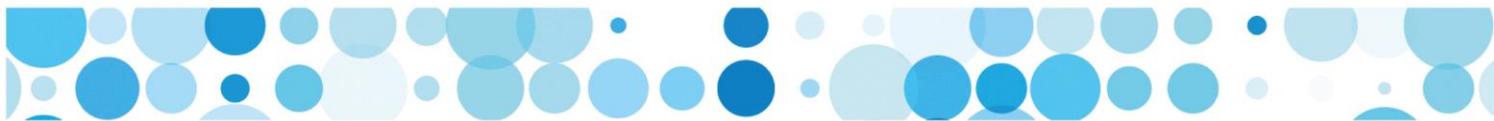
There are a significant number of strong partnerships that operate at the school. Organisations and businesses including the CDCC, PCYC, Gungarde Community Centre Aboriginal Corporation, Returned and Services League of Australia (RSL), Barrier Reef Community Childcare Centre, Cooktown Bowls Club, Sovereign Resort Hotel, Cooktown Crèche and Kindergarten (C&K), Try for 5! and the Cooktown Markets are acknowledged and highly valued for the mutual benefits they provide for the school and the community. The school has a signed Memorandum of Understanding (MOU) with the PCYC.

The Parents and Citizens' Association (P&C) actively supports the school in pursuing school partnerships and links with the community. There is a strong belief amongst the committee that the school is an active and constructive force in the community and they express pride in their school.

Staff members, parents and students indicate these relationships deliver a range of benefits to the social wellbeing and learning opportunities for students. All groups speak of the large range of options available. There is some uncertainty amongst teachers, students and parents regarding the full suite of available options for students and who is eligible for inclusion.

The school is viewed as the leader in the established cluster of five schools. Some partner schools in the cluster express a keen interest in broadening the work of the group to include increased collegial work regarding curriculum, moderation and pedagogical practices. School leaders acknowledge that this is an area that has declined in recent years and one that they are interested in reinvigorating.

The school has established transition programs for all students. There are processes with the local early childhood service involving the sharing of important information for students commencing Prep. The school is currently implementing the Families as First Teachers (FaFT) program after analysis of Australian Early Development Census (AEDC) data



indicated an emerging need to further prepare children before entering school for the first time.

There is close collaboration with feeder primary schools from within the cluster for students entering at Year 7. As a P-12 school, the majority of students entering Year 7 come from within the school. The school has still established a transition program called Cooktown Airways to support student transition to junior secondary. Some cluster primary schools indicate an interest in their Year 6 students joining this program.

The emerging partnerships designed to increase the post-school options for students exiting are a particular strength. These have led to an increase in school-based traineeships and employment opportunities. A successful Year 10 program that prepares students for work experience involves multiple community partners and enjoys strong positive outcomes for students. Some teachers and students express a degree of frustration at the timing and communication regarding this program in 2018. Most acknowledge that it has been a beneficial experience.

Improvement strategies

Develop a clear overview for parents, students and teachers that highlights the full range of partnership opportunities with clarity regarding criteria and eligibility.

Reinvigorate the Southern Cape Cluster to enhance opportunities for schools to work more closely together on curriculum, moderation and pedagogical practices.