Executive Summary

Recommendations:

Affirmations:

Commendations:

Development Program (ECDP) consists of 126 students across Mitchelton Special School.

Background:

Mitchelton Special School is a metropolitan school located close to the Brisbane CBD. The school population consists of 126 students from P - 12 and 58 young children, birth to pre-Prep, enrolled in the Early Childhood Development Program (ECDP). Students travel from over 50 suburbs to attend the school.

Commendations:

- There has been significant progress made since the previous Teaching and Learning Audit in all eight domains and in particular, Systematic Curriculum Delivery.
- The explicit improvement agenda of section planning and teaching delivery, aligned with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the essential learnings, has focused teachers on core learning and higher academic expectations for students with disabilities.
- The Pathways Program immerses students, 15 - 18 years of age, in transition to work or recreational program opportunities at their functional level. This also links families to post-school providers in a supportive and scaffolded gradual release process. The school is to be commended for coordinating and delivering this comprehensive suite of options for young people.
- Teachers routinely provide written feedback to students in workbooks, accompanied by photographic and verbal feedback to guide individual student learning and inform differentiation for each student.
- The Principal and school leaders are driving School Wide Positive Behaviour Support (SWPBS) throughout the school, with colour cues for each of the five rules. There are clear links between SWPBS common language and an approach to a positive learning environment for all students.
- The ECDP staff members provide playgroup, community agency links and collaboratively plan with a range of mainstream schools to optimise early intervention and transition to school for young children from birth to pre-Prep.

Affirmations:

- All staff members closely monitor the progress of individuals and tailor classroom activities to levels of readiness and need. Teachers incorporate multiple means of representation, engagement and expression across class programs.
- School leaders monitor the vertical alignment of curriculum delivery throughout the school.
- Teachers are adopting and adapting Curriculum into Classroom (C2C) resources. This practice has raised teacher expectations of academic outcomes for all students.
- The Four Block Literacy model has been introduced and is routinely implemented across the school.

Recommendations:

- Continue to develop the whole school pedagogical framework. Continue to clarify what students are expected to learn and be able to do; explicit teaching of skills and content are key elements of the school’s push for improved teaching and learning.
- Continue to provide professional development aimed at building 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 schooling.
- Ensure that the quality of teaching and learning is building onto and extending that of previous years.
- Consider the use of English as a Second Language (ESL) web-based materials to extend unit planning. These materials will provide alternate resources to support the vertical alignment of curriculum delivery.
- Continue to build on the collegial and self-reflective culture in which teachers invite school leaders and colleagues to observe their teaching, discuss their work with them and provide written and verbal feedback. Support this through a planned and formalised approach to coaching and mentoring.
- Provide staff training in the use of OneSchool as the single point of truth for academic, attendance and positive and inappropriate behaviour data.
- Establish and implement clear school wide targets and accompanying timelines in literacy and numeracy to monitor student improvement over time.