



Beenleigh Special School Annual Improvement Plan 2020



A Culture that Promotes Learning – Student Cognitive, Affective and Behavioural Engagement

Strategy: Review the structures for supporting the implementation of PBL to ensure consistency across the school.			
Actions	Targets	Timelines	Responsible Officer/s
Engage regional PBL Coach to review current school practices	Review completed by end of Term 2	Term 1	Nicole Finch
Utilise an inquiry cycle to review whole school PBL processes and policies	Review completed by end of Term 2	Term 2	PBL Committee
Visit PBL demonstration schools – Redcliff Special School	Visit to Redcliffe Special School completed by early Term 2	Term 2	Leah Rooney/Pete Abernethy/Leonie McAneney
Engage in intentional collaboration and establish a network focused on agreed PBL priority with South East Region Special Schools	Network established and school is an active member	Term 2	Leah Rooney/Pete Abernethy/Leonie McAneney
Develop and upskill staff in relation to PBL in relation to 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 4	Regional PBL Coach/ Nicole Finch
Build staff capacity of new departmental policies, procedures and templates to support student discipline including restrictive practices	100% of staff engage in professional development	Term 1 - 2	Nicole Finch
Adopt recommended program for safe student management (Team Teach) and invest in accrediting identified staff in instructor course to enable training of whole school staff	Four staff trained as instructors in preparation for whole staff training in 2021	Term 2	Nicole Finch
Rebrand PBL across the school including signage and purchase of resources and reinforcers to support program implementation	Rebranding completed by end of Term 4	Term 4	PBL Committee
Develop a case management model and approach for the monitoring and management of student behaviour	Model developed and trialled by end of Term 3	Term 3	Leadership Team
Consult the school community to develop Student Code of Conduct which outlines expected behaviour in the school	Student Code of Conduct completed and published by end of Term 4	Term 4	PBL Committee
Strategy: Develop and embed a whole school approach to trauma-informed learning and student wellbeing			
Complete Berry Street Education Model four day course to build capacity of leadership team to adopt and embed a whole school approach to trauma informed learning and student wellbeing	Four day course completed by the end of Term 2	Term 1 & 2	Nicole Finch/Pete Abernethy/Joanne Rogers/Leah Rooney/Liz Correnti
Build capacity of whole staff on fundamentals of the Berry Street Education Model to assist in whole school approach being adopted and embedded in 2021	100% of staff participate in introductory Berry Street Education Model professional development	Term 3	Leadership Team
Investigate options and funding sources for personnel to support families and student wellbeing e.g. Student Welfare Officer, School Chaplain, Youth Worker	Funding sources/options identified and actioned if applicable	Term 1 – 2	Nicole Finch
Review roles and responsibilities of school personnel to include areas of responsibility in student engagement and wellbeing – Guidance Officer, Leadership Team, Education Program Officer	Roles and responsibilities updated based on review feedback	Term 2	Leadership Team
Investigate options and funding sources for personnel to support families and student wellbeing e.g. Student Welfare Officer, School Chaplain, Youth Worker	Funding sources/options identified and actioned if applicable	Term 1 – 2	Nicole Finch
Review roles and responsibilities of school personnel to include areas of responsibility in student engagement and wellbeing – Guidance Officer, Leadership Team, Education Program Officer	Roles and responsibilities updated based on review feedback	Term 2	Leadership Team

A Culture that Promotes Learning – Student Cognitive, Affective and Behavioural Engagement

Strategy: Develop and implement a whole school strategy for effectively monitoring and managing students with high levels of absenteeism.			
Review and refine current practices and procedures including attendance data wall and parent notification processes	Review completed and recommendations implemented by end Term 2	Term 1 - 2	Leadership Team
Investigate opportunities to inform and educate school community on student attendance and 'Every Day Counts'	Increased promotion through social media, website, newsletter etc.	Term 1 - 4	Pete Abernethy/Shayne Doodney
Develop a case management model and approach for the monitoring and management of student behaviour	Model developed and trialled by end of Term 3	Term 3	Pete Abernethy/Nicole Finch/Leah Rooney/Liz Correnti
Engage in targeted professional development in order to 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	Leadership Team
Engage support of regional office personnel to manage re-engagement of disengaged students	Support utilised as required	Term 1 - 4	Nicole Finch/Liz Correnti

Systematic Curriculum Delivery – Senior School

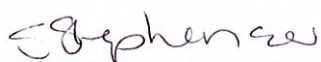
Strategy: Review the systems and operations for senior schooling including transitions to post-school options curriculum development, program delivery and sustainable resourcing.			
Actions	Targets	Timelines	Responsible Officer/s
Utilise an Inquiry Cycle to restructure and reform Senior School programs, procedures and processes to delivery improved outcomes and opportunities for Year 11 – 12 students	Review completed and recommendations implemented by end Term 2	Term 1 - 2	Leadership Team/ Senior School Team
Review the processes and partnerships to support students to transition to post-school options and update Senior School documentation and whole school Curriculum, Reporting and Assessment Framework	Review completed by end of Term 2 and increase in partnerships evident through increased student opportunities	Term 1 - 2	Leadership Team/ Senior School Team
Engage in school visits to observe and discuss best practice in Senior School for students with a disability	School visits completed by end of Term 2 - Western Suburbs, Redlands and Mudgeeraba Special Schools	Term 1 - 2	Pete Abernethy/Kate Eldridge/Senior School Teachers
Build the capacity of Senior School staff to deliver student programs through targeted professional development linked to Developing Performance Plans – Certificate IV in Workplace Assessment and Training, QCIA and PATH	100% of Senior School teachers complete Certificate IV, PATH and QCIA professional development	Term 1 - 4	Pete Abernethy/Kate Eldridge/Senior School Teachers
Partner with Special Education Training Alliance (SETA) and Beenleigh State High School to deliver accredited certificate courses	Partnerships established and confirmed via memorandums of understanding	Term 1	Nicole Finch
Purchase physical resources required to implement Senior School programs – horticulture, hospitality, work education	Teachers have required physical resources to implement Senior School programs	Term 1 - 4	Senior School Team

Endorsement

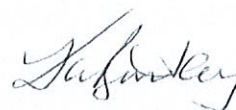
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Nicole Finch
Principal



Sharon Stephenson
P & C Vice President



Kate Bentley
Assistant Regional Director

