Cairns State Special School Annual Implementation Plan 2020

School Improvement Priorities 2020

Explicit Improvement Agenda

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

- a focus on refining our Curriculum Framework and data collection processes for all learning areas mindful of access to learning for our multi-sensory learners;
- documenting and sharing the work of our Professional Learning Teams;
- collaboratively formulating the new Student Code of Conduct; 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 to receive feedback.	2020 AIP shared with all stakeholders and school community members articulate our vision and priorities. One community forum each term for community feedback.	On going	Principal Leadership Team P&C School Council
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	Principal Deputy Principal Program Managers

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
Investigate and include Numeracy/Mathematics assessment tools to be included in our Assessment and Monitoring Schedule. Review and refine our electronic individual student monitoring tool with staff to include data collection for all reportable goals. Embed data collection processes and their utilisation in teacher discussions (staff meeting, staff pd and PLT forums) to ensure the effective monitoring of student progress and the setting of next reportable goals.	Inclusion of relevant Numeracy/Mathematics assessment tools. 100% staff utilise individual student monitoring tools for all reportable goals. All goals in the Student Plan and in the Curriculum Plan (QCIA) have associated data collection processes embedded in practice.	End Term 3	Principal Leadership Team Teachers

Strategy – Support the development of teacher skills in data literacy and support consistency in teacher judgements.			
Actions	Targets	Timelines	Responsible Officer/s
Deepen moderation processes to include Professional Learning Team participation in moderation activity twice each term in nominated priority areas (Literacy/English; Numeracy/Mathematics; Communication; and, Social Participation), supported by coaches.	HIC Different or Partial - A-C English and Mathematics 90% ICP Goals Attained 90% ILP Goals Attained 90% Communication Goals Attained 90% QCIA Completion 100% Student attendance >90%	Each term Biannually Five weekly Five weekly	Principal Deputy Principal PLT Leaders Teaching Staff Non-teaching staff
PLT members share individual student data in a Team Log regularly at PLT meetings (linked to priority areas), to deepen staff knowledge of our pedagogical framework.	100% of PLT staff engage in Team Log formulation and reflection.	Three times each term	PLT member Principal PLT Leaders

Culture That Promotes Learning

Strategy – Establish and maintain a learning environment that is safe, respectful and inclusive.			
Actions	Targets	Timelines	Responsible Officer/s
Provision time for the new Student Code of Conduct to be developed with staff and community. Endorse through the LCC, P&C and School Council. Share with all stakeholders.	New Student Code of Conduct formulated and endorsed.	Term 4	
Provide Team-Teach professional learning for all staff supporting positive handling strategies and staff knowledge of policy and legislation regarding restrictive practices.	100% 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
Continue our focus on The Resilience Project delivering evidence based approaches to building resilience, in order to support positive mental health by developing a resource bank for all staff to access.	Resilience Project resource folder established on G Drive with all staff contributing adjusted resources.	October	Leadership Team

Systematic Curriculum Delivery

Strategy - Embed our whole-school curriculum framework aligned to the implementation of the full Australian Curriculum as specified in the P-12 Curriculum And Reporting Framework.			
Actions	Targets	Timelines	Responsible Officer/s
Embed our whole-school curriculum framework aligned to the implementation of the full AC as specified in the P-12 CARF. • Detail contexts for learning for Year 7-10 • Ensure all learning areas are included (P-10 English, Maths, Science, Humanities and Social Sciences, Technologies, Health and Physical Education, The Arts, Languages, Work Studies) • Refine planning documents to ensure the mandated curriculum is being enacted in all classrooms (Australian Curriculum P-10 and the Guideline for Individual Learning (GIL) Yrs. 11-12). • Provide frequent and ongoing PD to support teachers in PLTs to build their knowledge and understanding of the Australian Curriculum and the GIL.	Curriculum Commitment document accessed regularly by teaching staff. 100% teaching staff complete agreed planning documents. High levels of satisfaction by staff of PD opportunities.	By Term 4	Principal Deputy Principal Home Group Teachers

Effective Pedagogical Practices

Strategy - Structures support all staff to collaboratively observe, share, document, implement and reflect on high impact teaching strategies, inclusive of the multi-sensory learner, enabling collective efficacy.			
Actions	Targets	Timelines	Responsible Officer/s
PLT members contribute to the collaborative selection of one high impact teaching strategy, utilise the Helen Timperley Enquiry Cycle to explore and reflect on the strategy within a selected learning context, and collaboratively share and document professional learning in a team Professional Portfolio of Practice. PLTs share their Portfolio of Practice with all school staff in September for feedback, promoting collective efficacy.	100% of teaching team are active members of PLTs and each PLT produces a Professional Portfolio of Practice for sharing.	Completed and shared September.	PLT Leaders Members of PLTs Coaches
Collaboratively develop and implement an 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 developed and available for opt in by staff.	End Term Two	Principal PLT 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
Explore and formalise community partnerships that can contribute positively to enhancing student learning outcomes.	School Council engaged in partnership processes that support student access to identified programs.	End of 2020	School Council Principal

Endorsement

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

Chris Simmons

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     Principal   School Council - Chairperson