

Beenleigh Special School 2024 - 2027 SCHOOL STRATEGIC PLAN

School Profile

Beenleigh Special School is located in the northern end of the South East Region. Students are drawn from a wide geographic area that includes suburbs within the Gold Coast City, Logan City and Beaudesert Shire councils. The students attending the school are verified with an intellectual disability or with the dual diagnosis of intellectual disability and Autism. Some students are also verified with a physical, hearing or visual impairment. The students range in age from 5 to 17 years old. Students in the school are drawn from a diverse range of economic and social backgrounds. Beenleigh Special School is divided into five sectors. The Early Years (P-1), Lower Primary (Year 2 – 3), Upper Primary (Year 4 - 6), Junior Secondary (Year 7 - 10) and Senior Secondary (Year 11 - 12). The Australian Curriculum is implemented across the school with a focus on high quality and innovative units of work in English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, Technologies, Languages and The Arts. To cater for each individual student's needs, each student in Years P - 10 has an Individual Curriculum Plan which is reviewed every six months. Senior Secondary students also have a PATH (Planning Alternative Pathways for Tomorrow with Hope) and Senior Education Transition Plan (SETP) that identifies goals for their senior schooling pathway which is reviewed every six months. At the completion of their schooling, students receive a Queensland Certificate of Individual Achievement from the Queensland Curriculum and Assessment Authority.

Vision and Values

Vision

Beenleigh Special School provides an inclusive and specialised learning environment focused on high expectations and supporting students to develop independence and the confidence to be a listener, word user, safe and fair across a range of environments.

Values

- We value diversity and cater for individual strengths and qualities of the whole school community.
- We value the physical, social and emotional wellbeing and development of each student to be a listener, word user, safe and fair.
- We value collaboration and teamwork to deliver flexible options and innovative learning experiences to achieve high levels of success.
- We value a safe, nurturing, accepting and supportive learning environment to achieve high student outcomes.
- We value open communication with all members of the school community built on trust, honesty and integrity.



School Review Key Improvement Strategies

Domain 1: An explicit improvement agenda
Refine the strategic plan and Explicit Improvement Agenda (EIA) to include measurable targets for student outcomes and cycles of review to track progress and monitor effectiveness of strategies aligned to improvement priorities.

Domain 5: An expert teaching team
Prioritise professional learning for all leaders to build their instructional leadership to support school priorities through clear alignment of their work and visibility in classrooms.

Domain 7: Differentiated teaching and learning
Prioritise reinvigorating Augmentative and Alternative Communication (AAC) use, with clear expectations for practice supported by regular modelling, professional learning and sharing of expertise, to support student communication and ensure all students are able to participate in learning.

Domain 6: Systematic curriculum delivery
Embed systematic processes for leaders to observe student learning and provide feedback to teachers to quality assure the intended curriculum is consistently enacted across all classrooms.

Domain 8: Effective pedagogical practices
Refine staff capability to understand, select and implement the suite of pedagogical practices to strengthen consistent, high-impact pedagogical practices across the school.

Domain 4: Targeted use of school resources
Systematically review, monitor and evaluate the effectiveness of financial and human resource allocations for their impact on student learning, wellbeing and engagement.

School Priorities

- Develop a whole school engagement and wellbeing framework that is reflective that articulates and supports the needs of the whole school community.
- Develop a systematic approach to the implementation of the Australian Curriculum Version 9 that follows QCAA guidelines and requirements.
- Develop a whole staff capability framework, focused on strategies and supports to refine staff capability to implement the Australian Curriculum and understand, select and implement the suite of pedagogical practices and supports school leaders to observe student learning and provide feedback to teachers to quality assure the intended curriculum is consistently enacted across all classrooms.
- Reinvigorate Augmentative and Alternative Communication (AAC) use, with clear expectations for practice supported by regular modelling, professional learning and sharing of expertise, to support student communication and ensure all students are able to participate and engage in learning.

School priority 1: A Culture that Promotes Learning

- Develop a whole school engagement and wellbeing framework that is reflective that articulates and supports the needs of the whole school community.

Strategies

- Complex case management model
- Positive Behaviour for Learning
- Inquiry cycle - review current draft school framework, analyse data, develop action plan, implement plan, and review results
- Student Engagement PLC
- Staff Wellbeing PLC
- Action plan with identified steps, targets and responsibilities.
- Student wellbeing Framework Reflection and Implementation Tool and Action Plan
- Collaborative inquiry and partnerships with Regional Office staff and local school networks –Playmakers Network, Vicki Hyne- School Improvement Coach, Aneesa Kathrada- Mental Health Coach, Disa Godson-Regional Wellbeing Coordinator
- Review and reflection cycles to share and celebrate progress, amend direction.
- Collection and analysis of data to inform decision making including Staff Wellbeing Needs Assessment, Tiered Fidelity Inventory, Schoolwide Evaluation Tool, MyHR data, OneSchool behaviour records and school opinion survey.

