Teaching and Learning Audit
Executive Summary – Warwick Central SS
Date of Audit: 3 April 2014

Background:
Warwick Central SS is located in the Darling Downs South West education region and provides co-educational learning from Prep to Year 7 for 292 students. The current Principal is Mrs Christine Dolley.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in 2011 in all domains, specifically in A Culture that Promotes Learning.
- Students, staff members and parents have a strong sense of pride and ownership of the school. The Leadership Team is recognised for their commitment to all learners and there is a high level of trust displayed by staff members and parents.
- The school has established strong links with parents and the wider community including the implementation of the Principal Prattle meeting which is held weekly to keep parents well informed as well as providing professional development. Links to the wider community, including the local doctor, are targeted to support students’ learning and wellbeing.
- The explicit improvement agenda has a focus on reading and the school has put in place strong processes to analyse student data, reflect on teaching and monitor student performance improvements. Programs are also being implemented to support students at risk of disengagement.
- Staff members are positive and encourage the Principal and other school leaders to routinely visit and observe their teaching. The Principal has allocated 3 sessions per week to observe classroom teaching.
- School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school wide self-reflective culture focused on improving classroom teaching.

Affirmations:
- Many volunteer parents and community members are involved in supporting students’ learning.
- The school has strong links with the local high school, sharing pedagogy on a regular basis. The high school Principal has made regular visits to the school and provides information to parents and students which will assist with the transition to Junior Secondary.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics, science, history and geography, with year level teams undertaking explicit unit planning, teaching delivery and moderation training processes.
- The school is working to develop strong differentiated practices to meet the needs of students.
- The school has implemented good practices to support students with high level needs.
- Teachers engage in the Developing Performance Framework (DPF) as the basis for professional learning which is directly linked to the school priorities. Surveys are in place to identify teacher strengths and needs which will assist in their professional development.

Recommendations:
- Reflect on the school’s Assessment Plan to ensure that the assessments are effectively identifying student performance.
- Provide professional development to enhance knowledge of teachers on how to interpret assessment tools.
- Enhance practices of moderation to ensure confidence in A-E ratings for student results and consider embedding a formal and consistent moderation process.
- Continue to develop staff members’ knowledge and skill of the effective use of OneSchool to provide a consistent planning, recording and monitoring tool.
- Consider the implementation of a whole school higher order thinking strategy to deliver consistent language and questioning strategies across the years of schooling.
- Utilise the practices developed to implement reading across the school as a model for improving writing.