Background:
Toowoomba West Special School is a co-educational school that caters for students from birth to 12 years of age. Approximately 74 students diagnosed with verified intellectual and multiple impairments attend the school. The school offers an individual educational program based on the Australian Curriculum.

Commendations:
- The school has a cohort of classes using intensive interaction and utilising team leadership and team collaboration. Moderation of staff and students occurs in this process.
- Team leadership and collaborative planning in teams is effectively used across the school in a systematic delivery of curriculum.
- Team planning meetings are highly supportive of all teachers and provide a noticeable team spirit where problems are shared and solved.
- A Picture Exchange Communications coach and coordinator of augmentative communication works effectively across the campus coaching teachers and teacher aides.
- The school has used One School to deliver planning across all school cohorts implementing English, mathematics and science from the Australian Curriculum.
- Teachers have a clear curriculum framework of what is expected and the school uses differentiation to create class cohorts and further streaming to allow cohesive groups for literacy and numeracy.
- Teachers work hard to develop a bank of resources.

Affirmations:
- School leaders explicitly promote the school improvement agenda and staff members have clear expectations.
- Teachers demonstrate a strong commitment to the improvement agenda.
- There is a valuing by staff members that the content descriptors are relevant to individual student learning.
- All students have a data collection folder and evidence of student performance gathered.
- All staff members meet with their team leader to develop a performance plan.

Recommendations:
- Continue to develop teachers’ self-reflection and critique process, for example, through mentoring and coaching, teachers visiting other classrooms and the Principal and school leaders also providing feedback.
- Develop and implement a whole of school pedagogical framework across key learning areas that ensure consistent alignment and expand curriculum delivery.
- Continue with development of central data location for storing appropriate student data. Build and embed common assessment and moderation practices across the school.
- Further develop the school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they learn.