TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY - ROCKHAMPTON SPECIAL SCHOOL
DATE OF AUDIT: 5/6TH SEPTEMBER 2012

Background:

Rockhampton Special School offers educational programs for students with intellectual and multiple impairments. Rockhampton Special School is coeducational with approximately 60 students.

Commendations:

- The school has an effective improvement agenda that is supported by the leadership team, parents and teachers.
- The school structure has been sharpened by narrowing the number of school committees to three teams that support the implementation of the improvement agenda.
- The principal leads the school by example in expecting achievement as a student outcome of time spent learning.
- The professional development plan and performance development plan is well developed and aligned with school priorities.
- Team Leaders provide feedback to Teachers after observations and discuss teacher performance and also provide written feedback.
- The school funds teacher planning days which allows collaborative practices between teachers in planning units of work.
- The school has developed a curriculum framework which includes the implementation of the Australian curriculum.
- The school is implementing intensive interaction into their classrooms and developing moderation practices that include viewing of staff and students.
- Individual students have a folder with gathered data and evidence of their performance to monitor their progress. Some student data is collected centrally on G drive.
- The school includes in its curriculum framework a Pre-Intentional Learning Framework.

Affirmations:

- The school is using grading masters in assessment of their unit work and individualizing for Pre-intentional learners.
- School wide positive behaviour processes are used within the school to support student learning.

Recommendations:

- Continue to develop school-wide, self-reflective and critique processes, for example, mentoring, coaching, teacher visits of other classrooms, peer observations and principal classroom visits and providing feedback.
- Continue to implement the Australian Curriculum within the school curriculum framework and related assessment and moderation practices embedded.
- Continue to develop a school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they know.
- Continue to develop teachers collaborative planning with a joint emphasis on analysis of student work and teaching strategies for student improvement. Develop a system process for planning that includes the elements of best practice.
- Develop central data base which maintains student information that can be used in discussions for improvement of practices, resources and strategies.
- Develop pedagogical framework to enhance teacher skills in a variety of pedagogies that will improve student outcomes.