TEACHING AND LEARNING AUDIT EXECUTIVE SUMMARY – PILTON SS
DATE OF AUDIT: 5 NOVEMBER 2014

Background:
Pilton SS is located 45 kilometres south of Toowoomba, within the Darling Downs South West education region. The school was established in 1913 and has an enrolment of 23 students from Prep – Year 7. The Principal, Stuart Fuller, was appointed to the position in 2001.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 there has been an improvement in the domain Effective Teaching Practice.
- The Explicit Improvement Agenda (EIA) is focused on reading and spelling. The spelling agenda is being driven by implementing the Spelling Mastery and Words Their Way. The reading agenda focuses on reading comprehension.
- Explicit Instruction is a school wide initiative to progress the improvement agenda and has been advanced by engaging with a regional pedagogical coach.
- A feature of the learning environment is the regular development of targets and goals to indicate the next learning steps, supports and extensions for each student.
- Whole of school targets and benchmarks, that align to regional and cluster expectations, have been developed to monitor the success of the EIA and are reviewed by the principal and staff members on a regular basis.
- The curriculum organisation and planning process enables teachers to effectively unpack the mandated curriculum in a small school multi-age context using the Multi-Age Curriculum into the Classroom (C2C) guidelines to ensure alignment with the Australian Curriculum.
- Students requiring scaffolding to access the curriculum and learning are identified through a range of data collections and analysis. This information is used to set learning goals and indicate support provisions to achieve these goals.
- The Developing Performance Framework (DPF) is being actively progressed through staff member development to deliver quality learning experiences for students in the EIA.
- The Principal is working closely with the local high school to ensure a successful Junior Secondary transition for Year 6 students in 2015.

Affirmations:
- The school has made effective use of the small school environment to provide vertical learning extensions for advanced learners and students needing support.
- The use of teacher aides to maximise learning for students in a range of structured programs at every year level is a feature of the learning environment about which students, parents and staff members comment very favourably.
- Parents report that they are well informed about their child’s educational development and importantly indicate that teaching staff engage with them immediately if issues arise. They also indicate that teaching staff are open and welcoming to all families and take a very personalised approach to meeting and discussing student development with parents in both formal and informal settings.

Recommendations:
- Further develop staff members’ knowledge and use of the class dashboard in relation to data entry and analysis of academic performance data. Consider migrating the current suite of diagnostic tools into OneSchool and make these accessible in the class dashboard.
- Continue to monitor and review the current whole school Curriculum Plan to reflect the changing practices for teaching to achieve the Australian Curriculum.
- Further develop staff members’ reflective practices to include more mentoring and coaching opportunities for the Explicit Teaching practices used in the school’s improvement agenda.