Background:
Wowan SS is a small primary school located in the Central Queensland education region with a current enrolment of approximately 40 students from Prep to Year 7. The Principal, Kirsty Hay, was appointed at the beginning of 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2012 the school has improved in the domains of: An Explicit Improvement Agenda; Analysis and Discussion of Data; A Culture that Promotes Learning; Targeted use of School Resources; An Expert Teaching Team; and Differentiated Classroom Learning.
- The Principal has been very successful in capturing the confidence of the community through quality teaching and a very high standard of professional practice.
- The school culture, evidenced in classroom environments, gives a consistent message to students and parents of a highly positive, demanding and differentiated environment in which all students are expected to be successful.
- Students enjoy support from a consistent group of support staff members including relief and part time teachers, teacher aides and parent volunteers. Some of these staff members have developed a deep knowledge of, and commitment to, student learning outcomes.
- Students are proud of their school, wearing their uniform and completing their bookwork to a high standard.
- The curriculum implemented in the school is very focussed on the development of literacy, numeracy and learning skills.
- Music, in particular the choir, is delivered through a community partnership which enriches the cultural experience of students, whilst strengthening ties with the Wowan community.
- Explicit teaching has been adopted as a core pedagogy and is being used to improve teaching and deliver instructional consistency for students.
- Teacher aides have been redirected to target learning gaps and enhance student learning. Individual intervention folders are maintained to direct and record improvement for each child.
- A comprehensive system of student assessment and standardised testing is used to chart each student’s progress of learning over time. This progress is displayed visually on data walls for students and parents to monitor improvement.

Affirmations:
- Parents are regarded as important partners in the teaching and learning process. The Principal is very aware that parents are the first teachers and play a critical role in students achieving their full potential.
- The effectiveness of new learning strategies is critically evaluated using a system of pre and post test data to track learning growth.
- The Department’s Developing Performance Framework (DPF) has been implemented at the school with all staff members developing their own Performance Plans.
- Students from Years 6 and 7 are undertaking transition programs to prepare them for Junior Secondary in 2015.

Recommendations:
- Continue to engage teacher aides as para-professional teaching staff whose skills are developed through training and feedback.
- Engage all staff members to ensure they are aware of their role in the implementation of the school’s pedagogical framework.
- Develop curriculum knowledge by collaboratively developing unit plans detailing teaching sequence, assessment and differentiation plans.
- Continue to develop students’ ambition to learn about the wider world, expanding their attitude to, and tolerance of, difference.