TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – KILCOY SHS
DATE OF AUDIT: 29-30 OCTOBER 2012

Background:
Kilcoy SHS is a co-educational secondary school located in the small country town of Kilcoy, approximately 50 kilometres west of Caboolture. Established in 1963, Kilcoy SHS draws students from the township and nearby areas and Years 11 - 12 students from the P - 10 Woodford SS, 23 kilometres away. In 2012 the school had an enrolment of approximately 350 students. Current Acting Principal Ms Kirsten Dwyer was appointed in July 2011.

Commendations:
- There is a strong staff professional learning culture evident in the school with a clear focus on building a professional team of teachers. This is reflected in the established practice of every teacher taking responsibility for leading professional development sessions each year, a structured beginning teacher support program, a structured aspirants’ program and the commitment of every staff member to engage with the Art and Science of Teaching (ASOT) pedagogical framework.
- The developing performance process at Kilcoy SHS reflects a strong alignment with United in our pursuit of excellence from the school Annual Implementation Plan through to individual developing performance plans, which are now informed by student surveys providing feedback on the implementation of the ASOT pedagogical framework.
- There is a supportive learning environment evident which is characterized by the belief that every student is capable of successful learning and a high priority has been given to building and maintaining positive, supportive and caring relationships between staff members, students and parents.
- The school has continued to advance its curriculum delivery since the last audit, through well planned and coordinated implementation of the Australian Curriculum and teacher collaboration in the development and review of units of work. Progress has also been made in ensuring vertical alignment of the curriculum, both in planning and delivery.

Affirmations:
- A strong collegial culture amongst teachers is evident and is characterized by high staff morale.
- Since the previous last Teaching and Learning Audit significant progress has been made in establishing a data culture throughout the school. Regular conversations about student data now occur between school leaders and teachers. The Data Tracker facilitates ready access to student data by staff members.
- Strong community and parent support and confidence in the school are evident.
- Student Academic Plans are being trialled in some Year 8 classes as a means of facilitating individual goal setting and feedback.
- There is clear tracking and monitoring of Years 11 - 12 students’ progress and all Year 12 OP eligible students are individually mentored by a staff member.
- The support for Indigenous students through strategies and programs such as individual mentoring, individual education plans and cultural engagement has helped progress to be made in closing the gap for Indigenous students’ achievement, attendance and retention.

Recommendations:
- Continue the implementation of the ASOT pedagogical framework. Continue to support this with professional development and formal mentoring and coaching arrangements, which are characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders and self-reflection by teachers.
- Further develop the explicit school improvement agenda by including specific targets and timelines stated in terms of student outcomes. Ensure that these drive the decision making of leaders and teachers at all levels of the school and focus, narrow and sharpen the whole school’s attention on
these learning priorities, including rigorous literacy and numeracy intervention strategies which are clearly evident in classroom practice.

- Develop consistent expectations across the school whereby students receive front ended assessment, ‘A’ level exemplars and curriculum outlines to give clarity about what students are expected to learn and be able to do. Consider implementing a cyclical approach to instructional feedback, so that students can set goals in each subject and self-regulate their learning.

- Further develop teachers’ skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school wide targets. Continue to build teachers’ and leaders’ data literacy skills to reflect a sophisticated understanding of data concepts.

- Develop a shared understanding of differentiation and ensure that it is a feature of every teacher’s classroom practice, characterized by the regular use of data to determine the strengths and weaknesses of individual students and the catering for these different student needs using multiple means of representation, engagement and expression. Ensure that teachers document these adjustments into their planning. Also consider the implementation of systematic diagnostic testing to support teachers’ decision-making.