



# Beenleigh Special School Explicit Improvement Agenda 2023

## 'A Focus on Wellbeing and Engagement'

**Supporting staff wellbeing and engagement to establish a strong foundation for learning outcomes**

**Strategy: Co-construct a Staff Wellbeing Framework to embed a strong focus on supporting staff wellbeing.**

Actions	Targets	Timelines	Responsible Officer/s
Develop staff knowledge of departmental policy regarding staff wellbeing.	100% of teachers and teacher aides attend wellbeing workshop	Term 1	Joanne Carr
Utilise Regional Wellbeing Coordinator to conduct Wellbeing needs analysis, increase knowledge of staff wellbeing framework and promotion of regional Staff Wellbeing share point site.	80% of staff complete wellbeing needs analysis	Term 1	Disa Hill (Regional Wellbeing Coordinator), Joanne Carr
Develop action plan for completion of Staff Wellbeing Framework in consultation with Regional Wellbeing Coordinator.	Action plan developed with clear goals, timeframes and responsibilities by end of Term 1	End Term 1	Disa Hill (Regional Wellbeing Coordinator), Staff Wellbeing PLC
Establish Staff Wellbeing PLC with representatives from each sector engaged in fortnightly meetings to progress staff wellbeing action plan and framework.	Staff Wellbeing PLC meets fortnightly and includes two representatives from each school sector.	Term 1	Joanne Carr
Develop Staff Wellbeing Framework in consultation and collaboration with PLC and whole school staff.	Staff Wellbeing Framework completed and shared with staff	End Term 2	Staff Wellbeing PLC
Investigate opportunities for individual staff counselling sessions at end of each term.	Lifeworks deliver school-based counselling sessions at end of each term.	Term 1- 4	Joanne Carr
Link with Employee Assistance Program (Lifeworks) to develop staff understanding of supports available.	100% of staff have increased understanding of supports available.	Term 1	Joanne Carr

**Strategy: Build staff capability to support student engagement through coaching, mentoring and professional development.**

Review and refine whole school Annual Performance Review process.	100% of staff utilising new APR process in Semester 1	End Semester 1	Jacque Weis
Review and refine coaching and feedback processes to build teacher capability in student engagement.	Reviewed plan documented and communicated to staff	End Term 2	Jacque Weis
Establish roles and responsibilities of Student Engagement Mentors.	Roles and responsibilities defined. Student Engagement Mentors identified by end Term 1	End Term 1	Bri Arndt
School Engagement Mentors work with teachers to develop strategies and capability to support student engagement.	School Engagement Mentors supporting 25% of teachers	Term 2 – 4	Bri Arndt



Teachers participate in a range of opportunities to build staff capability in identified areas of need e.g. WOW, mentoring, coaching, professional development.	SOS results show increased teacher satisfaction in PD opportunities	Ongoing	Bri Arndt, Nicole Rouen
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**Supporting student wellbeing and engagement to establish a strong foundation for learning outcomes**

**Strategy:** Construct data walls to support tracking and monitoring of student learning and pathways through the use of data discussions.

Actions	Targets	Timelines	Responsible Officer/s
Continue engagement with South East Region's Leading Learning Collaborative work with support of regional staff, attendance at Learning Fars etc.	School actively participates in SER LLC	Term 1 – 4	Nicole Vellar, Clarity Club
Co-construct data walls using 'Writing for All' (P-10) and Senior pathways (Year 11/12).	Data walls co-constructed	End Term 2	Nicole Vellar, Clarity Club
Develop a case management model focused on the use of data and regular data discussions to improve student learning outcomes.	Case Management Model developed	End Term 2	Nicole Vellar, Clarity Club
Utilise Head of Department - Curriculum to support case management process and build capability in pedagogy and construction of student engagement plans.	HOD-Cs trial case management processes with Clarity Club teachers	Term 3	Nicole Vellar, Jacque Weis, Bri Arndt, Clarity Club

**Strategy:** Develop and implement a whole school strategy for supporting student wellbeing, attendance, engagement and transitions.

Review and refine current practices and procedures including attendance data wall and parent notification processes	Review completed and recommendations implemented	End of Term2	Sami Moss, Eliza Watt
Develop data literacy for all teachers and school leaders to assist in analysing student attendance patterns and reasons for absenteeism	100% of teachers participate in data literacy professional development	Term 3 - 4	Sami Moss, Eliza Watt
Develop a case management model and use data discussions focused on improving student attendance.	Student attendance increases to 85%	Ongoing	Sami Moss, Eliza Watt
Engage support of regional office personnel to manage re-engagement of disengaged students	Support utilised as required	Ongoing	Nicole Rouen
Develop and document transition plan to support transitions into and through school.	Transition plans documented ready for 2024 implementation	End of Term 3	Leah Rooney
School Support Team expanded to support growing needs of school, students and families with clear roles and responsibilities defined and communicated to staff and school community.	Social Worker (1.0) Guidance Officer (1.6) School Chaplain (0.6)	Term 1	Nicole Rouen
Develop Student Wellbeing Framework in consultation with whole staff and Student Council representatives.	Student Wellbeing Framework documented and communicated to all stakeholders	End of Term 3	Sami Moss, Eliza Watt Student Council

**Strategy:** Continue rejuvenation of the structures for supporting the implementation of PBL to ensure consistency across the school.

Continue to review whole school PBL processes and policies.	Rejuvenation process completed	End Term 4	Leah Rooney, PBL Team
Continue participation in South East Region Special School PBL PLC.	School is an active member of PBL PLC	Term 1- 4	Leah Rooney
Develop and upskill staff in PBL systems and processes, rewards, data analysis and discussion to ensure consistent and effective practices are embedded across the school.	100% of staff engage in PBL professional development	Term 1 - 4	Leah Rooney, PBL Team



Build capability of new staff in MANDT for safe student management.	Continue staff training as courses become available	Term 1- 4	Nicole Rouen
Consult school community to review Student Code of Conduct to reflect updated PBL systems and processes and publish on school website	Student Code of Conduct reviewed	Ongoing	Leah Rooney
Build staff capacity of new departmental policies, procedures and templates to support student discipline including restrictive practices.	100% of staff engage in professional development	Ongoing	Nicole Rouen
Embed whole school reward systems in PBL and school practices.	100% of staff utilising whole school reward system	Term 1 - 4	Leah Rooney, PBL Team
Build staff capacity in the fundamentals of Functional Behaviour Analysis (FBA) to support development of Individual Behaviour Management Plans.	100% of teachers complete professional development in introduction to FBA	Term 1 – 4	Joanne Carr, Bri Ardnt, Ashley Farrow (IABA accredited)

### Endorsement

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



Nicole Rouen  
Principal



Sharon Stephenson  
P & C President



Susan Dalton  
Assistant Regional Director