

# Mitchelton Special School

## Annual Implementation Plan 2023

### *Realising the potential of every student*

#### **Educational Achievement**

Strategy: Improve student literacy development and communication access			
Actions	Targets	Timelines	Responsible Officer/s
Ensure that every student is making progress in Literacy through the application of purposeful data that informs targeted teaching goals.	M1-M4 Moderation processes planned and enacted	Semester 1 & 2	Deputy Principal – PS Deputy Principal- HS
Use established case management processes to engage teachers in English data informed case management conversations to establish a line of sight between planned and enacted curriculum across all classrooms.	100% of students receive “C” or better in English in Semester 1&2	Semester 1 & 2	Principal Deputy Principal –PS Deputy Principal – HS
Use Digital Engagement Progress Plans (DEPP) to enhance teaching strategies and pedagogical practices to support students to reach their potential and engage meaningfully in their learning.	Use and review of Digital Engagement Progress Plans (DEPP) at T&L meetings	Semester 1 & 2	Section Leaders Deputy Principal –PS Deputy Principal – HS
Develop individual communication goals from data collection in Roadmap of Communicative Competence.	100% of students have an individual communication goal from ROCC	Semester 1	Teachers SLP Deputy Principal – PS Deputy Principal- HS
Teachers and teacher aides to engage in effective professional learning opportunities to improve teaching practices in AAC.	AAC & communication systems are utilised with increased frequency across the school for both expressive and receptive communication	Semester 1&2	Teachers Teacher Aides SLP Deputy Principal – PS Deputy Principal- HS

Strategy: Collaboratively review and implement the precision and alignment of Senior School programs to the Australian Curriculum.			
Actions	Targets	Timelines	Responsible Officer/s
Collaboratively develop a 2-year senior school curriculum plan aligned with the Queensland Curriculum and Assessment Authority (QCAA) curriculum materials.	Full implementation Semester 1 2024	Semester 1&2 2023	Senior school coordinator Deputy Principal – HS
Collaboratively align MSS programs to the QCIA curriculum organisers and applied senior syllabus subjects.	Unit plans written for Leisure and Rec	Semester 1 2023	Senior school coordinator Deputy Principal – HS
	Unit plans written for Vocational and Transitional Activities  Unit plans written for Community, Citizenship and Environment	Semester 2 2023	Senior school coordinator Deputy Principal – HS

## Wellbeing and engagement

Strategy: Systematic PBL approach to student engagement			
Actions	Targets	Timelines	Responsible Officer/s
Collaboratively review and refine the whole school approach to behaviour support to build consistency in understanding of universal, differentiated and intensive strategies.	Reviewed Major and Minor matrix  Develop crisis / critical incident response procedures	Semester 2	Deputy Principal –PS Deputy Principal – HS PBL Committee
Develop the alignment of Teaching Expected Behaviours using consistent language to describe expected behaviours across contexts.	100% of classes explicitly teaching PBL strategies daily by reinforcing behaviours needed for success	Ongoing	Deputy Principal –PS Deputy Principal – HS PBL Committee
Further embed consistent school wide acknowledgement systems to support all learners.  Embed the PBL framework to achieve whole-staff understanding and build consistent practice across the school.	50% of staff carry school acknowledgment system with them across all contexts  Increase positive behaviour data by 20%	Term 1	Deputy Principal –PS Deputy Principal – HS PBL Committee
Develop staff understanding of a Functional Perspective of Behaviour.	100% of Tier 2 and Tier 3 students have an IBSP informed by FBA	Semester 2	Deputy Principal –PS Deputy Principal – HS
Use data to inform decision making at Universal, Targeted and Intensive stages of behavioural support.	School wide system in place to request support for Tier 2 and Tier 3 students	Semester 2	Principal Deputy Principal –PS Deputy Principal – HS

Strategy: Collaboratively develop a staff and student wellbeing framework			
Actions	Targets	Timelines	Responsible Officer/s
Develop and enact a Staff Wellbeing framework focusing on developing a positive culture for all staff	SOS Data <ul style="list-style-type: none"> <li>School Culture</li> <li>Workplace culture</li> <li>Staff Wellbeing</li> </ul>	Semester 1	Principal Deputy Principal –PS Deputy Principal – HS
All staff take personal and collective responsibility for improving wellbeing of all members of the school community.	Wellbeing partner – regular check-in. Wellbeing goal in APDP	Ongoing	All staff
Collaboratively develop clear behaviour support processes encompassing Case Management Processes aligned to PBL to support Student Wellbeing.	Development of a Student Wellbeing Framework that encompasses PBL	Semester 2	Deputy Principal –PS Deputy Principal – HS PBL Coaches



## Culture and inclusion

Strategy: Build our cultural capability to make inclusive and culturally safe environments for Aboriginal and Torres Strait Islander people			
Actions	Targets	Timelines	Responsible Officer/s
Knowing <ul style="list-style-type: none"> <li>Understand and engage in significant cultural events and celebrations such as NAIDOC, Sorry Day and Reconciliation Action Week.</li> </ul>	Identify, plan & publish significant cultural events and celebrations	Term 1 Ongoing	First Nations Committee
Doing <ul style="list-style-type: none"> <li>Support and include local Aboriginal and Torres Strait Islander cultural protocols and practices in daily work</li> <li>Interact and communicate respectfully with Aboriginal and Torres Strait Islander leaders, staff, students, families, community and Elders</li> </ul>	Maintain SOS % in embedding Aboriginal and Torres Strait Islander perspectives	Ongoing	First Nations Committee
Being <ul style="list-style-type: none"> <li>Reflect and identify one's own personal and cultural biases and how these may impact one's own perspectives.</li> </ul>	100% of staff participate in Cultural Capability training	Term 1	Principal

Strategy: Continue to refine High Performing Team (HPT) systems and processes to maximise team performance in Achievement and Engagement			
Actions	Targets	Timelines	Responsible Officer/s
Implement High Performing Teams (HPT) leadership strategies to build leadership capacity across the school.	Regular engagement in HPT Data Wall	Ongoing	Principal Deputy Principal –PS Deputy Principal – HS Section Leaders
Empower staff to adopt healthy behaviours and help create work environments that support health and wellbeing through targeted PD <ul style="list-style-type: none"> <li>Difficult Conversations</li> <li>Debrief Protocols</li> </ul>	PD in SBAR / SBI approach for conflict management  Staff Debrief Processes	Semester 1  Semester 2	Principal Guidance Officer

## Endorsement

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

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Principal

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Assistant Regional Director

