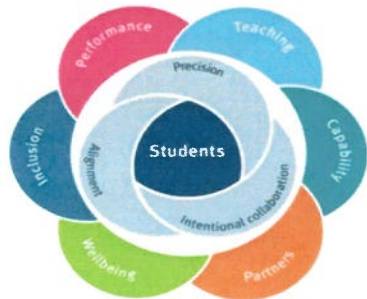




Currumbin Community
Special School
Strategic Plan
2022-2025

State School Improvement Strategy 2021– 2025

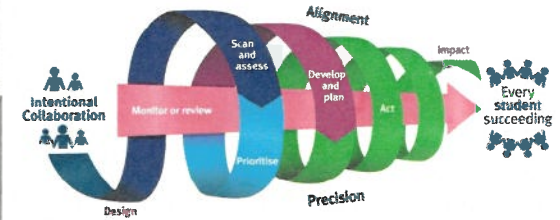


Our Vision: Working Together Learning For Life.

Our Expectations: I am Safe, I am Responsible, I am a Learner.

We have a shared responsibility and accountability to ensure every student is succeeding. We believe all students can achieve high standards given the right time and support and all teachers can teach to high standards given the right assistance. Lyn Sharratt (Clarity)

Driving school performance and improvement



Our Successes as Recognised Through the School Review Report

High expectations and a philosophy that demands the presumed competence of students are central to the success of the improvement agenda. Distributive leadership with an emphasis on instructional leadership is building a shared commitment to an agenda that is underpinned by a strong moral purpose. Curriculum leaders support teachers to implement the Australian Curriculum (AC) by developing multi-level units of work for all learning areas. The planning process applied to English units requires teachers to consider selection of High Impact Teaching Strategies (HITS) and differentiated unit delivery. The school has implemented effective processes to ensure that student achievement and wellbeing data is consistently reviewed to inform teaching and learning. Time is allocated for staff members to learn from teacher leaders, school leaders and each other. Elements of Explicit Instruction (EI) are informing school priority areas and a common language is in the early stages of development. The intensive focus on HITS is driving and supporting improvement in student literacy achievement. The school is characterised by collective trust and collegial support. Collaboration is viewed as fundamental in providing the best opportunities for progressing partnerships and networks.

Our Targets:

School Opinion Survey Data (Staff: Staff Well Being above 95% total agreement, School Culture above 95% total agreement).
School Opinion Survey Data (Parents: Teaching & Learning/ Partnerships above 95% total agreement)

Our Targets:

Literacy School Wide Data (Above 60% average of students as Conventional Literacy Learners in 2025)
Attendance Data: Above 90% student attendance

Research and partners that underpin our Strategic Plan include: Comprehensive Literacy for All, Center for Literacy and Disability Studies, Explicit Instruction, Institute for Applied Behaviour Analysis, Jane Farrall and Lyn Sharratt.

A Review of the Strategic Plan was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2022-2025 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Principal

P&C Representative

Assistant Regional Director

Create targeted PLPs for **Positive Behaviour Support (PBS)** (Personal & Social Capability), Senior School, Mealtime Management, Communication and alignment of PLP and ICP strategies.

Establish data case management team for PBS for identified Tier 2 intervention strategies and ongoing review. Clearly identify Tier 1-3 student support strategies aligned to CCSS Student Code of Behaviour and IABA training

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

Prioritise the **Well Being needs of students** through the creation of a Community Hub to increase access and engagement in the curriculum.

Every student transition effective and successful

Review the **Staff Well Being Framework** to include a whole school approach for staff to build individual capability to identify and self-manage wellbeing needs.

Prioritise and refine the whole school approach to the Wheel of Well-Being aligned to the Staff Well Being Framework

Build teacher and education assistant's ability to self-manage their well-being needs through an annual distribution of a wellbeing survey to identify specific needs and priorities of support.

