Background:
Wamuran SS is Prep - Year 7 primary school with 345 students and is situated approximately 12 kilometres north west of Caboolture. The school is an integral part of the Wamuran community and is highly valued and supported by the school and wider community. The school works with the local Queensland University of Technology (QUT) campus to support teaching students in the Teaching Education Done Differently (TEDD) program.

Commendations:
- The Principal and other school leaders have developed and are driving the school's explicit improvement agenda in reading comprehension and problem solving. This includes clear school targets and timelines which have been communicated widely. Professional development in these areas has been provided to all teaching staff.
- There has been considerable progress since the last audit particularly in the areas of Expert Teaching Teams, Systemic Curriculum Delivery, Differentiated Classroom Learning and Effective Teacher Practice.
- The leadership team has ensured that data is used school wide through regular implementation of data discussions with all staff members.
- Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact. Parents speak highly of the school leaders, teachers and the role provided by staff members in supporting students.
- There is a high level of support from the Parents and Citizens’ Association who support resourcing and teacher aid support across the school.
- The school is to be commended for its school ethos built around high expectations. There are high levels of trust apparent across the school community and a strong collegial culture has been established.
- Student goal setting is a feature of all classrooms throughout the school.
- School leaders explicitly promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

Affirmations
- The school tone reflects a commitment to purposeful and challenging learning. This is evident through a range of extension and extra-curricular activities.
- The school has developed processes for identifying student learning needs and applies available resources to meet these needs through structured support in classrooms.
- The school has successfully undertaken the implementation of the Australian Curriculum in English, mathematics and science, continues to deliver essential learnings in other key learning areas and is embedding the fundamental skills of literacy, numeracy and higher order thinking.

Recommendations:
- Continue to encourage teachers to use data on a regular basis to monitor the effectiveness of their teaching, provide targeted and timely feedback to students and to reflect on classroom and school practices.
- Further develop a school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they know. Ensure teachers’ planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided.
- Further develop whole of school processes enabling school leaders and teachers to visit classrooms observe teaching and provide feedback. Further enhance this by continuing arrangements for mentoring and coaching of teachers by the leadership team.
- Enhance opportunities for teachers to have professional conversation around the vertical alignment so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. This should include a focus ensuring higher order thinking skills are embedded across all curriculum areas and year levels.
- Further develop the school's pedagogical framework by clarifying and aligning pedagogical practices expected for teaching and learning across the whole school.