Background:
Kowanyama SS is a National Partnership school in a remote, Indigenous community on the Gulf of Carpentaria. The school provides education for approximately 200 students from Pre-Prep to Year 10. The school has a strong profile in the community as a place of learning. Respect Learning, Respect Culture, Respect Community are Kowanyama SS’s values.

Commendations:
- Since the previous Teaching and Learning Audit, considerable work has been undertaken to improve A Culture that Promotes Learning particularly in the areas of responsible behaviour, student attendance and reading.
- Every student has their own Individual Learning Plan (ILP) for reading which sets explicit goals that are reviewed every five weeks. These ILPs are stored on OneSchool.
- The focus room has had a positive impact on student behaviour and is fully supported by the community. Family and elders visit the room, when requested by the school, to encourage the student’s re-entry into the classroom and the importance of an education.
- The ‘Is your child at school today?’ slogan has raised the importance of being at school every day. Students at risk of disengagement are case managed by staff members who have positive relationships with family and clan.
- The membership of the Kowanyama School Council includes representatives from Kowanyama Aboriginal Council, Kowanyama Justice Group, elders, parents, family, Land’s Office, Prescribed Body Corporate (PBC), Child Youth and Mental Health, Queensland Police Service, Kowanyama Sport and Recreation Centre, Royal Flying Doctor Service (RFDS), Queensland Health agencies, Queensland Ambulance Service and Kowanyama SS. This consultative group provides feedback and advice to strengthen the community partnerships and connections.

Affirmations:
- The Explicit Teaching model is evident in every classroom for literacy and numeracy sessions.
- Many teachers expressed that they were open to observing each other teach; and giving and receiving constructive feedback from colleagues.
- All teachers engage in Classroom Profiling at least once a semester and coaching observations with school leaders twice a term.
- Class planning shows how the different needs of students are addressed through reading and numeracy programs. Whole school and class planning demonstrates vertical alignment of reading across the years of school.
- Teachers, support staff and teacher aides support students in differentiated reading groups.

Recommendations:
- Continue to refine the whole school pedagogical framework to clarify the kinds of teaching you wish to see. Support this through a planned approach to coaching and mentoring.
- School leaders need to continue to define their role as instructional leaders and to be hands on in driving evidence based teaching practices across the school. Spend time working alongside teachers to improve their practices, including modelling, to improve classroom teaching; to take action and to monitor progress by developing more sophisticated data literacy skills.
- Continue to build a culture of high expectations with community, family and teachers in terms of each and every student’s capacity to improve. Continue to strengthen and enhance the extension programs across the whole school, ensuring all students are challenged.
- Supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of school. Ensure that the teaching and learning is building on to and extending that of previous years.
- Build on the success of the reading ILPs and extend this personalisation of student learning to all areas of literacy and numeracy.