Background:
Woongarra SS opened in 1879 and has always been considered a country school even though it is located close to Bundaberg CBD. The current enrolment is 480 Prep – Year 7 students.

Commendations
- Since the previous Teaching and Learning Audit there has been progress made in all eight domains.
- The explicit improvement agenda focusing on reading has provided a narrow and focused strategic direction and has been effective in focusing on core learning priorities.
- All staff members understand the importance of positive and caring relationships. Interactions are focused on the learning and wellbeing of students and on meeting the needs of all students.
- The students and parents of Woongarra SS have strong confidence in their school. There are strong relationships between parents, students, school leaders, teachers and teacher aides.
- The implementation of the differentiated ‘Cars and Stars’ program throughout the entire school is providing a consistent literacy metalanguage for students, teachers and teacher aides.
- There are some outstanding teaching practices occurring at different junctures which provide a platform for peer mentoring and coaching opportunities.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback. A formal process will commence once all staff members have completed their in-service with the Art and Science of Teaching (ASOT) pedagogical framework.
- The Parents and Citizens’ Association (P&C) provides funds to improve school resources and facilities.
- School leaders participate in professional learning alongside teachers and teacher aides. Teachers are encouraged to take on leadership roles. All staff members have a commitment to improve their teaching practices to achieve improved student outcomes.
- School Leaders assist across the whole school by leading differentiated reading sessions.
- The Principal, Deputy Principal and Teacher Librarian conduct English, mathematics and robotics extension activities to engage and extend students.
- The Literacy Coach is beginning to work alongside teachers to strengthen differentiated reading and to model best practice for embedding literacy across all key learning areas (KLAs).

Recommendations:
- Continue to develop the whole school ASOT pedagogical framework to clarify the kinds of teaching you wish to see. Support this through a planned and formalised approach to coaching and mentoring.
- Continue to build teachers’ capacity to improve classroom teaching; to take action and monitor progress by continuing to strengthen their data literacy skills. Use literacy and numeracy data to identify gaps and misunderstandings in student learning, to monitor improvement over time and growth across the years of schooling.
- Continue to develop the implementation of the Australian Curriculum by monitoring student engagement and outcomes. Adopt or adapt Curriculum into the Classroom (C2C) resources guided by professional judgment.
- Supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is vertical continuity and progression of learning. Ensure that the teaching and learning is building on to and extending that of previous years.
- Strengthen timely written feedback to guide student actions and individual learning goals as key elements of the school’s push for improved teaching and learning and embed best practice.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student’s capacity to improve, especially those achieving in the upper two bands.
- Use OneSchool for whole school, year level and class planning, differentiation planners, and adjustments. Attach all special needs and special education reports, referrals and programs to individual student profiles.