

Mackay District Special School Annual Implementation Plan School Improvement Priorities 2017

Inquiry planners for Australian Curriculum into the Classroom & Positive Behaviour for Learning inform the Strategic and Annual Implementation Plans

Improvement Priority 1

Strategy – Australian Curriculum into the Classroom			
Actions	Targets	Timelines	Responsible Officer/s
Focus on the ACARA curriculum using C2Cs for SWDs	All teachers participate in team planning and collegial discussion	End Term 4	HOC Curriculum Support Team Teachers
Processes to be in place to enable teachers to plan collaboratively and effectively	Teachers at phase level to engage in planning fortnightly	Term 3/4	HOC Curriculum Support Team
Curriculum, Assessment & Reporting Plan developed	Teachers engaging with high degree of confidence	Term 4	HOC Curriculum Support Team Teachers

Improvement Priority 2

Strategy – Positive Behaviour for Learning			
Actions	Targets	Timelines	Responsible Officer/s
Collection of baseline and comparison measures using Schoolwide Evaluation Tool (SET) Effective Behaviour Support survey (EBS) OneSchool Behaviour Data (Big 5)	Accepted & current CQ PBL Service Agreement Surveys to be completed and analysed	Term 2 Term 3	DP PBL Team Teachers/Teacher Aides PBL Coach(principal)
Staff take on roles w/ PBL Team attend all training modules & promote PBL within the school incl. Essential Skills for Classroom Management (ESCM)	PBL Meetings held every 2 weeks then moving to every 3 weeks	Term 2/3/4	PBL Team PBL Coach (principal)
Through regular data analysis Teachers are engaging with 7 Essential Features of Universal Prevention, Tier 1	Increase in the number of teachers completing <u>Functions of Behaviour</u> form All students exhibiting Tier 3 behaviours to have a <u>Behaviour Support Plan</u> Staff effectively record student behaviour on OneSchool to enable data analysis	Term 3/4	DP PBL Team

Plan endorsed by: School Council Chair

Principal

Date:




MDSS staff recognise & value the core connection of academic & behaviour domains as necessary for a positive school environment

Priority 1 Australian Curriculum

Framework for Promoting Wellbeing & Engagement with School & Learning

Academic Systems

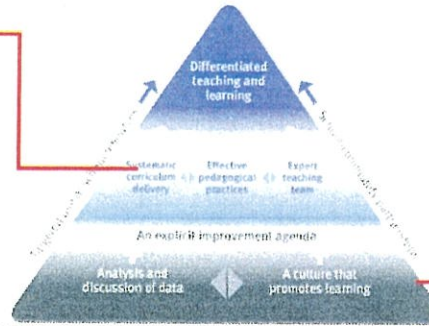
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- Tier Three**
 - Individual Students
 - Assessment-based
 - High Intensity
 - Tier Two**
 - Some students (at-risk)
 - High efficiency
 - Rapid response
 - Tier One**
 - All students
 - Preventive, proactive

Systematic Curriculum delivery:

- A quality assured, current Curriculum, Assessment and Reporting plan that reflects the P-12 framework is enacted and contextualised across the whole school
- There is a clear alignment of teaching, learning, assessment & reporting using C2Cs for Students with Disabilities

There is evidence that:

- Classroom teachers are knowledgeable about the Curriculum Plan and how to plan. They can discuss it with confidence
- All students have access to the curriculum at level and are achieving results indicative of their true ability



State Schooling Priorities:

Every student with a disability is succeeding

Central Queensland Priorities:

The implementation of the Australian Curriculum with fidelity,

School Council acknowledges:

- Communication – for students & with teachers
- Real world, individualised teaching
- Consistent clear teaching methods & data analysis

School Review identified:

- Building a culture of collaborative practice

Principal Performance Plan supports:

- Improved coaching skills to implement seven essential components of PBL

There is evidence that:

- A collaboratively developed narrow and sharp explicit improvement agenda is regularly communicated, & staff can enact with confidence
- A whole school curriculum plan is developed that is aligned & implemented in the delivery of AC
- Sustained improvement in student outcomes with an Improvement in A-E performance

Priority 2 Positive Behaviour for Learning

Framework for Promoting Wellbeing & Engagement with School & Learning

Academic Systems

Behavioral Systems

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- Tier Three**
 - Individual Students
 - Assessment-based
 - Intense, durable procedures
 - Tier Two**
 - Some students (at-risk)
 - High efficiency
 - Rapid response
 - Tier One**
 - All settings, all students
 - Preventive, proactive

A Culture that Promotes Learning:

- Development of a school-wide consistent framework for the preventing, minimising or de-escalating student behaviour
- Participation in the implementation of PBL Tier 1 across the 2017 school year
- Development of staff understanding around the functions of behaviour, thereby developing capacity in student management

There is evidence that:

- Data collected indicates a significant reduction in major behaviours and office referrals
- A significant reduction in MyHR WH&S reports indicative of staff injuries sustained whilst managing student behaviour

Signatures: Plan endorsed by School Council Chair

Principal *Ashley E Jewell* Date _____