EXECUTIVE SUMMARY – YORKEY’S KNOB SS

DATE OF AUDIT: 23 MAY 2013

Background:
Yorkeys Knob SS is located in the northern beaches area of Cairns in Far North Queensland. The school caters for the learning needs of 218 students from Prep - Year 7. Yorkeys Knob SS prides itself on knowing all students and responding to their learning needs. Current Principal, Rod Kettle was appointed to the school in 2004.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, A Culture that Promotes Learning, Targeted Use of School Resources, Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- Coaching and mentoring arrangements support the ongoing professional development of teachers.
- The Principal and leadership team regularly observe teachers teaching and provide written and verbal feedback to teachers. Observations routinely focus on explicit teaching strategies associated with the explicit improvement agenda.
- The physical environment is attractive and supportive of the learning culture that the school has established. Community involvement in, and satisfaction with the school is clearly evident.
- Differentiation support provisions are identified and recorded in OneSchool (database) for all students one year below or one year ahead of current year level.

Affirmations:
- School Wide Positive Behaviour Support (SWPBS) provides clear behaviour expectations for students. An EdStudio has been created to capture all SWPBS lessons.
- A Curriculum Coordinator has been funded in response to local needs and is highly valued.
- Specific software is employed to create a single receptacle for storage of all information relating to teaching and learning. This single point of reference has enhanced efficacy of operations.
- “Top Knobs” program has been created to cater for more able students.
- The school invites and adopts creative solutions to learning needs, for example, dogs in classrooms to support social and emotional development.
- Students, parents and teachers collaborate to set individual student learning goals twice per year.
- Teacher aides work directly with students and are highly valued paraprofessionals.
- Staff members provide extracurricular activities to meet the needs of students.
- There is a clear expectation that explicit instruction methodology underpins the lesson delivery in classrooms including clear articulation of learning intention and success criteria.
- Action tracking processes monitor the intervention strategies for students with additional needs.

Recommendations:
- Clearly articulate and document succinctly the explicit improvement agenda in terms of the specific improvements sought in student performances. Include elements that clarify the intent and success criteria for the agenda and ensure that the plan is rigorously actioned.
- Support teachers to identify and apply diagnostic tools and methods to identify skill gaps and misunderstandings in student learning and to actively plan for and address these needs.
- Document and promote a school wide approach to the integration of higher order thinking in all key learning areas (KLAs).
- Define expectations regarding feedback for students and utilise the information to develop individual learning goals for students. Adopt succinct annotation methods to record feedback.
- Monitor closely the application of SWPBS to ensure consistency throughout the school. Continue to publicly celebrate positive student behaviour.