Background:
Redlands District Special School is located in Thornlands and close to beautiful Moreton Bay. The school provides educational programs for students with a disability from birth through to 18 years of age. Programs for students of non-compulsory age are delivered through the Early Childhood Development Program. The school has a full prep program for students with high support needs. The school provides a safe supportive environment for students to learn individualised skills designed uniquely for them and delivered in a flexible way at a pace suitable to the student needs.

Commendations:
- All teachers are implementing the school curriculum framework and the assessment and moderation practices are aligned to this curriculum.
- Teachers are collecting data and evidence on their students and have a good working knowledge of individual students.
- The school has introduced the GAS scales for the monitoring of progress of individual education goals.
- The leadership team is clearly committed to finding ways to improve student attainment in communication, literacy and numeracy.
- Some teachers are reflecting on their practices and use data on a regular basis to monitor the effectiveness of their efforts to meet targets.

Affirmations:
- There is good staff morale and the tone of the school is positive and this is reflected by a supportive parent community.
- Introduction of the special education pedagogies is beginning to introduce core practice across the school.
- The developing performance process is creating a framework for teachers to develop additional skills and knowledge. The alignment of the identified goals and school priorities supports skill development in the targeted areas.
- The completion and implementation of the school data plan will enable the school to track and monitor student progress over time.
- The school has introduced moderation practices and developed protocols to support the process.

Recommendations:
- Refine the explicit improvement agenda to ensure that it is couched in terms of the specific improvements sought in student performance and changes to teacher practice and includes clear targets with accompanying timelines. The plan should clarify expected pedagogical practices and ensure that the ‘Redland District Special School Way’ is implemented and embedded across the whole of the school. (For example, implementation of the reading framework.)
- Establish a learning culture where authentic feedback is provided by school leaders who spend time working with teachers to improve their teaching practices.
- The curriculum framework needs to be based on the Australian Curriculum and related assessment and moderation practices embedded.
- Develop a Professional Learning Plan that incorporates the processes of the Developing Performance Framework, the enhancement of self-reflective practice by teachers and the extension of existing coaching and mentoring practices. The process should involve the school leadership and staff members working and learning with and from each other.