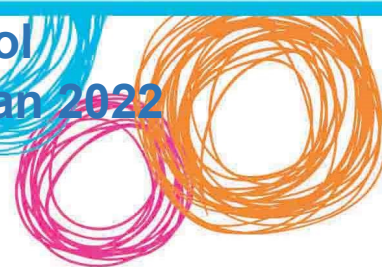




# Cairns State Special School Annual Implementation Plan 2022

## School Improvement Priorities 2022



### Explicit Improvement Agenda

**Strategy** - The school Leadership Team drives an explicit whole school improvement agenda that is reflective of our school data profile and includes:

- evaluating our practices to ensure systematic curriculum delivery is implemented; implementing agreed data collection processes mindful of access to learning for our multi-sensory learners;
- refining the work of our Sector Teams to meet professional learning needs of staff; introducing a growth coaching model to further refine support for teaching staff; and implementing a *Peer Observation and Feedback* process and a *Learning Coach* to further support staff development;
- reviewing the *Student Code of Conduct* and embedding *Team Teach* ways of working;
- undertaking the School Review facilitated by Education Improvement Branch (EIB) and formulating our subsequent Strategic Plan; and
- supporting community partnerships that enhance student learning outcomes.

**Strategy** – Actions of the explicit improvement agenda (EIA) are shared with staff, students, community, P&C and School Council, ensuring they are highly visible across the school community.

Actions	Targets	Timelines	Responsible Officer/s
Utilise the DoE School Improvement Hierarchy Reflection Tool to engage staff, parents and community, DoE regional staff, School Council and P&C and re-visit the school vision, purpose and current data sets that drive our improvement agenda, engaging new staff and families in forums (one forum each term) to receive feedback.	2022 AIP shared with all stakeholders and school community members articulate our vision and priorities.	Once per Term	Principal Leadership Team
School staff lead and manage school programs within the AIP. This includes the setting of program goals, strategies, targets and review of programs and resources. Program resourcing is evaluated to measure the effectiveness of all resources in relation to improved student outcomes.	All school programs documented, shared and reviewed. Program resourcing meets the diverse needs and interests of students.	End Term One  Term Three SPDD	Program Managers
Undertake the School Review, facilitated by Education Improvement Branch (EIB) and formulate our subsequent Strategic Plan	Key improvement strategies and actions are identified and documented in Strategic Plan	Term Four	EIB School Community

## Analysis and Discussion of Data

**Strategy – Embed data collection processes and their utilisation in teacher discussions to ensure the effective monitoring of student progress and the setting of next steps for learning in all curriculum areas.**

Actions	Targets	Timelines	Responsible Officer/s
<p>Implement agreed data collection processes as captured in <i>Assessment and Monitoring Schedule</i>, for all learning areas, ensuring data is collected for all reportable student goals.</p> <p>Share our electronic individual student monitoring tools with staff that supports appropriate data collection for all reportable goals.</p> <p>Embed data collection processes and their utilisation in teacher discussions (staff meeting, staff PD and Sector forums) to ensure the effective monitoring of student progress and the setting of next reportable goals.</p> <p>Provide whole school teacher training for the implementation of the ROCC (Road map of Communicative Competence) to inform consistent communication data collection. Use the analysis of this data to inform individual student goals in the area of communication for every student.</p>	<p><i>Assessment and Monitoring Schedule</i> accessed by all 100% of teaching staff.</p> <p>100% staff utilise individual student monitoring tools for all reportable goals.</p> <p>All goals in the Student Plan and in the Curriculum Plan (QCIA) have associated data collection processes embedded in practice.</p> <p>All teaching staff trained in using the ROCC. Analyse of student data per homegroup.</p>	<p>From Term 1</p> <p>Term 3 Term 4</p>	<p>Teaching team</p> <p>Leadership Team Teaching team</p> <p>Leadership/ Teaching Team</p>

## Culture That Promotes Learning

**Strategy – Maintain a learning environment that is safe, respectful and inclusive and review the *Student Code of Conduct*.**

Actions	Targets	Timelines	Responsible Officer/s
Review the <i>Student Code of Conduct</i> . Provide time for focussed conversations through staff meeting forums, the LCC, P&C and School Council.	<i>Student Code of Conduct</i> reviewed.	Term 3	All staff
Provide Team-Teach professional learning for all staff supporting positive handling strategies and staff knowledge of policy and legislation regarding restrictive practices.	100% new staff (teachers/teacher aides) participate in training	January	All staff
Positive Behaviour for Learning (PBL) Team meets regularly, liaises with PBL Regional Coordinator, collects and analyses wellbeing data, develops annual action plan and supports the PBL philosophy and practice in all settings.	SET survey and EBS survey complete and data shared with all staff, P&C and School Council.	February November	Regional Coach PBL Team
Introduce a Staff Wellbeing Framework	Staff Wellbeing SOS – >90% agreement School Survey	August – SOS Once per term	Staff Wellbeing Committee



## Systematic Curriculum Delivery

**Strategy - Evaluate the implementation of the Australian Curriculum providing contexts for learning in all learning areas for all students in Years P-10 and the Guideline for Individual Learning for Yrs. 11 & 12.**

Actions	Targets	Timelines	Responsible Officer/s
Embed our whole-school <i>Curriculum Commitment</i> aligned to the implementation of the Australian Curriculum as specified in the P-12 CARF in all of our planning. <ul style="list-style-type: none"> <li>Continue to provide opportunities at meeting forums and planning days for staff to discuss and plan appropriate contexts for learning for Years P-12 and to utilise appropriate pedagogy.</li> <li>Support staff to utilise whole school planning documents to ensure the mandated curriculum is being enacted in all classrooms and is differentiated.</li> </ul>	100% of staff engage in Moderation of AC internal <i>Curriculum Commitment</i> accessed regularly by teaching staff.  100% teaching staff complete agreed planning documents. (QA)  100% of staff engage in collaborate teams using team logs. (QA)	Semester 1 & 2   From Term 1	All Teaching staff, Principal, Deputy   All staff

## Effective Pedagogical Practices

**Strategy – Introduce a growth coaching model to further refine support for teaching staff; and implement a Peer Observation and Feedback process to further support staff development.**

Actions	Targets	Timelines	Responsible Officer/s
Provision of Growth Coaching for Leadership Team and Learning Specialist (possible provider: <i>Growth Coaching International</i> ) <i>Learning Specialist</i> position introduced providing mentoring and growth-coaching opportunities for opt in by teaching staff meeting self-identified needs of teaching staff (aligning with PDP process). Timetable of support developed by Leadership Team along with coaching/mentoring plan (ways of working) and (to be included in <i>Curriculum Commitment</i> ) to ensure the role maintains its integrity.	>= 70% of staff will opt in to be mentored/coached with learning specialist	On going 2022	Principal Leadership Team
Implement our observation and feedback process aligned to the expected practices of the pedagogical framework and the school's priorities.  Provision time to support teacher engagement in the process.	Observation and Feedback Process accessed by teaching staff. >= 50% agree to observe and feedback to colleagues. Documented in APDP.	Term 2-4	Principal Sector Leaders



## School and Community Partnerships

Strategy - Establish an outward facing school with strong parent and community partnerships that support positive student outcomes and opportunity for VOICE and CHOICE.

Actions	Targets	Timelines	Responsible Officer/s
Broadening community partnerships to develop opportunities for post-school options for students, and formalise community partnerships that can contribute positively to enhancing student learning outcomes.	Refine Junior School Council process. 100% of Senior students engaged in post school options.	End of 2022	School Council Principal

## Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



School Council - Chairperson