TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – COOMBABAH SHS
DATE OF AUDIT: 16-17 JUNE 2014

Background:
Coombabah SHS is located in the northern Gold Coast in the South East education region. The school has a current enrolment of 1,130 students. The Principal, Chris Kern, was appointed to the school in 2008.

Commendations:
- Since the previous Teaching and Learning Audit there has been improvement in all domains.
- Significant progress has been made in data use and analysis and in implementing differentiated classroom learning. This is particularly evident in the use of Personalised Unit Overviews, the pre-testing that accompanies new units and the emerging English Mathematics Science (EMS) Project.
- A clear vision has been developed for the entry of Year 7 students to Junior Secondary in 2015, supported by comprehensive planning and the development of very strong relationships with partner primary schools. This relationship is exemplified by the Boys and Books Program and the inclusion of 90 primary school students in the school’s recent musical production.
- A strong improvement agenda for the school has been established, grounded in evidence from research and practice and has gained momentum from the Collective Commitments statement which effectively ties together pedagogy and student behaviour.
- Professional Learning Teams are highly valued by teachers, fostering collegial action and the development of a culture of continuous professional improvement and shared pedagogical practice.
- The Literacy Focus Program led by an expert teacher and coach, provides for targeted interventions for students below the National Minimum Standards in literacy.
- The Northern Collegiate, in which the school plays a leading role, offers students, as well as, students from three other high schools; Vocational Education and Training (VET) Certificate courses, master classes in Overall Position subjects and Leadership Programs.

Affirmations:
- The Explicit Teaching Model is widely used by teaching staff to plan lesson sequences.
- The school grounds and buildings are very well presented and contribute significantly to building a culture of pride in the school.
- The Developing Performance Framework (DPF) has been implemented and aligns with the school improvement agenda.
- The school offers an extensive range of quality curricular and extra-curricular programs to meet the needs of the student population.

Recommendations:
- Further narrow, sharpen and focus the attention of the whole school and community on the core learning priorities within the school’s strategic plan. Action these as an explicit improvement agenda with clear targets and timelines, which is understood by all stakeholders and which drives the work of all leaders and teachers.
- Continue the development and implementation of the Dimensions of Teaching and Learning, with a particular focus on consistency of agreed practices that brings clarity about what students are expected to learn and be able to do and consistency of practice in providing feedback. Support this with observation, feedback, modelling, coaching and mentoring for all staff members. Ensure that there is a direct alignment with each staff members’ Developing Performance Plan.
- Review current differentiation practices to ensure that all students’ learning needs are met. Develop teachers’ skills in teaching Higher Order Thinking skills. Consider Individual Learning Plans to coordinate collaborative and consistent approaches for students significantly below and significantly above national benchmarks.
- Develop a whole school curriculum plan with which all unit plans align, is consistent with the P - 12 Curriculum Framework and which provides a reference point to monitor the effectiveness of delivery. This plan should also clearly map assessment and all unit plans should be subject to regular quality assurance. Also consider the development of a common unit planner in all subjects to further build consistency of practice.