Teaching and Learning Audit

Executive Summary – Coolabunia SS

Date of Audit: 15 October 2013

Background:
Coolabunia SS is located 10 kilometres from Kingaroy. The school was opened in 1891 and caters for the learning needs of the 111 students from Prep - Year 7. Current Principal, Murray Johnson, was appointed in 1986.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data and Differentiated Classroom Learning.
- Positive and caring relationships exist throughout the school and there is an obvious sense of belonging and pride within the school community. High expectations are reflected in the student learning behaviours and in the physical learning environment. Parents trust and speak highly of teachers’ commitment, the communication about their children’s learning and the school in general.
- Individual student data profiles have been produced and graphically represented for all students, capturing the results of systematic assessment items, within the school schedule.
- Teacher aides are highly valued and work alongside teachers, delivering specific programs as trained paraprofessionals.
- The Principal is highly visible throughout the school and the community.
- Students lead conferences with their parents and teachers each semester to review their progress and present evidence of their learning.

Affirmations:
- Differentiation profiles have been produced for each child to guide teaching programs.
- The Principal has begun a process of observing teachers and providing verbal and written feedback about their practices.
- Explicit Teaching model has been adopted and significant progress has been made towards a consistent approach.
- Teachers have embraced the concept of setting individual learning goals for students.
- A Pedagogy Coach has been working with teachers providing feedback on practices and modelling specific features of lessons.
- The school has collaborated with the cluster of schools to ensure transition to Junior Secondary is successful.
- A common Pedagogical Framework has been collaboratively designed and adopted across the cluster of neighbouring schools.
- Teachers moderate student work within the school and with colleagues from the cluster.
- Teachers’ professional development plans reflect systemic and personal goals.

Recommendations:
- Narrow and sharpen the explicit improvement agenda. Include clear measures, targets, timelines, related professional development requirements, budget implications and monitoring processes for each strategy. Communicate progression with the school community and celebrate attainments.
- Clearly define the expectations regarding the embedding of higher order thinking in all key learning areas (KLAs). Support teachers to meet these expectations through systematic professional development.
- Build on the strong collegial and self-reflective culture to formalise internal mentoring and coaching arrangements that support all teachers.
- Expand current Principal observations of teachers’ practices ensuring verbal and written feedback is provided regarding the school’s pedagogical expectations.
- Clarify expectations regarding feedback to students including annotations in workbooks.
- Adopt a methodology for connecting curriculum, explicit teaching, verbal feedback, annotation and goal setting.