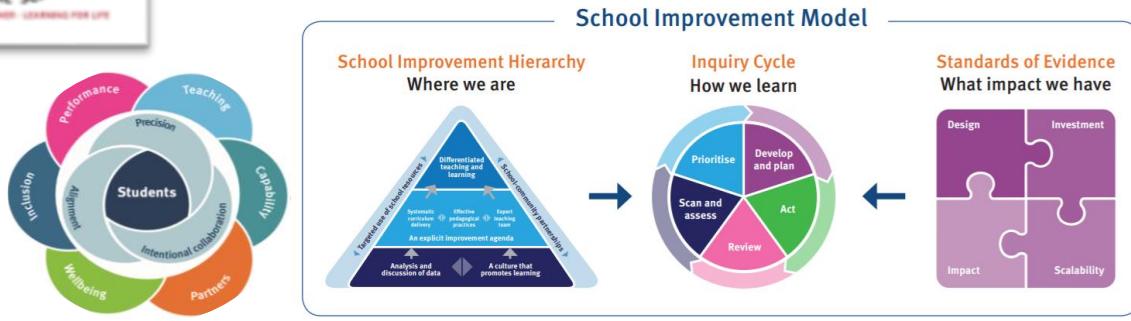




CURRUMBIN COMMUNITY SPECIAL SCHOOL ANNUAL IMPROVEMENT PLAN 2020



SCHOOL IMPROVEMENT PRIORITIES

	<p>Teaching</p> <p>Improving Literacy</p>	<p>Improving reading and writing through systematic delivery of the curriculum, improved data literacy of staff, improved understanding of and implementation of high impact teaching strategies</p>
	<p>Capability</p> <p>Creating a Collaborative Culture of Learning</p>	<p>Building capability for student engagement and success through expert teaching teams and pedagogical practices</p>
<p style="text-align: center;">2020 IMPACT</p>		

CURRUMBIN COMMUNITY SPECIAL SCHOOL
ANNUAL IMPROVEMENT PLAN 2020



Improvement Priority: Improving Literacy

Strategy: Increase teacher's knowledge of Australian Curriculum and capability to utilise assessment data to improve student outcomes.

Intended Outcomes:

- ✓ 100% teachers actively engaged in collaborative unit planning directly aligned to Australian Curriculum
- ✓ 100% teachers writing learning intentions and success criteria directly aligned to Australian Curriculum
- ✓ 100% students demonstrating improvement in literacy
- ✓ 100% students demonstrating improvement in writing

Actions	Targets	Timelines	Responsible Officer/ Shared Leadership
Learning intentions and success criteria linked to the National Curriculum and assessment tools. 'I can' statements and units of work with teachers during planning days	100% teacher know how to pull success criteria from assessment GTMJ.	Term 2	Leadership Team/ Team LIKO
Facilitate professional learning aligned to 'third teacher' interactive learning space and best practice classroom created	50% staff engaged in professional learning Classroom created	Term 3	Leadership Team/ Team LIKO
Knowledgeable Others to lead high impact teaching strategies and consistency of best practice across the school.	Knowledge Base created and utilised by 100% teachers	Term 3	Leadership Team/ Team LIKO
Embed a systematic levelled text selection (A-Z readers) linked to Literacy Continuum data.	Early Conventional/ Conventional students access levelled texts aligned to Literacy Continuum data.	Term 3 - 4	Deputy Principal / Head of Curriculum
Embed 'five questions' in professional learning team agenda's and increase expectation of teacher preparedness and participation	100% teachers fully engaged in PLT's.	Term 4	Leadership Team/ Team LIKO
Create feedback and 'I can' folders Facilitate professional learning centred on individual goal setting and feedback, including QCIA for Senior School Students	100% classrooms implementing 'I can statements'.	Term 4	Leadership Team/ Team LIKO
Engage teachers in creation of Teaching and Learning - Currumbin Agreed Practice (CAP) to guide Teaching & Learning and Culture of Feedback	Pedagogical Framework developed	Term 4	Leadership Team/ Team LIKO

Improvement Priority: Creating a collaborative culture of learning

Strategy: Implementation of Positive Behaviour for Learning Framework with SELF team (Social Emotional Learning Focus).
Intended Outcomes:
 ✓ 100% students actively engaged in learning
 ✓ 100% students demonstrating improved social emotional and learning behaviours

Actions	Targets	Timelines	Responsible Officer/ Shared Leadership
Develop PBL school wide matrix of major and minor behaviours	Matrix completed	Term 1	Principal/ Deputy Principal/ PBL team
Review of school wide systems of acknowledgement and reinforcement	Systems in place	Term 2	Principal/ Deputy Principal/ PBL team
Development of template for lesson guide & development of explicit lessons.	Trial explicit teaching of lessons	Term 3 - 4	Principal/ Deputy Principal/ PBL team
Increase attendance rate of all students to actively engage in learning	The proportion of students in the school who have lower than an 85% attendance rate for the Semester 1 corporate attendance collection. Decrease to <25%	Semester 2	Principal/ Deputy Principal/ PBL team

Strategy: Building capacity of staff through collaborative culture of learning and school collegial engagement framework
Intended Outcomes:
 ✓ 100% teachers actively engaged in targeted or intensive methods to build capability.
 ✓ 100% teacher aides actively engaged in developing performance plans.

Build staff understanding of new departmental policies and procedures relating to student discipline including restrictive practices	100% of staff engage in professional learning	Term 1 - 2	Principal
Review induction program for new staff to include CCSS ways of working	Induction program created and implemented	Term 2	Leadership Team
Facilitate professional learning and dialogue around assessment and instructional waterfall	100% teachers able to articulate knowledge of assessment and instructional waterfall and access Knowledge Base for assessment purposes	Term 4	Leadership Team/ Team LIKO
Build teacher capability to implement high impact teaching strategies for literacy	100% teachers engaged in targeted or intensive methods to build capability	All year	Deputy Principal/ Team LIKO/ Communication and MOVE lead teachers



Lucy Hirst & Nicky Aiken
Principal



Catherine Malouf
P&C President

Catherine Malouf
P&C President



Kate Bentley
Assistant Regional Director