Background:
Charters Towers Central SS is located in the regional centre of Charters Towers and offers programs for students from Prep - Year 7. It is a Low Socio-Economic National Partnership School and has used additional resources to support a variety of programs in the classrooms. Approximately 145 students attend the school.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Explicit Improvement Agenda, Expert Teaching Team and Systematic Curriculum Delivery.
- The explicit improvement agenda with a focus on reading has been communicated to staff members and is supported by a reading action plan including a guide to teaching practices. Reading programs are in place in all classrooms and are well supported by the targeted use of school resources. Classroom based reading data has shown that students are making progress towards school targets.
- The school leadership team and teaching staff reflected positively on a school wide commitment to student success.
- A detailed analysis of the schools reading data has been used by the principal to inform the school's improvement agenda.
- Through the short term data cycle’s teachers are mapping improvements for all students and reflecting on effective teaching practices that are directly contributing to those improvements.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, history and science and have reflected on how best to address the curriculum requirements for the range of student abilities in their classrooms. The C2C guides to making judgements are being used to inform student's ratings.
- The implementation of School Wide Positive Behaviour Support (SWPBS) is supporting a school wide commitment to successful learning and clear expectations for responsible student behaviour.
- Learning support plans for identified students are using explicit learning goals to monitor progress over time. Timely reports to parents are monitoring progress against and attainment of these goals.

Recommendations:
- Continue to develop a whole school pedagogical framework. Ensure 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, individualised attention as required, and timely feedback to guide student actions.
- Ensure that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers. Maintain alignment between the classroom unit plans and the whole school curriculum planning documents.
- Continue to 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.
- Develop the school induction processes to incorporate information about the school’s professional learning agenda.
- Continue to implement processes aimed at improving attendance for a small minority of students.