Measurable outcomes

By the end of Week 5 of Term 1 each year, 90% of staff will complete the Staff Wellbeing Needs Assessment.

By the end of Term 1 each year, the Staff Wellbeing PLC will formulate the action plan, utilising the results of the Staff Wellbeing Needs Assessment.

By the end of Week 5 Term 3, 90% of staff will complete a follow-up Staff Wellbeing survey to identify the impact of the goals set in the action plan.

Each year, the school opinion survey show an increase in results for the following questions:

- Staff are well supported at this school (2023 – 63/2%)
- I feel that staff morale is positive at this school (2023 – 57.3%)
- The wellbeing of employees is a priority for this school (2023 – 77%)
- The school appropriately supports staff following an occupational violence/aggression incident (2023 – 63.4%)
- Student behaviour is well managed at this school (2023 - 52.7%)
- I feel this school is a safe place in which to work. (2023 - 55.3%)

School priority 2: Systematic Curriculum Delivery

- Develop a systematic approach to the implementation of the Australian Curriculum (P-10) Version 9 that follows the P-12 Curriculum Assessment and Reporting Framework (CARF).

Strategies

- Differentiated Professional Development (Twilights, Pupil Free Days and Teaching & Learning Meetings)
- Collaborative inquiry and partnerships with Regional Office staff, statewide school networks and professional associations.
- Participation and engagement in the South East Region, HoD-C Alliance.
- Action plan with identified steps, targets and responsibilities.
- Collection and analysis of data to inform decision making including ROCC, Literacy & Numeracy diagnostics and Summative assessments.
- Curriculum PLC and Curriculum Committee – to build capability and knowledgeable others through sharing of resources, information and provision of targeted professional development.

Measurable outcomes

By the end of 2024, 100% of P-10 teaching staff will be familiar with updated V9 curriculum.

By the end of 2024, the school-based Curriculum Assessment and Reporting Framework (CARF) document will be updated to reflect V9.

By the end of 2024, the school-based Pedagogical Framework document will be updated to reflect current best practice.

By the end of Semester 1 2025, 100% of learning areas (V9) will be implemented according to the Three Levels of Planning.

By the end of 2025, all teachers have access to comprehensive data (ROCC, summative assessment and literacy and numeracy diagnostics) to inform student learning and ICP access levels.

By the end of 2026, a mid-way review of the Three Levels of Planning will be conducted, and amendments to be made based on implementation at Beenleigh Special.

By the end of 2027, knowledgeable others (teachers) have engaged collegially within South East Region to moderate samples of student work and build their capability.

School priority 3: An Expert Teaching Team and Systematic Curriculum Delivery

- Develop a whole staff capability framework, focused on strategies and supports to refine staff capability to implement the Australian Curriculum and understand, select and implement the suite of pedagogical practices and supports school leaders to observe student learning and provide feedback to teachers to quality assure the intended curriculum is consistently enacted across all classrooms.

Strategies

- Action plan with identified steps, targets and responsibilities.
- Staff Capability PLC
- Inquiry cycle – review current school framework, analyse data, develop action plan, implement plan, and review results
- Collection and analysis of data to inform decision making including Staff Professional Development Needs Assessment, Annual Professional Development Plan (APDP)
- Collaborative Inquiry – linking in departmental supports and resources including Q Learn.
- Differentiate professional development and suite of strategies to cater for the varied professional development needs of staff.

Measurable outcomes

By the end of Term 1 each year, 90% of staff complete a professional development needs survey.

By Week 5 of Term 1 each year, the Staff Capability PLC develop an action plan utilising the results of the professional development survey.

Each year, the school opinion survey shows an increase in the following questions:

- I have access to relevant professional development (2023 – 88.8%)
- I receive useful feedback about my work (2023 – 76.7%)
- This school encourages coaching and mentoring activities (2023 - 78.4%).

Success criteria

By the end of 2026 a comprehensive Staff Capability Framework is embedded that caters for the diverse professional development needs of all staff, that includes details of the specific supports available including coaching, mentoring, professional development.

