

Maryborough Special School

Annual Implementation Plan

School Improvement Priorities 2022

Priority 1: An Expert Teaching Team – ICT, Communication, PBL

ICT			
Actions	Targets	Timelines	Responsible Officer/s
Use PD, coaching, observation and feedback cycles to build staff capability and consistency in the effective use of ICT programs	~Purchase of iPads + ProloQuo2Go installed for all staff at MSS ~100% TA attend PD to upskill in ICT programs to enable support for teachers with resourcing	Order by End Term 1	Teachers Teacher Aides (TAs) Principal Deputy Principal (DP) HODC
Communication			
Actions	Targets	Timelines	Responsible Officer/s
Build staff confidence and capability in modelling multi-modal communication systems	~ 80% of the classrooms utilising multi-modal communication. ~Key staff trained in ProloQuo2Go ~ Variety of multi-modal visual supports available to support current curriculum focus ~100% staff attend communication PD sessions ~ Frequent communication information and readings shared ~ Increase in staff use of multi-modal communication systems <i>As evidenced by:</i> - classroom walkthroughs - observation and feedback - scheduled communication focus in staff meetings - PD sessions documented in calendar - Communication meeting minutes	End of 2022	Principal DP HODC SLP (DoE) Communication Support Staff (T&TA) Classroom Teachers & TAs
Develop a 3-year Communication Plan that strategically builds staff capability and improve student communication outcomes.	~ Publish and consistently refer to 3 Year Plan with timelines, actions and targets. ~ 100% of leadership team and SLPs trained in ROCC (Roadmap of Communicative Competence). ~ All students assessed using ROCC – Assessed by Communication teacher / TA ~ Targeted students' further assessment with the Communication Matrix <i>As Evidenced by:</i> - Published concise 3-year Plan that builds staff capability to ensure that every student has the opportunity to communicate. - Documented communication policy as part of the 3-Year Plan	End of Semester 1 2022	Principal DP HODC SLP (DoE) Communication Support Staff (T&TA)
Positive Behaviour for Learning (PBL)			

Actions	Targets	Timelines	Responsible Officer/s
Develop a shared and enacted vision of Maryborough Special School as a successful PBL school through professional development and staff collaboration	~ Development of a PBL team and engagement with the regional coach to develop an agreed approach of delivering PBL across MSS ~ 100% staff participation in regular PBL PD sessions ~ 100% of classrooms delivering weekly PBL lessons with fidelity ~ Development of a PBL staff handbook <i>As Evidenced by:</i> - Minutes to meetings - Scheduled PD at staff meetings - Class timetables with scheduled PBL Lessons - Feedback from PBL Regional Coach and staff regarding content and usefulness of PBL lessons	End of Semester 1 End of Semester 2	PBL Regional Coach PBL Team Principal DP HODC
Build staff capability in effective One School behaviour management data to ensure clean PBL data	~ 100% of staff engaged in One School behaviour data PD ~ 100% staff engaging in PBL data to establish short term data driven SMART goal <i>As Evidenced by:</i> - Behaviours recorded on One School - PBL meeting agenda – data analysis to inform the scheduled PBL PD for whole staff meetings - Minutes of whole staff and PBL meetings. - PBL Coach and Data Manager to provide summary behaviour data in whole staff meetings with a focus on building staff capability through finding: 1. Celebration 2. Areas of concern – discuss and problem solve	End of Semester 1 4 to 6-week short data cycle review throughout 2022	Principal PBL Regional Coach PBL team DP HODC
Collaboratively develop and embed universal school rewards and consequence systems	~ 100% of staff refer to PBL behaviour and consequence flowchart when necessary ~ PBL sector rewards session (Term 1 and 3) and whole school rewards day (Semester 1, Semester 2) <i>As Evidenced by:</i> - documented whole-school rewards framework used and displayed in all classrooms and main areas - visual display of reward tickets progressing throughout the semester towards the Rewards Day - documented whole-school consequences framework used and displayed in all classrooms and main areas	End of Semester 1	
Build staff capability to respond proactively to student behaviour	~ 100% classroom teachers develop an individual Behaviour Support plan for every child in their class ~ 4 staff members trained as CPI (Crisis Prevention) facilitators <i>As Evidenced by:</i> - Individual behaviour support plans uploaded to One School and in TRS folders 4 CPI facilitators at Maryborough Special School	End of Semester 2 End of Semester 2	Principal DP Class Teachers

Priority 2: Systematic Curriculum Delivery: HIC, DYLP – alignment

Actions	Targets	Timelines	Responsible Officer/s
Every teacher delivering the Australian Curriculum in classrooms using the 3 levels of planning within the whole school CARP to ensure consistency or language and expectations	~HODC develop level 1 and 2 planning ~100% of teachers will have attended planning days with the HODC ~ Teachers develop clear level 3 planning with differentiation for HIC and DYLP ~100% of teachers will have participated in 2 moderation sessions ~ Joined the Special School Curriculum Cluster (SECC) <i>As Evidenced by:</i>	End of Sem 1 & 2 Term 2 & 3 Term 1	Principal DP HODC Teachers

	<ul style="list-style-type: none"> - consistent understanding and use of Level 1, 2 and 3 planning. - Data collected for HIC and DYLP to inform future direction 		
Actions	Targets	Timelines	Responsible Officer/s
Work collaboratively with the Principal Advisor Teaching and Learning (NCR) and Gympie Special School (GSS) HODC to ensure alignment with the Australian Curriculum and CARF	~HODC will have had the opportunity to work shadow GSS HODC ~All staff PD with Principal Advisor Teaching and Learning ~ HODC and Leadership team work collaboratively with HODC GSS ~HODC attend Gympie Special School moderation process. <i>As Evidenced by:</i> <ul style="list-style-type: none"> - HODC clearer understanding of the AC and is able to lead PD for staff - HODC will share what he has observed under work shadow with GSS HODC - HODC will have attended a minimum of one moderation at GSS 	Term 2 Term 1 (SFD) Ongoing Term 2	Principal DP HODC Teachers

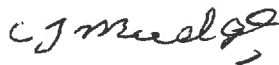
Endorsement

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



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