Background:
Bowenville SS was opened in 1898 and is situated in the heart of the Darling Downs, approximately 17 kilometres east of Dalby and 60 kilometres west of Toowoomba, within the Darling Downs South West education region. The Prep to Year 7 school has a current enrolment of approximately 26 students. The Principal, Michael Sutton, was appointed to the position in Semester 2, 2014.

Commendations:
- Since the previous Teaching and Learning Audit in 2010 there has been an improvement in all 8 domains.
- The Principal has focused on raising school performance through the introduction of the curriculum framework, raising reading outcomes, attendance and parent engagement. All areas of school performance have become more transparent to the school community.
- There is a strong professional and collegial learning culture evident at the school. Evidenced based practices are supported through professional development and developing data based review processes.

Affirmations:
- Explicit Instruction has been recently adopted as the signature pedagogy and is evident in the practice of all teachers. Consolidation of I do, We do, You do teaching sequence and the We Are Learning To (WALT) and What I’m Looking For (WILF) strategy form a common knowledge and a consistency of practice across the school.
- The introduction this term of the LEM (Light Educational Ministeries) Phonics and Reciprocal Reading professional development has been adopted by all staff members. This will ensure teaching programs adequately prepare students to succeed in reading assessment.
- Students are able to take part in a rich array of extra curricula activities, for example, soccer and cricket coaching and the Dalby Eisteddfod, that interface with the community and extend the learning interests. Junior Secondary pedagogy and curricula is being explored to connect with the secondary campus.
- The Stephanie Alexander Kitchen Garden program developments and the weekly Playgroup program will bring great community partnerships and opportunities in the future to ensure student engagement and build the school community.

Recommendations:
- Continue to support the development of the enacted curriculum on OneSchool where teaching units are consolidated, stored and mapped for sequential learning from year to year for a multi-age campus.
- Ensure that English and mathematics units and structural groupings are driven by student data, to ensure that differentiation is operating below or above year level expectation and extended appropriately.
- Continue to build classroom teachers’ data literacy skills by developing the electronic school systems on OneSchool and Class Dashboard to record and analyse student data in terms of their attendance, behaviour and learning.
- Maintain the whole and small schools moderation processes to ensure that integrity of the A-E report ratings for academic, Behaviour and Effort are rigorous and consistent.
- Continue to develop the Department’s Developing Performance Framework (DPF) and enrich the coaching, modelling feedback processes to build teacher capacity in the areas of enrichment and extension.