Background:
Rockhampton North Special School is a provincial school located in the Central Queensland education region. The school has an enrolment of 84 students with disability from Prep – Year 12, including 10 Indigenous students. The Principal, Laurel Allen, was appointed to the school in 2014.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domain: Systematic Curriculum Delivery and progress in the domains: An Explicit Improvement Agenda; Analysis and Discussion of Data; Targeted Use of School Resources; An Expert Teaching Team; Differentiated Classroom Learning; and Effective Teaching Practice.
- The explicit improvement agenda with a focus on communication, reading, numeracy and Positive Behaviour Support has been communicated to staff members and parents and is articulated in the Annual Implementation Plan (AIP).
- The Principal and other school leaders regularly visit classrooms. Teaching staff have participated in classroom observations by school leaders which include verbal and written feedback.
- The implementation of the school's communication framework has ensured students are provided with scaffolding to communicate their needs and feelings. Functional student communication has reduced the incidence and severity of challenging behaviours.
- Students are supported to transition to meaningful post-school pathways through a range of quality programs and strong partnerships with service providers, businesses and community groups.
- The school actively seeks ways to enhance student engagement and build family capacity through partnerships with government agencies and community organisations.

Affirmations:
- Teachers have implemented Curriculum into the Classroom Students with Disability (C2C - SWD) units in English, mathematics, science and history for students functioning at Foundation to Year 2 level.
- Teachers are developing Goal Attainment Scales (GAS) for Australian Curriculum content descriptors to monitor student progress and report on individual student learning. They are also supported to implement departmental and school priorities through targeted professional development aligned to the Department’s Developing Performance Framework (DPF).
- All students have individual learning goals aligned with the school priorities that are reviewed and adjusted through the Five Week Learning Cycle based on GAS data.
- Let’s Talk sessions provide multiple opportunities for numerous students to engage in a range of communicative acts in a functional, motivating environment.
- Some teaching staff observe each other teach and receive feedback to improve their teaching practices.
- School leaders have led a collaborative review of the Responsible Behaviour Plan for Students (RBPS). Staff members feel supported by the implementation of this plan.

Recommendations:
- Document the subjects delivered outside the Australian Curriculum in the Whole School Curriculum Plan as the basis for all teaching staffs’ unit planning and delivery.
- Implement the moderation protocol currently under construction to provide teaching staff with a framework for professional dialogue and assigning A-E achievement levels on report cards.
- Ensure the enacted curriculum remains a focus for dialogue between teaching staff members and school leaders.
- Monitor the quality of individual teacher and cohort unit planning and the consistent delivery of the enacted curriculum in line with the curriculum plan.
- Further develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work and provide feedback.
- Explore how student learning data can inform the formation of classes and cross-class groupings for literacy and numeracy.