TEACHING AND LEARNING AUDIT
EXECUTIVE SUMMARY – MARYBOROUGH SPECIAL SCHOOL
DATE OF AUDIT: 15-16 JULY 2014

Background:
Maryborough Special School is located adjacent to Hervey Bay in the North Coast education region. The school was established in 1972 and currently has an enrolment of 77 students with disabilities from Prep – Year 12. The Principal, Susan Omar, was appointed in 2011.

Commendations:
- Since the previous Teaching and Learning Audit there has been progress made in the domains: A Culture That Promotes Learning; Targeted Use of School Resources; An Expert Teaching Team and; Effective Teaching Practice.
- School leaders and staff members are committed to ensuring a safe and supportive learning environment. Respectful and caring relationships are evident between all stakeholders.
- The school has implemented a range of unique programs that compliment learnings associated with the Australian Curriculum and enhance life, social and recreational skills. These programs include the Duke of Edinburgh Award, Sailability and Arts Based Curriculum Enhancement Program.
- The Principal has invested a significant amount of work in developing the capacity and confidence of staff members to deliver quality learning experiences for students. The school is focused on building the skills of teacher aides through targeted professional development.
- Students with complex communication needs are provided with specialist classes with a strong focus on intensive interaction, Picture Exchange Communication System (PECS) and the use of ICT.
- Quality programs, partnerships and learning experiences in the transition phase of students, driven by the SET Plan and Community Circle of Success Post School Options process, ensures that students have a range of post school pathways and are well prepared for life after school.

Affirmations:
- School leaders and teaching staff have developed Individual Learning Plans (ILP) with English and mathematics goals for all students using a collaboratively developed template.
- A range of diagnostic tools are being used by teaching staff to collect data on student achievement and learning. Some teachers are capturing this data in Individual Learning Profiles.
- Most teachers are implementing English and mathematics Curriculum into Classroom students with disability (C2C SWD) units for students in Prep – Year 10. There is evidence of teachers beginning to implement C2C SWD units in science, history and geography.
- The Four Phases structure encourages and supports collaboration between teachers to share resources, co-plan and discuss assessment pieces.

Recommendations:
- Narrow and sharpen the explicit improvement agenda and establish associated clear targets and timelines. The agenda should be routinely promoted to staff members and parents.
- Further develop and implement the whole school curriculum framework that outlines the sequence of units for subjects aligned with the Australian Curriculum, learning for all remaining QCAR subjects and school based programs and progression of learning across phases.
- Enact the mandated curriculum for all students from Prep – Year 10. Implement a quality assurance system to ensure the curriculum is consistently implemented and aligned within and across school phases.
- Develop a whole school data plan and assign responsibility for data management to a member of the Leadership Team. Further develop the data literacy skills of teaching staff through professional development opportunities.
- Further develop a culture of teacher reflection through the establishment of a formal process for classroom observations and feedback, implementation of a mentoring and coaching model and a system that enables teachers to observe expert teachers.
- Develop a whole school Professional Learning Plan that aligns training and professional development with the school’s explicit improvement agenda and staff members’ Developing Performance Framework (DPF).