



Cairns State Special School Annual Implementation Plan 2020

School Improvement Priorities 2021

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 *Curriculum Commitment*; deepening our knowledge and refining pedagogy in the area of literacy, with a focus on alternate pencils; and, implementing agreed data collection processes mindful of access to learning for our multi-sensory learners;
- documenting and sharing the work of our Professional Learning Teams; implementing a *Peer Observation and Feedback* process; and, reviewing our Blended Team Coaching model.
- evaluating our whole school *Communication Plan* and installing collaboratively produced chat boards in playgrounds to enhance communication opportunities for students;
- implementing the new *Student Code of Conduct* and embedding *Team Teach* ways of working;
- 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.	2021 AIP shared with all stakeholders and school community members articulate our vision and priorities.	End Term One	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

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
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.	<i>Assessment and Monitoring Schedule</i> accessed by all 100% of teaching staff.	From Term 1	Teaching team
Share our electronic individual student monitoring tools with staff that supports appropriate data collection for all reportable goals.	100% staff utilise individual student monitoring tools for all reportable goals.		Leadership Team Teaching team
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.	All goals in the Student Plan and in the Curriculum Plan (QCIA) have associated data collection processes embedded in practice.		

Strategy – Support the development of teacher skills in data literacy and support consistency in teacher judgements.

Actions	Targets	Timelines	Responsible Officer/s
Embed moderation processes to include teacher participation in moderation activity twice each term during sector meetings, 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 Sector Leaders Teaching team
Teaching team share individual student data in a Team Log regularly at sector meetings (linked to priority areas), to deepen staff knowledge of the Australian Curriculum and refine and share pedagogy.	100% of teaching staff engage in Team Log formulation and reflection.	Three times each term	Teaching team Principal Sector Leaders

Culture That Promotes Learning

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

Actions	Targets	Timelines	Responsible Officer/s
Implement the new <i>Student Code of Conduct</i> . Provide time for focussed conversations through staff meeting forums, the LCC, P&C and School Council.	New <i>Student Code of Conduct</i> implemented.	From Term 1	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% 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 and the community to access.	Resilience Project resource folder established on G Drive with all staff contributing adjusted resources. Parent resources shared.	From Term 2	Leadership Team

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"> 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. Support staff to utilise whole school planning documents to ensure the mandated curriculum is being enacted in all classrooms 	<i>Curriculum Commitment</i> accessed regularly by teaching staff. 100% teaching staff complete agreed planning documents.	From Term 1	All staff

<ul style="list-style-type: none"> Provide frequent and ongoing PD to support teachers to build their knowledge and understanding of the Australian Curriculum and the GIL. Introduce Certificate I in Access to Vocational Pathways 	High levels of satisfaction by staff of PD opportunities.		
--	---	--	--

Differentiated Teaching and Learning – Communication Learning

Strategy – Enhance communication learning opportunities across the school.			
Actions	Targets	Timelines	Responsible Officer/s
Engage staff and community in the evaluation of our whole school <i>Communication Plan</i> .	100% staff engage in review.	Term 3	Principal and Deputy Principal Teaching team
Document and share reviewed <i>Communication Plan</i> with all stakeholders.	Reviewed <i>Communication Plan</i> shared with stakeholders.	Term 4	
Engage in professional learning related to Key Word Sign to enhance staff capability and provide increased opportunity for communication with students.	100% teaching staff engage in professional learning.	Term 2	
Install collaboratively formulated large chat boards into play and recreation spaces.	Chat boards installed and utilised by students and staff.	Term 3	

Effective Pedagogical Practices

Strategy - Deepen staff knowledge and refine pedagogy in relation to literacy teaching and learning, with a focus on alternate pencils.			
Actions	Targets	Timelines	Responsible Officer/s
Teaching staff engage in professional learning related to emergent literacy learning (and follow up at sector meetings and in PLT meetings) to deepen knowledge and plan for the effective delivery of literacy teaching and learning.	100% teaching staff participation	Term 2	Sector Leaders
Teaching staff engage in professional learning related to alternate pencils and plan for the effective integration of alternate pencils where appropriate.	100% teaching staff participation	Term 2	Sector Leaders
Strategy - Teaching staff collaboratively reflect and share high impact teaching strategies, inclusive of the multi-sensory learner, enabling collective efficacy.			
Actions	Targets	Timelines	Responsible Officer/s
Teams of teachers (PLTs with sectors) self-select an area to deepen teaching and learning professional knowledge and refine practice intended to improve student outcomes, supported by coaches. Team goals and learning documented and shared with colleagues.	100% of teaching team are active members of PLTs.	Ongoing	Sector Leaders Members of PLTs Coaches
PLTs share their Portfolio of Practice with all school staff in September for feedback, promoting collective efficacy.	Each PLT documents and shares their learning with colleagues in Term 3.	Term 3	
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.	Term 3	Principal Sector Leaders

Strategy – Review our Team Coaching (Blended) Model and establish planning for future growth coaching options.

Actions	Targets	Timelines	Responsible Officer/s
Leadership Team examine the Blended Team Coaching model currently in place; reflect on feedback from PLT members. Investigate the option of introducing growth coaching in 2022 to meet self-identified needs of teaching staff (aligning with PDP process). Investigate the option of a <i>Learning Specialist</i> position to be introduced in 2022 (utilising the CCT allocation) which might include growth-coaching responsibilities.	Future coaching model(s) identified and documented.	Term 3	Leadership Team

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 2021	School Council Principal

Endorsement

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

Chris Simmons

[Signature]

Principal

School Council - Chairperson