Every person respected and valued



Leverage off **Collegial Engagement Framework** to further embed:

Comprehensive Literacy for All (CLA) Explicit Instruction (EI), Visible Learning, Functional Academics, Induction of Beginning Teachers, New Teachers and Education Assistants, CARF (including General Capabilities and Cross Curricular Priorities)

Appoint a Coach role through workplace reform to build the capability of new and beginning teachers to ensure they are supported in their transition to their role at the school.

Identify Learning Area Knowledgeable Others and Indigenous champion to lead the 3 levels of curriculum planning.

Enhance the precision of cycles of observation aligned to the Collegial Engagement Framework. Teachers and EAs partner in learning to create and commit to achieving their DPP targets, led by the Coach.

Continue to deepen teacher's knowledge of Learning Areas and the allocation of specialist teachers aligned to the whole school curriculum plan.

Sustain the capability of all staff members to implement the full range of **CCSS Pedagogical Approaches**

Continue to measure the impact of distributed leadership structure and teacher leaders to ensure these are responsive to school data, community and systemic needs.

Investigate the allocation of a Senior School Head of Curriculum to deepen successful post school pathways.

Expand **CCSS Induction Package** for beginning/new teachers, education assistants and volunteers to the school to ensure a successful and confident workforce.

Refine the roles and responsibility of school leaders, distributed leadership structure and collegial partners, to build capability and collegial support of all new staff to the school.

Build upon the face to face Induction Process to encompass a range of learning opportunities (including online training, video modules, self-paced learning and CCSS leadership videos).

Every classroom supportive and accessible

Every leader committed to leading



Create a **Community Hub** for external stakeholders to engage with partners on site to support the successful transitioning, training, connection with agencies (NDIS) and holistic support for students and families.

Prioritise the Community Liaison Officer (CLO) role and NDIS contacts to engage with families to foster greater success for transitioning to post school pathways.

Create a survey needs analysis of community agencies to determine opportunities for our students for work experience and potential post school pathways. Create an annual post school destination survey to measure the impact of senior school curriculum delivery on post school pathways.

Create a playgroup aligned with My Time and the CLO role to partner with families in training and support for students in the early years (PBS, CLA, MOVE, Communication). Engage our PBS Teacher and Early Years teachers to partner with other schools, kindergartens and ECDP's to support successful transitions to Prep.



Every school community inclusive

Every parent engaged and heard

Create a **Community Hub** for external stakeholders to engage students and families on site to support the holistic support and well being of all students

Develop a plan to engage skilled allied health professionals (GPs, Physio Therapists, Occupational Therapists, Paediatrician, Psychologist) to collaboratively work with families and students

Review the Parent and Community Engagement Framework to provide authentic opportunities for parents to engage as partners in their child's learning. Increase training and professional learning opportunities for parents to foster greater consistency between home and school (e.g., behaviour, communication etc).

Design a formalised partnership agreement process with clearly defined roles, responsibilities and success criteria for each partner

Revisioning of the school marketing materials including the school logo, communication materials, website, and social media platforms.

Increase teacher precision in the **differentiated implementation** of the CARF to include functional academics, work skills, routines and transitions at each phase of learning.

Design a whole school venture (the **Kitchen/Garden Facility**) to teach functional academics, work skills, routines/ transitions and promote this to the broader school community.

Strengthen the link between the curriculum as the 'what' and **High Impact Teaching Strategies (HITS)** as the 'how' to deliver high quality teaching and learning programs

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

Extend the data chat process to ensure all student's individual needs are prioritised through the delivery of Comprehensive Literacy for All (CLA), PBS, Senior Schooling, Communication and MOVE.

Investigate data to inform Targeted teaching groups (TTG) based on P-12 cohort data (such as Certificate courses, phonemic awareness, work skills, numeracy etc).

Embedded **Intentional Collaboration** with schools to share practice of comprehensive literacy instruction to scale up success for students with disabilities



Every student engaged and heard

Every staff member confident and capable