Background:
Mount Isa Special School is a remote school located in Mount Isa. The school provides programs for 16 students with disabilities P - 12. The majority of students at the school identify as Indigenous. The Principal, Mr Reno Tieppo, was appointed to the school in July 2013.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of Analysis and Discussion of Data, Targeted Use of School Resources and Differentiated Classroom Learning.
- The Principal and staff members are to be commended for the re-branding of the school, identifying a Charter of Aspirations and Values within the framework of Moving Beyond Expectations. This has positively raised community perceptions of the school as a learning destination for some students with disabilities.
- Staff members are moderating Curriculum into the Classroom (C2C) Students with A Disability units in English, mathematics and science with other Burdekin Cluster special schools through I-Connect.
- The assessment schedule, including a range of diagnostic tests has been developed and implemented. This baseline data has already impacted on groupings for reading.
- The Principal and teachers are actively addressing the attendance of individual students through ongoing contact with parents, working through the Indigenous Liaison Officer. Positive attendance strategies are also being used in class, the newsletter and on weekly parades.
- The school is to be commended for their commitment to increasing parent engagement with the school in a range of culturally sensitive ways.

Affirmations:
- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- Teachers have implemented Curriculum into the Classroom (C2C) units in English, mathematics and science.
- The school’s Responsible Behaviour Plan for Students has recently been reviewed and approved by the school community.
- Teachers are differentiating across curriculum delivery using verbal, visual, kinaesthetic, musical and intensive interaction teaching strategies.
- Teachers have established across class groupings for reading to maximise learning opportunities for every student.
- The school has commenced discussions with staff members and parents around preparation processes for Junior Secondary in 2015.

Recommendations:
- Narrow and sharpen the explicit improvement agenda. Identify specific improvements sought in student performances, aligned with state wide improvement priorities and include strategies, professional development and resourcing with clear targets and accompanying timelines, rigorously actioned.
- Develop a whole school curriculum plan and pedagogical framework. Ensure clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, identify explicit teaching of skills and content and timely feedback to guide student actions are key elements of the school’s push for improved teaching and learning.
- Provide professional development aimed at building staff members’ data literacy skills.
- Prioritise the use of flexible staffing to maintain the part time Head of Curriculum (HOC) role to document the whole school curriculum plan and develop clear protocols for unit planning in OneSchool.
- Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide verbal and written feedback. Use objective data to reflect on the effectiveness of teaching practices.
- Extend the developing performance planning process to non-teaching staff as well.