Background:
Gympie Special School is a rural school located in the North Coast education region. The P - 12 school has an enrolment of 61 students with disability. The Principal, Barry Tarlinton, was appointed to the school in 1996.

Commendations:
- Since the previous Teaching and Learning Audit there has been progress made in the domains: An Expert Teaching Team, Systematic Curriculum Delivery, Differentiated Classroom Learning and Effective Teaching Practice.
- School leaders and staff members are committed to ensuring a safe and supportive learning environment.
- The respectful and caring nature of relationships is evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- The school has developed a range of partnerships with government agencies, businesses and community groups that have enhanced student learning opportunities.
- Through its Four Phases Structure, the school has implemented a model of service delivery that enables the effective delivery of programs and support mechanisms to meet the diverse needs of all students.
- The school has developed a whole school approach to reading which is supported by dedicated professional development and resources. Data on student reading levels is collected by teachers.

Affirmations:
- The school has a Curriculum Plan that provides an overview of literacy and numeracy curriculum delivery. Further development will ensure the plan reflects current practice and identifies the cycle of Curriculum into the Classroom (C2C) units to be taught over a two year period.
- Teachers are implementing the Australian Curriculum in English and mathematics through the implementation of C2C students with disability (SWD) units. Literacy and numeracy curriculum intent outside these units is aligned with the Australian Curriculum General Capabilities and Achievement Standards.
- The Art and Science of Teaching (ASoT) is driving aspects of teaching and learning in the school.
- Teachers have developed Individual Learning Plans which identify literacy and numeracy learning goals and differentiation strategies for all students.
- Teachers are collecting mainly summative data on student achievement and administering a number of diagnostic assessments. Some teachers have entered diagnostic data into OneSchool.
- The Principal and school leaders are committed to the wellbeing of staff members and are implementing a formal Staff Wellbeing Plan.

Recommendations:
- Develop a narrow and explicit curriculum improvement agenda and ensure school documents and budget reflect this agenda. Frequently and clearly communicate the agenda with staff members and parents.
- Provide ongoing professional development aligned with Developing Performance Framework (DPF) aimed at building teacher capacity in the delivery of the Australian Curriculum.
- Enact the mandated curriculum through the consistent delivery of English, mathematics, science and history for all students in P - 10. Develop a system to ensure the curriculum is implemented consistently and there is alignment between the school phases.
- Develop protocols for the storage of student achievement data in OneSchool. Ensure a schedule for the administration of diagnostic tools is developed and implemented for each school phase.
- Extend the use of student achievement and diagnostic data to inform everyday teaching practice and to monitor student achievement. Further utilise student diagnostic and achievement data to form likeability literacy, numeracy and reading groups.
- Examine the whole school and class timetable structure to ensure the mandated curriculum can be delivered in line with expected time allocations.