



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

SCHOOL PRIORITY 1: Educational Achievement- Reading (Word Recognition & Language Comprehension)

Strengthen the link between the curriculum and high impact teaching strategies to deliver high quality teaching and learning programs in word recognition.

Actions:

- Build the capability of teachers and aides to deliver evidence based practices aligned to the SoR through the Collegial Engagement Framework
 - Deepen understanding of Fluency, Spelling and Morphology
 - Language Comprehension
 - Shared and Dialogic Reading
 - Refined and aligned unit planning
- Refine MTSS Tier 1 and Tier 2 intervention based on student data. Implement Tier instruction across the whole school during session 1, 5 ays per week.
- Continue to collaborate with Elanora Primary School, through the Collegial Engagement Framework (Learning Walks and Talks, Watching others Work, Mentoring) as well as sustain collaboration with Lake Colac Bendigo.
- Refine the following suits of data collection tools to monitor growth in literacy:
 - PLD Screening and Tracking Tool
 - Literacy Continuum Monitoring tool
 3. Literacy Continuum Data Tool
 4. CUBED DDM
 5. Letter Sound Heggarty's Checklist
 6. Phonics Year 1 screener
 7. Spelling inventories

Target Areas for Improvement:

Lower Primary | Phonics, spelling and word knowledge (PSWK Cluster 2, #2)
 • Says the most common phoneme for taught single-letter graphemes (e.g. Tt, Aa, Ss)

Upper Primary | Phonics, spelling and word knowledge (PSWK Cluster 3, #3)
 • Segments phonemes for taught single-letter graphemes to spell vowel-consonant (VC) words (e.g. 'in') and consonant-vowel-consonant (CVC) words (e.g. 'peg') when writing decodable words

Junior Secondary | Phonics, spelling and word knowledge (PSWK Cluster 4, #5)
 • Spells taught high-frequency words in own writing (e.g. 'was', 'are', 'go', 'we')

Senior Secondary | Phonics, spelling and word knowledge (PSWK Cluster 6, #4)
 • Spells an increasing number of taught high-frequency words in own writing (e.g. 'there', 'their', 'what', 'where', 'who')

SCHOOL PRIORITY 2: Wellbeing and Engagement

Clearly identify Tier 1-3 student support strategies aligned to CCSS Student Code of Behaviour and IABA training.

Actions:

- Establish data case management team for Positive Behaviour Support for identified Tier 2 intervention strategies and ongoing review.
- Continue to build a culture of knowledge and practice around Positive Behaviour Support and proactive strategies to support student engagement in learning
- Refine PBS referral process for case management meetings and continue stakeholder meetings each term
- Lead professional development sessions with teacher aides to enhance their understanding of positive behaviour support
- Ensure effective Personal and Social Capability goals and Health Care and Personal Safety for students are documented and reported on for all students through General Capabilities ICPs.
- Continue to lead stakeholder meetings per term to ensure consistency of approaches across home and school, including the wider stakeholder team
- Collaborate with the school community to review the Student Code of Conduct document to align with Positive Behaviour Support proactive strategies
- Increase in teachers trained in Longitudinal Course Positive Behaviour Support through the Institute of Applied Behaviour Analysis (IFS)
- Engage education assistants in learning through Education Future Institute (Trauma Informed Practice | MANDT)
- Employment of Occupational Therapist (one day per week) to engage in observations, data collection, sensory profiles, interoception, classroom environment) for a predetermined cohort of students (Tier 2/3) as well as engage in Weekly PBS Case Management Meetings

Long term measurable/desired outcomes:

Strengthen the Data Literacy Capability of teachers by formalising the process for referral of data chats, ongoing review of data and differentiated curriculum delivery.

AIP measurable/desired outcomes:

Yr 1 Phonics Check - increase in percentage of students who are Developing to Fluent and Fluent Decoders:

- Struggling Decoders (0-19) = 25-33% of students
- Developing to Fluent (20-27) = 15%-25% of students
- Fluent Decoders (28-40) = 58%-67% of students

Letters and Sounds Heggarty Checklist:
 60% of students in Lower Primary know their **letter sound** identification for taught single-letter graphemes.

PLD Phonics Screeners
 100% completion of Year 1 Phonics Check and Phonics Screeners (PLD)

Long term measurable/desired outcomes:

Invest in the number of staff trained in IABA to build the capability of teachers and EAs knowledge across the school.
 Review and refine processes for frequent analysis of behaviour incident data to inform the behaviour focus of the week and early intervention.

Revise complex case management guidelines to strengthen collaboration between schools, students, parents and external service providers

AIP measurable/desired outcomes:

Tier 1-3 student support strategies aligned to CCSS Student Code of Conduct and IABA training
 Multi-Disciplinary Team (Principal, DP, Teacher, Team Leader, OT, Social Worker, Guidance Officer) approach is established for students requiring Tier 3 intervention



Currumbin Community Special School

Annual Implementation Plan 2025



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Summary of Support Measures

School Opinion Support Measures >90

Staff:

- This school encourages parents/carers to be active partners in educating their child
- This school looks for ways to improve
- Staff development I have access to relevant professional development
- I receive useful feedback about my work at this school
- I feel confident managing the behaviour of all of my students at this school.

School Opinion Support Measures >90

Parents:

- The school has a strong sense of community
- Student behaviour is well managed at this school
- This school works with me to support my child's learning
- I can talk to my child's teachers about my concerns
- This school takes parents' opinions seriously
- This school asks for my input

System targets

<91% A-C and above- DYLP ICP in Prep-2
0% suspension rate for students Prep-2
SDA to be maintained within like school performance

Approvals

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

Nicky Aiken
Principal

Ray Hack
School Supervisor

Erin Higgins/ Jaimie Morris
P&C/School Council



Currumbin Community Special School

Working together learning for life



Queensland Government