Behaviourally:

Teachers will:

- use the whole staff capability framework to identify strategies to achieve the individual goals identified in their Annual Performance Development Plan.

School priority 4: Effective Pedagogical Practice and Differentiated Teaching and Learning

- Reinvigorate Augmentative and Alternative Communication (AAC) use, with clear expectations for practise to ensure all students are able to participate in learning and communicate.

Strategies

- Inquiry cycle – review current staff and school AAC needs, analyse data, develop action plan, implement plan, and review results.
- AAC PLC
- Action plan with identified steps, targets and responsibilities.
- Engagement Mentors and knowledgeable others provide professional development, coaching and feedback to staff.
- Collection and analysis of data such as Roadmap of Communicative Competence (ROCC), and AAC surveys to inform decision making about AAC implementation and approach at BSS.
- Collaborative Inquiry and partnerships with statewide school networks and professional associations.
- Collaboration of AAC PLC with the other priorities to assist with embedding AAC across the school.
- Access to appropriate and necessary resources including iPads with Proloqu2Go, PDD books, and Aided Language Displays.

Measurable outcomes

By the end of Term 1 each year, 90% of staff complete an AAC Self Evaluation survey, and professional development needs survey focused on knowledge of, and confidence in using AAC.

By Week 5 of Term 1 each year, the AAC PLC will review and update the AAC action plan utilising the results of the professional development survey.

By the end of 2024, the AAC PLC will review and update the BSS Communication Policy and share with school community.

Each year new teachers complete 1-day AAC workshop and 1-day Comprehensive Literacy workshop within one term of commencing at the school.

By the end of Term 2 and Term 4 each year, ROCC Data will be completed for all students to assist with planning and student communication goals.


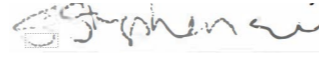
By the end of 2025, AAC will be available and visible throughout the whole school setting with staff wearing AAC at all times. Paper based and electronic systems will be available and visible across all settings with 40% increase as per the AAC Observation Checklist.

