Background:
Pimpama SS is a primary school with an enrolment of 339 students. This enrolment is steadily increasing. The school has an Index of Community Socio-Educational Advantage (ICSEA) value of 1012. This Advisory Audit focused specifically on the provision of differentiated learning for all students across the school. This is an area that the school has done significant work on since the previous audit and an area targeted for improvement by the school. All staff members display commitment to this improvement priority.

Commendations:
- Since the previous Teaching and Learning Audit in 2011, the school has undertaken significant professional development building the skill level and understanding of staff members in providing differentiated learning for all students. The ongoing development of the school Intervention for Improvement (I4I) program and the successful implementation of this program across the school give evidence to the work done. I4I represents a unified, collaborative and inclusive approach whereby intervention specialists, class teachers and teacher-aides work as a team, using school-based assessment data to reflect on pedagogy and curriculum and plan targeted intervention blocks to improve student outcomes.
- Practices have been developed since the previous audit that ensure parents are provided with developmental information about their child’s performance, along with suggestions for improvement in the following term.
- Differentiation is clearly a priority of the school and a feature of classroom practice.
- Processes have been developed and enacted that see all teaching staff meeting, on a regular basis, with members of the administration team to discuss current student performance data and the pedagogical practices that have supported the attainment of these outcomes.
- The Principal and school leaders have given a very high priority to understanding and addressing the learning needs of all students at the school.

Affirmations:
- All staff members display a clear commitment to the successful implementation of differentiation strategies in the classroom.
- There is a strong collegial tone to the school with staff members working effectively and successfully as a coherent team.
- Effective use is being made of a number of online resources to provide individualised activities to meet student needs.

Recommendations:
- Develop school wide processes and practices that provide effective and timely feedback in forms that make clear what actions students can take to make further learning progress. Ensure that this feedback becomes an integral aspect of daily interactions with students in all classrooms and is evident in student workbooks.
- Continue to develop consistent processes for students to establish and record, with teacher assistance, individual learning goals. Help students to monitor their progress towards the achievement of their goals and to self-reflect on their current achievements. Include individual learning goals in classroom planning considerations.
- Promote the use of current school wide templates in recording/documenting differentiation enacted in classrooms.
- Continue the development of high level understanding and implementation of differentiated learning for students including catering for individual differences by offering multiple means of representation, engagement and expression.