

TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY - CAMERON DOWNS SS

DATE OF AUDIT: 27 OCTOBER 2014



Background:

Cameron Downs SS is a small remote rural school located on Cameron Downs Station, 63 kilometres south of Hughenden, within the Northern Queensland education region. The P – 7 school has a population of 3 students. The Principal, Rhonda Hawthorne, was appointed to the school in 2014.

Commendations:

- Since the previous Teaching and Learning Audit there has been significant improvement in the domains: An Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of Resources, and Differentiated Classroom Learning.
- Enhancing students' literacy skills, particularly reading, is a priority at the school. A range of strategies, which are documented in the reading and writing action plan, have been implemented across the school resulting in an overall improvement.
- The Principal has established an improvement agenda with data showing progress in focus areas.
- A strong culture of learning exists in the school, with very strong community participation in the life of the school and ownership and pride in the outcomes of the school.
- Each student has an individual data book in which they monitor progress and set goals for their learning. The data book provides a focus for teacher/student discussions.

Affirmations:

- The school has implemented a Pre-Prep program for students and parents to enhance school readiness.
- A classroom observation model has commenced to support improvement in teaching and learning. This model is also being implemented between Principals at schools within the *Dalrymple Alliance*.
- Data is regularly used to inform decision making about students' needs. The school has adopted, and is integrating *Putting Faces to the Data* (Sharatt and Fullan) strategies.
- All teaching and non-teaching staff members have completed the Department's Developing Performance Framework (DPF) process.

Recommendations:

- Continue to sharpen and deepen school improvement agenda, further linking the key planning processes and documents, including the professional learning plan to the improvement agenda. In doing so, seek to maximise staff members' and community understanding and alignment to enhance the impact of the agenda and resulting outcomes.
- Continue the development of a whole school Teaching and Learning Handbook, as a central reference point for the schools pedagogical and curriculum priorities, ensuring strong alignment can be achieved between curriculum delivery, term and unit plans and standards of classroom pedagogical practice.
- Furthermore, clarify the school's pedagogical practice to ensure consistency of understanding and implementation, including the use of classroom routines and consistent approaches to explicit teaching, by each teacher.
- Further develop and implement a systematic approach to classroom observation and coaching in support of the pedagogical framework, including professional conversation, peer observation and feedback through the *Dalrymple Alliance* and expertise in larger school settings.
- Consider targeted strategies to mobilise annual carry over financial resources in support of the school's explicit improvement agenda and the maximisation of achievement of improved learning outcomes within this agenda.
- Consider the enhanced use of OneSchool for data capture, including individual data profiles, to allow teachers and teacher aides to become more independent in tracking student learning. Develop staff knowledge and use of Class Dashboard in relation to accessing available data and differentiating student learning.