

Pilton State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pilton State School** from **21 to 22 August 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Stephen Bobby Internal reviewer, SIU (review chair)

Ian Griffith Peer reviewer



1.2 School context

Location:	Pilton Valley Road, Clifton
Education region:	Darling Downs South West Region
Year opened:	1913
Year levels:	Prep to Year 6
Enrolment:	18
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1113
Year principal appointed:	2014
Full-time equivalent staff:	1.47
Significant partner schools:	Clifton Cluster of schools including Back Plains State School, Emu Creek State School, Clifton State School, Greenmount State School, Nobby State School, Ryeford State School
Significant community partnerships:	School council – Independent Public School (IPS)
Significant school programs:	Individualised reading and spelling - Reading A-Z, Words Their Way, Spelling Mastery; individualised learning program, whole-school Japanese language program, Bucket-fillers behaviour support program, Healthy Pilton Kids - daily physical activity



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two classroom teachers, two teacher aides, six parents, Business Manager (BM) and 18 primary students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives and three school council representatives.

Partner schools and other educational providers:

- Head of Department (HOD) - junior secondary of Clifton State High School and principal of Back Plains State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
School Opinion Survey	Curriculum planning documents
School improvement targets	School differentiation planner
School pedagogical framework	Learning and Wellbeing Framework
School data plan	School newsletters and website
Responsible Behaviour Plan for Students	Parent and Community Engagement Framework
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Staff members and parents speak with obvious affection for the school and all members of its community.

The overall tone of the school is positive with all members of the school community displaying an obvious sense of pride and belonging to the school. The principal, staff, parents and community members have built and maintained a positive culture that promotes learning and develops relationships that foster and are responsive to the needs of the students and the wider community. Strong and mutually respectful relationships are apparent across the school.

The school has an established practice of developing individualised learning for each student in the basics of literacy and numeracy.

Students work in levelled groups daily in areas of reading, spelling and numeracy. Students and parents value these targeted learning opportunities. Teachers engage the diverse learning needs of all students through individualised programs in areas including spelling and reading through the utilisation of iPads and individually structured interactive software that provide levels of challenge appropriate to the student's current ability. At the beginning of each year all students requiring additional support are identified and differentiation practices established and documented.

The school has a documented whole-school curriculum Prep to Year 6 overview.

The overview aligns with the Australian Curriculum (AC) and provides direction for planned learning, given the multi-age nature of the school. There is a focus on developing teacher understanding of the AC through curriculum planning, with teachers describing a process of front ending assessment to backward map from an agreed Curriculum into the Classroom (C2C) assessment task. Some staff members articulate that the identification of unit learning intentions and success criteria statements and the subsequent sharing of these with students is the next step in the development of school curriculum planning processes.

Teachers and teacher aides continually seek ways to improve their pedagogy and embrace the school coaching and mentoring practices.

The principal continually looks for opportunities to improve staff performance and takes immediate action to rectify problems of practice. Such actions are supportive and positive in nature with the goal of improving pedagogy. The principal models strategies, observes teaching, and provides feedback to support teachers and teacher aides. All staff members articulate occasions whereby the principal has provided them with one-to-one modelling, coaching and feedback relating to their teaching practices. This practice is yet to be fully implemented in 2018 due to staff interruptions this year.



School staff members articulate that the utilisation of visible learning artefacts is an ongoing priority for classroom practice.

Teaching staff develop anchor charts and subject-specific vocabulary walls that are regularly accessed by students and referred to by teachers in classroom learning programs. Conversations with some students indicate that they find these displays assist them in their learning and aid in their production of quality assessment tasks. Some students' understanding of the links between assessment task requirements and criteria within the Guides to Making Judgements (GTMJ) is developing. The utilisation of student-centred learning walls to assist in students' learning journey is an emerging practice.

The principal views reliable data regarding student outcomes as crucial to improved student learning.

The principal articulates a strong conviction that staff members use their data literacy skills to assist in making judgements relating to student progress and the subsequent implementation of appropriate teaching and learning interventions. The analysis of data is a focus of some staff meetings. Staff members report that they engage in regular informal discussions with colleagues relating to student achievement data. Some teachers articulate a desire for further collaborative opportunities to discuss and analyse student achievement data.

Teacher aides and teachers articulate a collegial working environment with all staff members focused on the needs of students.

Teacher aides work alongside teachers in classrooms and have a vital role in supporting the personalisation of student learning in the multi-age setting. The role of teacher aides is considered integral to the improvement of student achievement and is highly valued across the school community. Leadership opportunities such as conducting the weekly playgroup are provided to staff members, including teacher aides.

The Parents and Citizens' Association (P&C) is well supported by the parent body and contributes funds to support school resources, excursions and facilities.

P&C fundraising aligns with school needs and varies from year to year. The P&C is well financed through its own cattle sales from its herd that grazes on a neighbouring property at no charge from the owner. Students are able to access a range of curricular and extracurricular activities supported by funds from the P&C. These activities include bus transportation for regular curriculum-based excursions, swimming lessons, cluster sporting events and the school camping program.

The school together with the local hall committee and Uniting Church is a central hub of the community.

The school holds an annual Christmas concert organised by the staff and students. This event is well supported by the community. The whole-school picnic held on break up day is an annual highlight for the broader community.



2.2 Key improvement strategies

Expand the school curriculum planning expectations to include the development of unit success criteria, learning intentions and enhanced use of assessment task exemplars for the purpose of developing deeper student understanding of their requirements to achieve the year level standard.

Re-establish the school's mentoring, coaching and feedback program.

Investigate the deeper use of learning walls to assist students in their learning journey.

Provide enhanced opportunities for the school teaching team to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.