

# TEACHING AND LEARNING AUDIT

## EXECUTIVE SUMMARY – CAMOOWEAL SS

DATE OF AUDIT: 8 SEPTEMBER 2014



### Background:

Camowweal SS was opened in 1893 and is located approximately 13 kilometres east of the Northern Territory border, within the North Queensland education region. The school has a current enrolment of approximately 33 students. Current Principal, Melissa O'Neill, was appointed to the acting position in 2014.

### Commendations:

- There has been progress made since the previous Teaching and Learning Audit in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data and Systematic Curriculum Delivery.
- Through participation in the Developing Performance Framework (DPF), individual Performance Development Plans (PDPs) have been established to align with the school's Professional Learning Plan.
- The school improvement agenda is based on reading, attendance and behaviour. The Principal is able to show a number of initiatives that have been implemented to assist improvement amongst the agenda items.
- A detailed pedagogical framework has been developed and provides links to the policies and strategies the school currently has in place.

### Affirmations:

- The Explicit Teaching Model, *I do, We do, You do*, is being implemented as a structure to enhance all lessons.
- Teaching staff describe the increased clarity that recent leadership has provided around what they will teach and how they are expected to teach.
- *We Are Learning To* (WALT) and *What I'm Looking For* (WILF), has begun to be promoted to clarify learning intentions, success criteria and aim of lessons.
- The Principal has increased student access to Information Communication Technology (ICT) through a number of purchases. An increased level of training on computer based programs has begun.
- Secondary school and District Office representatives have visited the school and community to speak with students in Years 6 and 7 and their parents. Visits to the secondary school to assist student readiness for Junior Secondary have been scheduled for Term 4.

### Recommendations:

- Implement a coaching and mentoring framework that outlines what and when teachers and teacher aides will be coached. Formal feedback and future goals to make up part of this observation process.
- Continue to build on the data gathering processes and the monitoring of data that has begun this year. Set dates in which assessments are to be completed by, and formally review the data with staff members. Record minutes of these meetings.
- Provide teachers with regular opportunities to moderate their work, both at school and cluster; region; state level. Ensure that assessment items are given at year level and regularly review A-E achievement by checking for triangulation of standardised assessment, report marking and NAPLAN.
- Provide all students with academic and behavioural targets and goals. Ensure that these are achievable; known by parents; short cycle: for example, every 5 weeks, or term; and celebrated when reached.
- Introduce a school *Bookwork Policy*. Ensure that this policy is rigorously actioned and known by staff members and students. Provide exemplars of what this policy looks like and display these in all classrooms. Ensure high quality student feedback on bookwork is provided.
- Ensure all students, who are not working at their year level, are provided with differentiated work and that Individual Learning Plans (ILPs) are in place.
- Continue to support staff members with behaviour management, with the aim of providing increased learning-focused time throughout the school day. Ensure that extra-curricular activities do not impede this learning agenda.