



TEACHING AND LEARNING AUDIT

EXECUTIVE SUMMARY – CALOUNDRA SHS

DATE OF AUDIT: 9-10 OCTOBER 2012

Background:

Caloundra SHS was built in 1963 at the same location as it is currently standing. The school started with only Years 9 - 10 with 57 students. The school has grown to become a large and significant secondary education facility within the Sunshine Coast. The school's motto is 'Lighting the Way to Broad Horizons and Bright Futures'. Students are presented with a rigorous and challenging curriculum, which provides ample flexibility to cater for the broad horizons to which they aspire. Access to a broad range of academic and vocational subject choices enhances the bright futures of Caloundra SHS students. The current Principal Ms Julie Pozzoli was appointed to the position in June 2012.

Commendations:

- The Principal and staff members have developed a comprehensive planning model based on the school's strategic plan which then informs collaboratively determined faculty improvement plans that contain specific targets focused on enhancing student learning outcomes forming the basis for reflective conversations and review.
- The Principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has developed a database known as the Student Profiling Database, which provides comprehensive data on student performance for all teachers. This is complemented by an individual student tracking program titled Keeping Track of My Learning, which enables students to reflect on their learning and adjust their engagement with the curriculum accordingly.
- The Principal and school leaders are driving an effective researched based pedagogical framework with the Art and Science of Teaching (ASOT) which will enable a wide variety of strategies to enhance the learning outcomes of students for example, my learning goals and the professional satisfaction of teachers.
- The school administration team and staff members have created a school culture, which is highly collegial and provides students, with a highly caring and supportive learning environment.

Affirmations:

- The school is in partnership with other schools and TAFE in a highly successful and innovative Trade Training Centre founded on the construction industry.
- The school curriculum offers a diverse array of learning opportunities for students including specialist programs in aerospace, dance, drama and music as well as programs to optimise the potential of talented students.
- The core values: respectful, responsible and prepared, form an effective platform to encourage effective student engagement with the curriculum as well as productive relationships.
- The lighthouse centre provides an exemplary service for students with special needs and implements a range of particularly effective alternative learning programs.

Recommendations:

- Further narrow, sharpen and focus the attention of the whole school on the core learning priorities, within the school's strategic plan and document these into an explicit improvement agenda which is understood by all stakeholders and promotes Caloundra SHS as a school of first choice.
- Utilising a whole of school approach, build the capacity of teachers to formally design and implement differentiated teaching and learning strategies within individual classrooms, including, how the different needs of students in their classes can be addressed, and how multiple opportunities to learn can be provided. Ensure that teachers document these adjustments into their planning.
- Develop a whole of school Professional Development Plan to ensure the ongoing professional learning of all staff members and the further development of a self-reflective culture focused on improving classroom learning. Strategies to achieve this goal should include the implementation of



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formal teaching feedback models and the development of coaching and mentoring programs, which will result in teachers visiting each other's classrooms and learning from each other.

- Investigate ways to effectively address the student absence concerns to ensure student participation and engagement in the curriculum is optimised.
- Review processes and programs to ensure students more accurately select and successfully engage in suitable and productive tertiary or vocational pathways.
- Continue the full implementation of the ASOT pedagogical framework as a platform for enhancing teaching and learning outcomes.
- Investigate effective intervention strategies for lower level misdemeanours to address and adjust subsequent student behaviours without removing students from the learning process with one and two day suspensions.

