Background:
Mackay District Special School is a co-educational school with approximately 80 students with a diverse range of abilities and specific educational requirements from Prep - Year 12.

Commendations:
- All teachers are implementing the school curriculum framework and the assessment and moderation practices are aligned to this curriculum.
- The Principal and the leadership team have developed an explicit and detailed improvement agenda. The improvement agenda is developed and driven through five Tool Kits. Each Tool Kit has a leader and a team to progress the implementation of each tool kit.
- There is a clear commitment by the school team to find ways to improve on current school outcomes.
- The leadership team has acquired Connecting Steps, a data base that collates outcomes students are progressing towards, and shows progress made. The Head of Curriculum uses this systematically across the school in discussions with teachers about improvements in student learning.
- Teachers regularly share their literacy practice at staff meetings and meet regularly with the leadership team to discuss The Four Blocks Way, a whole school pedagogical approach for reading, being implemented in each classroom.
- The school has engaged a power coach to build resilient teams in the school and has also implemented growth coaching within the school.

Affirmations:
- All classrooms display a data wall which shows the outcome the students are presently working towards and those that have been achieved.
- All staff members are collecting data in reading, and displaying and communicating student performance.
- Teachers share their practice at staff meetings and receive cool and warm feedback.
- There has been a particular focus through professional development on improved teaching methods in reading.
- There is a documented Professional Learning Plan based on school improvement priorities and teachers’ Professional Development Plans.

Recommendations:
- The curriculum framework needs to be based on the Australian Curriculum. Build and embed common assessment and moderation practices across the school.
- Develop and implement a whole of school pedagogical framework across key learning areas that ensures consistency of alignment.
- Continue to develop teacher self-reflection and critique processes, for example, mentoring, coaching, teacher visits to other classrooms, peer feedback, for example, profiling, principal and school leader classroom observations and feedback.
- Develop teacher planning in all key learning areas. Continue to develop a school wide process for differentiation which includes how the different needs of students are addressed.