Background:
Caboolture Special School is located in Caboolture South, just north of Brisbane. The school has a population of 189 students with disabilities. The Principal, Mrs Beth Devonshire, was substantively appointed to the school at the beginning of 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of an Explicit Improvement Agenda, Analysis and Discussion of Data, Targeted Use of School Resources and Effective Teaching Practice.
- Students are participating in Pathways to Post-School Options through partnerships with TAFE, school-based work experience, local apprenticeships, work placements and training for volunteers in National Disaster Management. The partnerships with other special schools are to be commended.
- There are some outstanding teaching practices occurring at different junctures which can provide a platform for peer mentoring and coaching opportunities.
- The streaming of reading across Years 4 - 9 is enabling teachers to narrow and sharpen their specific curriculum and delivery, for individual students at their levels of readiness and need.
- There is a strong collegial culture of mutual trust and support among teachers and school leaders.
- Staff and community members express a strong confidence in the leadership team and their focus on whole school standards and expectations. This deliberate focus is bringing about a positive cultural change.

Affirmations:
- Many teachers are using a range of data to help inform adjustments to their teaching programs and differentiation.
- Class planning shows how the different needs of students are addressed through reading programs.
- The Head of Curriculum (HOC) schedules meetings with departments and individual teachers, which has an emphasis on teacher planning and differentiation. This process is impacting positively on teacher morale and teaching performance.
- The significant work undertaken by the leadership team and teachers to implement the Australian Curriculum has been undertaken in a very professional manner.
- All staff members understand the importance of positive and caring relationships to successful learning and the school wide culture.

Recommendations:
- Refine and sharpen the annual assessment plan to provide timely and appropriate data to best inform teaching and learning practices and feedback for students to improve their learning outcomes.
- Continue to refine the whole school Art and Science of Teaching (ASOT) pedagogical framework through a planned and structured approach to coaching which provides feedback to teachers on high yield teaching strategies and highlights the strengths in the school wide team.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of school. Ensure that the teaching and learning is building on to and extending that of previous years.
- Continue to implement the Australian Curriculum by monitoring student engagement and outcomes; and adopting or adapting Curriculum into the Classroom (C2C) resources guided by professional judgment.
- Continue to build staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Build on the reading planning processes to include planning for individual students in other key learning areas (KLAs).
- Document functional literacy and numeracy curriculum intent in the functional living skill programs.