**Background:**
Clifford Park Special School delivers programs to students aged from 12 - 18 years with diagnosed intellectual or multiple impairments. Approximately 100 students attend Clifford Park Special School.

**Commendations:**
- The school’s curriculum plan is aligned to the Australian Curriculum and related assessment and moderation practices are aligned to this curriculum.
- The Intensive Interaction Program utilises a practitioner protocol that includes moderation by colleagues of teacher practice and student progress by teachers.
- There is a strong school focus on the implementation of literacy blocks and staff members have committed significant time to attending professional development in First Steps Reading, First Steps Speaking and Listening, and in Stars and Cars.
- Staff members meet and discuss their planning with the Head of Curriculum (HOC) and receive written feedback to guide future improvement.
- The school is participating in trialling the Australian Curriculum, Assessment and Reporting Authority (ACARA) curriculum materials. Participating staff members involved in this research will provide invaluable information and shape the future directions of curriculum for student with disabilities.
- The school assessment plan includes moderation practices and protocols that support professional teacher collaboration and discussion.

**Affirmations:**
- The tone of the school reflects positive school wide teacher student relationships and interactions are based on the learning and wellbeing of students.
- The school has initiated and implemented a plan for the collection, analysis and use of student performance data.
- PATH, the senior school development of Senior Education Transition Planning with stakeholders is exemplary in setting post school option pathways and focusing individual learning needs.
- The Denise Kable Campus is implementing Curriculum into the Classroom (C2C) materials and scaffolding and supporting the learning needs of students enrolled in their program.

**Recommendations:**
- Continue the work in the development and implementation of a pedagogical framework that will clearly articulate the ‘Clifford Park Special School Way’.
- Refine the school improvement agenda to include clear targets for improvement and accompanying timelines.
- Review the school curriculum framework and ensure that it is reflective of system priorities of the key learning areas that support the embedding of fundamental skills in both literacy and numeracy.
- Continue to establish a reflective culture where regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms, to make judgements about the efficacy of teaching, identify individual student needs and to personalise teaching and learning activities.
- Extend the learning culture where authentic negotiated feedback is provided by school leaders who spend time working with teachers to improve their teaching practices through coaching, modelling, evaluating and providing feedback on classroom teaching.
- Refine data processes that will enable school teams to track progress, identify gaps and monitor improvement through the years of schooling. These processes should be supported through the growth of staff skills around data concepts that will support the use of data to shape teaching and learning.