<p>Each year, student attendance rates will exceed 80%.</p> <p>Each year, total learning days lost for across the school due to student suspensions will not exceed 200 days.</p> <p>Each year, there will be a 5 - 10% decrease in the number of major behaviours recorded across the school.</p> <p>Success criteria</p> <p>By the end of 2026, a comprehensive Engagement and Wellbeing Framework is embedded and used to support, address and cater for the need of the whole school community that focuses on the use of a positive psychology and strength-based approach to wellbeing.</p> <p>By the end of 2026, the school will progress to Tier 2 of Positive Behaviour for Learning.</p> <p>Behaviourally</p> <p>Students will:</p> <ul style="list-style-type: none"> be engaged positively resulting in a 15% decrease in major behaviours from 2024 to end of 2026. <p>Teachers and Teacher Aides will:</p> <ul style="list-style-type: none"> engage in fortnightly discussions in team meetings about a student focussed problem of practice, upholding a positive regard for the student, and to generate increased opportunities for engagement and positive behaviours. <p>Leadership team will:</p> <ul style="list-style-type: none"> engage in fortnightly case management and data discussion focused on student attendance, resulting in student attendance being at least 80%. <p>Resourcing</p> <p>Staff Wellbeing PLC — meets fortnightly Student Wellbeing PLC – meets fortnightly PBL Team — meets fortnightly PBL Regional Coach South East Region – PBL PLC Mental Health Coach – Aneesa Kathrada Regional Wellbeing Coordinator - Disa Godson Student Engagement Budget PBL Budget P&C funds</p>	<p>Success criteria</p> <p>By the end of 2027, AC V9 (P-10) will be fully embedded and outlined in the Three Levels of Planning, catering for all diverse learners within the school.</p> <p>By the end of 2027, all teaching staff have access to resources, mentoring, and professional development to assist them to deliver engaging lessons to students.</p> <p>By the end of 2027 AAC will be embedded in all learning areas (in Level 3 planning).</p> <p>Behaviourally:</p> <p>Students will:</p> <ul style="list-style-type: none"> be engaged in authentic learning experiences across all learning areas. be able to communicate what they are learning about. <p>Teachers will:</p> <ul style="list-style-type: none"> be implementing AC V9 for all learning areas with fidelity and can differentiate learning experiences for all learners in their class. engage in ongoing differentiated Professional Development to build their capability and confidence in V9. <p>Leadership team will:</p> <ul style="list-style-type: none"> build capability of knowledgeable others to lead aspects of curriculum across P-10. provide opportunities for coaching, mentoring where required. engage in and lead data driven conversations to extend student learning. actively demonstrate line of sight to ensure intended curriculum is enacted curriculum. <p>Resourcing</p> <p>Curriculum PLC – meets fortnightly Curriculum Committee – meets fortnightly Curriculum Budget Professional Development Budget Special Education Curriculum Cluster South East Region HOD-C Network</p>	<ul style="list-style-type: none"> engage in fortnightly differentiated professional development activities focused on enhancing pedagogical and curriculum knowledge and understanding. <p>Beginning teachers will engage in structured mentoring and professional development sessions with a trained mentor.</p> <p>New teachers to the school will complete a two-day professional development program focused on AAC and Comprehensive Literacy.</p> <p>Teacher Aides will:</p> <ul style="list-style-type: none"> engage in professional development activities on a weekly basis, on topics identified through professional development needs assessments and Annual Performance Development Plan. use the whole staff capability framework to identify strategies to achieve the individual goals identified in their Annual Performance Development Plan. <p>Leadership team will:</p> <ul style="list-style-type: none"> engage in observations of student learning and provide feedback to teachers to quality assure the intended curriculum is consistently enacted across all classrooms at least once per term per class. meet bi-annually with Teachers and Teacher Aides to develop an APDP with a focus on use of the strategies in the whole school capability framework. <p>Resourcing</p> <p>Staff Capability PLC – meets fortnightly Professional Development Budget</p> <p>Human resources</p> <p>Student Engagement Mentors Beginning Teacher Mentors</p>	<p>By Week 5 of Term 4 each year, follow-up AAC survey shows a 40% increase in staff knowledge, and confidence in using AAC with staff feeling more confident to use and model AAC with all students across the school and more confident in being a communication partner as needed.</p> <p>Success criteria</p> <p>By the end of 2027 the use of AAC will be reinvigorated across the school and visible in all areas of the school community.</p> <p>Behaviourally:</p> <p>Students will:</p> <ul style="list-style-type: none"> have access to AAC in all environments across the school community. bring their own AAC device to school (if applicable) build confidence in using AAC systems to meet their communication needs. develop and understanding that they can use AAC to communicate for a variety of different communication functions. <p>Teachers will:</p> <ul style="list-style-type: none"> carry AAC at all times (where practically possible) model and embed AAC use into their teaching practice through curriculum planning and delivery. model AAC across the school day (including in the playgrounds) using a variety of different communication functions. <p>Teacher Aides will:</p> <ul style="list-style-type: none"> carry AAC at all times (where practically possible) model and embed AAC use during classroom learning activities. model AAC across the school day (including in the playgrounds) using a variety of different communication functions. <p>Leadership Team will:</p> <ul style="list-style-type: none"> carry AAC at all times (where practically possible) provide opportunities for coaching and mentoring where to support AAC being visible across the school. model AAC across the school day (including in the playgrounds) using a variety of different communication functions. engage in and lead data driven conversations to extend student’s communication.
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<p>Human resources</p> <p>Head of Department – Student Services x 2 Social Worker – 4 days per week Guidance Officer – Additional 1.4 FTE Education Program Officer - 5 days per week Student Engagement Mentors x 3 Senior School Coordinator – 3 days per week Auslan Language Model – 5 days per week Workplace Health and Safety Advisor – 5 days per week</p>	<p>Human resources</p> <p>Head of Department – Curriculum x 3 (P-10) Student Engagement Mentors x 3 Beginning Teacher Mentors</p>		<p>Resourcing</p> <ul style="list-style-type: none"> • AAC PLC – meets fortnightly • Professional Development Budget • ICT Budget – purchase of hardware and software (including new Eye Gaze device) • PODD Books • iPads with Proloquo2Go <p>Human resources</p> <ul style="list-style-type: none"> • Student Engagement Mentors (including AAC Coach) • Beginning Teacher Mentors • School Technician T03 • Private consultant – Amanda Hartmann
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Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing	✓	✓			Developing	✓				Developing		✓			Developing	✓	✓		
Implementing		✓	✓	✓	Implementing		✓			Implementing		✓			Implementing	✓	✓		
Embedding			✓		Embedding		✓	✓	✓	Embedding			✓	✓	Embedding		✓	✓	✓
Reviewing	✓	✓	✓	✓	Reviewing	✓	✓	✓	✓	Reviewing		✓	✓	✓	Reviewing	✓	✓	✓	✓

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

Principal: Nicole Rouen  P&C President: Sharon Stephenson  School Supervisor: Ray Hack 