Background:
Charters Towers SHS is one of the oldest secondary schools in Queensland celebrating it centenary in 2012. The school has 385 students enrolled from Year 8 to Year 12. The Principal, Ms Moya Mohr, has been at the school since the beginning of 2012.

Commendations:
- Improvements have been made since the previous Teaching and Learning Audit in 2012 in the domains; An Expert Teaching Team and Analysis and Discussion of Data
- Parents students and staff members identify that there has been a noticeable improvement in student behaviour and attribute this improvement to the leadership of the Principal.
- The school has reviewed its curriculum and have determined that the expansion of Vocational Education Pathways will serve the needs of students enrolled at the school. This is reflected in the Curriculum Plan and the subject offerings to senior students.
- Beginning teachers are well supported by the Preparatory Teacher Induction Program, by systematic observation coaching and feedback programs.
- School wide teaching behaviours expected in every classroom, Lesson Objectives, Common Curriculum Elements and Curriculum Literacies, are being used in all classrooms.
- The explicit teaching lesson design process I do, We do, You do, is evident in teacher planning and classroom practice across the school.
- Reward strategies are being implemented, in conjunction with quality support staff to engage Indigenous students in improved school attendance and learning.

Affirmations:
- Efforts to engage teaching staff in the presentation and analysis of student achievement, attendance and behaviour data have resulted in greater focus on individual and groups of student’s success at school.
- The school is working to develop a collegial culture to develop effective teaching and a school wide pedagogy.
- The school has implemented strategies that have raised the attainment of Queensland Certificate of Education (QCE) from 50 per cent to 81 per cent.
- The trialling of Junior Secondary pedagogy this year has resulted in excellent models of a highly engaging, highly positive and demanding learning environment.
- The community partnership which developed the Dalrymple Trade Training Centre, has provided students with access to a wonderful learning facility developing excellent vocational education skills for students.

Recommendations:
- Ensure ancillary staff members undertake a Developing Performance Framework (DPF) process.
- Fully develop a school wide pedagogy based on evidenced based practices which develop consistent standards of teacher practice implemented by every teacher, every day in every class.
- Investigate school wide planning processes which ensure teachers plan to differentiate for the individual learning needs of students in each class.
- Continue to engage all staff members in skill development for supporting students with low levels of literacy and numeracy skills in Junior Secondary classrooms.
- Ensure the school identifies a set of strategies for extending and developing skills for the more able students.