Background:
Woorabinda SS is located in a remote setting, 170 kilometres south west of Rockhampton in the Central Queensland education region. The school offers education programs for students from Prep – Year 7 and has an enrolment of 122 students. The Principal, Mr Beresford Domic, was appointed in January 2010.

Commendations:
- There has been some progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture that Promotes Learning, An Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practices.
- The explicit improvement agenda, with a focus on literacy and numeracy, has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP). Staff Performance and Professional Development Plans also highlight this improvement agenda as focus areas for their professional learning.
- Individual reading, spelling and numeracy data has shown that students are making progress towards school targets through the support of teachers, teacher aides and parent helpers within the classroom. Individual Learning Guarantees have been negotiated for each student.
- The school’s Social Justice Team cater for the individual learning and social needs of all students. This team coordinates and assists teachers to effectively use data, organise student groupings, differentiate extension and support programs, maximise available resources and continue to realign class programs to meet student needs.
- The Three Way Strong Program including Traditional Language, Home Language and Australian English, acknowledges the importance of language and the teaching of vocabulary and culture within the school.

Affirmations:
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history, and geography and have reflected on how best to address the curriculum requirements of multi-age and ability classes.
- The school’s pedagogical framework provides a clear direction around the learning and assessment strategies for students, staff members and school community members.
- The school’s Responsible Behaviour Plan for Students (RBPS) has recently been reviewed and approved by the school community. All new teachers have participated in induction sessions around the school’s RBPS.
- The ongoing training of teacher aides and community workers ensures a unified approach to school protocols inside and outside the classrooms.
- A snapshot of NAPLAN results has been summarised by the Principal and shared with teachers. Class targets have been set for reading, writing, spelling and numeracy.

Recommendations:
- Continue to refine the whole school’s pedagogical framework ensuring there is clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, timely feedback and individualised attention as required.
- Provide professional development aimed at revising staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and growth across the years of school.
- Support and encourage teachers to plan, document and cater for individual differences by offering multiple means of representation, engagement and expression.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between teachers.
- Enhance the processes of providing feedback to students and their parents.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Continue to provide opportunities for staff members to develop their expertise in using OneSchool, in particular the use of Dashboard.