Background:
Waterford West SS is located in Central Logan and caters for the learning needs of 640 students. It is in its third year of a National Partnership for low socio-economic schools. Waterford West has a proud connection with the wider community and the traditional elders of the area. Current Principal Dianne Carter was appointed in 2008.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practices.
- Planning and Assessment Conversations (PACs) focus attention on student progress toward targets and shape learning experiences that are relevant, engaging and challenging for students.
- School Wide Positive Behaviour Support provides clear procedures and practices, including clearly articulated responses and consequences for inappropriate behaviour.
- The school places a high priority on professional learning for all staff members and on the development of a school wide, self-reflective culture focused on improving classroom teaching.
- Priority has been given to the learning needs of Indigenous students, resulting in Indigenous student performance outperforming non-Indigenous students in reading in Years 5 and 7.
- The school recognises that reliable data is crucial to the improvement of student outcomes.
- The Principal takes personal responsibility for the development of leadership for staff members.

Affirmations:
- Teachers visit each other’s classrooms and welcome opportunities to have the Principal and other school leaders observe and discuss their work with them.
- Mentoring by school leaders is a feature of professional learning for teachers.
- The school curriculum plan is explicit and sequenced. It outlines what (and when) teachers should teach and students should learn.
- The Head of Curriculum (HOC) role is highly valued and credited with improving teaching practice.
- Key teachers are identified to fill leadership roles to action elements of the improvement agenda.
- Progress towards targets are monitored and displayed prominently as a basis for teacher discussion about future learning needs. Data walls are an embedded feature of practice.
- Teacher Aides are trained and deployed as paraprofessionals across the school to directly support student learning.
- Positive partnerships with parents are established to promote students’ learning. The school provides education and information sessions to assist parents to help their children.
- The Personalise Learning Intervention Program (PLIP) provides targeted support in reading for identified students.

Recommendations:
- Narrow and sharpen the school’s explicit improvement agenda to focus on what is determined to be the most immediate priorities and clearly communicate this agenda to all stakeholders.
- Embed consistent teacher understanding and practices of higher order thinking and incorporate this within all key learning areas (KLAs).
- Refine the development and monitoring of student learning goals to incorporate clear targets, timelines and celebrations.
- Clarify expectations about and incorporate written feedback to students to support oral feedback.
- Continue to provide professional development for staff members in key teaching practices as outlined in the school pedagogical framework.