Background:
Kilcummin SS is located on northern Central Highlands 60 kilometres from Clermont. The school caters for the learning needs of 29 students in Prep - Year 7. Explicit instruction is a prominent element in program delivery. Current Teaching Principal, Brooke Raine was appointed permanently to the school in 2013.

Commendations:
- Since the previous Teaching and Learning Audit there has been progress made in the domains of: An Explicit Improvement Agenda, Analysis and Discussion of Data, Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- The whole school curriculum plan is explicit and coherent and details what (and when) students should learn. It reflects the expectations of the Australian Curriculum.
- All staff members demonstrate a commitment to continual self-improvement, recognising that improved teaching practices are pivotal to improving learning outcome for students.
- Teacher aides are very well trained paraprofessionals. They deliver programs to small groups of students in accordance with the Explicit Instruction model adopted by the school.
- Communication with parents is extensive and includes face-to-face meetings each term, target setting meetings twice per year, monthly curriculum information and training, publication of long-term and short-term planning. Newsletters and the school website are prime vehicles for sharing information and celebrating student success.

Affirmations:
- Teachers observe each other teaching and provide feedback. Observations routinely focus on explicit teaching strategies associated with the explicit improvement agenda. Written feedback has recently been introduced. There is an explicit coaching framework for teachers and teacher aides.
- There is a clear expectation that explicit instruction methodology underpins the lesson delivery in classrooms including clear articulation of learning intention and success criteria.
- Students, parents and teachers collaborate to set individual student learning goals twice per year.
- Teachers participate in weekly curriculum meetings to evaluate programs and refine delivery.
- Assessment data is collated and analysed relative to the target established for individual students.
- Teacher planning incorporates clear expectations of the teacher aides for each lesson.
- Parents and Citizens Association (P&C) is active in the strategic operations of the school.
- A glossary of terms has been developed for parents regarding the school learning metalanguage.
- The Principal models teaching methods for teachers and teacher aides and teachers from cluster schools.

Recommendations:
- Clearly articulate, and document succinctly the explicit improvement agenda in terms of the specific improvements sought in student performances. Include elements that clarify the intent, success criteria, associated targets, timelines and celebrations for the agenda.
- Complete the development of a pedagogical framework that makes clear the teaching practice expectations for the school. Incorporate methods for the integration of higher order thinking in all key learning areas (KLAs). Source and deliver professional development associated with the plan.
- Define expectations regarding feedback for students including succinct annotation methods. Clarify the connection between feedback, goal-setting and student awareness of learning expectations.
- Support teachers to identify and apply diagnostic tools and methods to identify skill gaps and misunderstandings in student learning and to actively plan for and address these needs.
- Define and action practices to incorporate explicit differentiation in short-term planning that reflects long-term differentiation plans.