

CURRUMBIN COMMUNITY SPECIAL SCHOOL

Annual Implementation Plan 2022



Improvement Priority: Achievement

Strategy: Ensure all students achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

| Actions | Targets | Timelines | Responsible Officer |
|---|---|-----------|---------------------|
| <ul style="list-style-type: none"> Deepen teacher's knowledge of the Learning Areas (LAT) in the AC and its application within the school context, including the cross curricular priorities (CCP) | <ul style="list-style-type: none"> LAT identified in each phase of learning and builds the teacher capability of their team at planning days. Sustainability CCP embedded in planning days | T4 | HoDC |
| <ul style="list-style-type: none"> Targeted delivery of literacy through a whole school approach to Individual Learning Goals, Learning Intentions, Success Criteria and Descriptive Feedback | <ul style="list-style-type: none"> Currumbin Agreed Upon Practices of Learning Walls and Bump It up walls in 100% classrooms Student Individual Learning Goals for all students in Reading Model classroom created (Third Teacher) | T3 | Coach |

Improvement Priority: Engagement and Well-Being

Strategy: Ensure all students are engaged in a contextually based curriculum that caters for their diverse learning needs.

| Actions | Targets | Timelines | Responsible Officer |
|---|---|-----------|---|
| <ul style="list-style-type: none"> Partner with parents to deliver a curriculum that is functional and builds adaptive skills (conceptual, social and practical skills) of all students, including the development of goals in Support Provisions (Personal & Social (P&S) Capability, MOVE, Communication) | <ul style="list-style-type: none"> 100% students have P&S capability goal Target students have a MOVE/ Communication Goal This school asks for my input (SOS above 90% total agreement) | Term 3 | Principal Deputy Principal MOVE teacher leader Communication teacher leader |
| <ul style="list-style-type: none"> Engage stakeholders in meetings for students in Tier 2 and Tier 3 support to ensure their physiological needs are met to successfully engage them in the delivery of the curriculum Targeted and differentiated intervention through ecological analysis of physical, personal and service delivery environment for Tier 2 and Tier 3 students | <ul style="list-style-type: none"> 100% student in Tier 3 have positive behaviour support plans 100% student in Tier 2 have ecological strategies embedded in classrooms structures Ensure that ecological strategies are in place for all students in Tier 2 and Tier 3 positive behaviour support. | Ongoing | HoDC Deputy Principal Teacher Leader PBS |

Improvement Priority: Transition

Strategy: Support transitions across early, middle and senior school phases and develop confidence of staff to support students

| Actions | Targets | Timelines | Responsible Officer |
|--|---|--|---|
| <p>Enhance the precision of delivery of the curriculum through Explicit Instruction across the phases of learning</p> <ul style="list-style-type: none"> Lower Primary (Routines and Transitions) Upper Primary (Functional Academics) Junior Secondary (Functional Academics, Core Skills) Senior Secondary (Functional Academics, Core Skills) | <ul style="list-style-type: none"> 80% increase in engaged/ time on task and academic learning time during functional academic lessons in Senior Secondary identified through pre (term 1) observation data and post observation data (Term 4). 50% decrease in transition time between functional academic activities in Upper Primary identified through pre (term 1) data and post data (Term 4). Observation data of EI strategies will increase in frequency through Classroom Walk Throughs & Learning Walks and Talks (T1 & T4) | Term 1 pre-data & Term 4 post data | Principal (LP) Deputy (UP) Senior School Teacher Leader (JS) HoDC (SS) |
| <ul style="list-style-type: none"> Refine the targeted delivery of the curriculum and pathways for students in senior secondary to meet the post school pathways of the student and family Senior School Teachers partner with community organisations to support successful transitions to post school | <ul style="list-style-type: none"> Identified the pathways linked to skills and interests of each student and target the key indicators for each pathway Each Senior School teacher is confident and capable in engaging with families and community organisations to meet transition goals | Term 4 Term 3 | |

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

Principal

P and C / School Council

Assistant Regional Director