Executive Summary

Date of Audit: 27 October 2014

Background:
Pinnacle SS is located 43 kilometres west of Mackay, within the Central Queensland education region. The school was established in 1908 and has a current enrolment of 22 students from Prep – Year 7. The demographic reflects the down-sizing of local mining and associated industries. The Acting Principal, Ian Johnson, has been in the position since July 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, improvements have been made in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; and Systematic Curriculum Delivery.
- The Principal has set a vigorous improvement agenda for the school with a major focus on writing.
- 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 in which students, parents and staff members comment very favourably. This feature of the learning environment is especially helpful for students at risk of disengaging from learning.
- The curriculum organisation and planning processes use the multi-age units of the Curriculum into the Classroom (C2C) units of work to enable teachers to unpack the mandated curriculum in a small school multi-age context and ensures alignment with the Australian Curriculum.
- Students requiring scaffolding to access the curriculum and learning are identified through a range of diagnostic, data collections and analysis. The school has made effective use of the small school environment to provide vertical learning extensions for advanced learners.
- The Principal is working closely with local high schools and families of students in Year 6 and 7 to successfully transition students to Junior Secondary in 2015.

Affirmations:
- The Principal and staff members have engaged with a pedagogical coach to further develop school wide practices in Explicit Teaching to progress the improvement agenda.
- The school has recently expanded the range of Literacy and Numeracy data sets. The Principal and staff members are monitoring trends in student learning and responding appropriately to these trends.
- The enthusiastic engagement of staff members in the improvement agenda indicates a collegial commitment to seek improvements in student learning. This is evident for the teaching of reading.
- The school is implementing the Department’s Developing Performance Framework (DPF) as a basis for performance discussions with staff members.

Recommendations:
- Progress the review of the whole school curriculum planning to include all areas of the Australian Curriculum. Explore options for a cluster based approach to developing whole school curriculum plans to reflect the intent of the Australian Curriculum.
- Further develop the pedagogical framework for the school to articulate and reflect the school’s explicit teaching agenda.
- Explore the use of the current data sets of student learning in Literacy and Numeracy to develop personal learning goals for students, with a view to monitoring student progress towards these goals in short cycle data sets.
- Progress the reflective practices of staff members to include elements of mentoring and coaching to further enhance professional skills, especially in the explicit improvement agendas.
- Continue to explore opportunities to use moderation opportunities beyond the school to contribute to and learn from professional colleagues.
- Further develop staff members’ capacity to use short cycle data sets of student learning trends to inform the next teaching and learning targets for students.