Background:
Red Hill Special School is located five kilometres from the Brisbane CBD. The school has 50 students enrolled in Years 1 – 12 and 40 young children in the Early Childhood Developmental Program (ECDP). There are also six additional students enrolled weekly who are attending respite at the Halwyn Centre, next door to the school. The school provides a range of specialist programs for students with multiple impairments and specialised health requirements.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of A Culture that Promotes Learning, Systematic Curriculum Delivery and Differentiated Classroom Learning.
- The explicit improvement agenda of literacy, unit planning and teaching delivery aligned with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the essential learnings has focused teachers on core learning. Teachers value the clarity around their teaching role.
- Teachers learn from each other’s practices, undertake watching others work, visits to other special schools and engaging in coaching to improve their teaching practice.
- The school has comprehensive digital portfolios on every student that are regularly reviewed, updated and stored on the school network.
- Moderation protocols and documentation have been pivotal in focusing teachers on data driven decision making for academic, behavioural and effort reporting. Horizontal and vertical moderation occurs to maintain consistency across the school.
- Differentiation is a priority of the school and a feature of every teacher’s practice. Teachers are front-facing assessment and differentiation for every student in unit planning and teaching delivery.

Affirmations:
- The Four Block Literacy model has been introduced and is routinely implemented across the school.
- Teacher aides are paraprofessionals who work closely with teachers in program delivery, observation and data collection on individual students.
- Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- The Principal and school leaders support teachers to access a comprehensive range of off-site programs to supplement those able to be delivered on their land-locked site. These include horse-riding, the local gym, libraries (none on site) and the local park with disabled play equipment.

Recommendations:
- Continue to develop the whole school pedagogical framework. Clarify what students are expected to learn and be able to do, document explicit teaching of skills and content as 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.
- Consider the identification and implementation of clear school wide targets and accompanying timelines in literacy and numeracy to monitor student improvement over time.
- Continue to monitor the vertical alignment of the curriculum so that there is continuity and progression of learning across the years of schooling.
- 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. The formalisation of the pedagogical framework should provide the Principal and other school leaders with a clear focus for formal observation and feedback protocols.