



# Currumbin Community Special School

## Strategic Plan 2015 - 2018

### School Profile

Currumbin Community Special School is a Queensland State school that prepares students with disabilities to be creative, resourceful and positive members of their community. Quality educational experiences are developed for students from Prep to Year 12 age with a diagnosed moderate to severe Intellectual Disability and possibly additional disabilities such as Autistic Spectrum Disorder, Physical Impairment, Hearing Impairment and/or Vision Impairment. Learning programs are developed using the Australian Curriculum and individual adjustments are made through a consultative team approach between teachers, parents, therapists and support workers to ensure all students can succeed. Our school has an excellent record of ensuring all our students transition to their most appropriate post-school option and this can range from traineeships to funded lifestyle support packages. Our Senior Secondary school offers VET Certificate I in Agrifoods and Information Technology to enhance each students Queensland Certificate of Individual Achievement. Our school fosters a safe, secure and supportive environment to maximise success for all.

### Vision

Our vision for Currumbin Community Special School is to deliver exceptional educational opportunities to students with disabilities through encouraging creativity and innovation. We want to maintain our reputation of being at school that embraces diversity in an accepting, flexible and positive way. We believe that "it takes a village to raise a child" and we do this in partnership with our students families and the broader support from our community.

### Values

- Currumbin Community Special School is committed to the values of: Cooperation, Respect, Integrity, Professionalism and Wisdom.

### Priorities

#### School Priority: Teaching and Learning

Measures	Targets
1. CCSS Teaching, Learning and Assessment Framework will be implemented by all teachers and evidenced in planning, assessment and reporting.	All teachers will embrace and be proactive in supporting cooperative planning and the Teaching and Learning framework for CCSS ensuring consistency in curriculum practice and accountability.
Strategies	2015 2016 2017 2018
Maintain HOC role to coordinate the whole school Teaching, Learning and Assessment framework for CCSS.	✓ ✓ ✓ ✓
Teachers to use the Teaching and Learning Pedagogical Framework as a self-reflection tool and a conversation framework for teachers professional development plan.	✓ ✓ ✓ ✓
Sub-school team leaders to be appointed (subject to staffing allocation) to support teachers and HOC in developing and delivering differentiated curriculum within sub-schools.	✓ ✓ ✓ ✓

#### School Priority: Communication

Measures	Targets
1. Every non-verbal student will have an active Speech Language Pathologist (SLP) file and the SLP and Teachers will work collaboratively to trial AAC systems. Trials will be documented through the Individual Support Plan process, monitored and reported on at the end of each Semester.	Every non-verbal student will have an Augmentative Communication system to enable them to express their basic needs and wants.

## Priorities

Strategies	2015	2016	2017	2018
SLP service will be prioritised to non-verbal students who do not have a communication system.	✓	✓	✓	✓
SLP and teachers to trial AAC systems and set goals collaboratively for Individual Support Plan for non-verbal students.	✓	✓	✓	✓
Maintain teacher professional development for AAC training - including PECS, PODD, Proloquo2go and Intensive Interaction.	✓	✓	✓	✓

### Core Priority: Reading

Measures	Targets
1. Every students engagement with reading monitored and measured each semester using PM Benchmarking and anecdotal evidence.	Every student will be exposed to the teaching of reading through the "4 Blocks Literacy Model for Students with disability" ensuring exposure to Guided Reading, Writing, Self-Selected reading and Working with Words.

  

Strategies	2015	2016	2017	2018
Every Primary School class will embed the teaching of reading using the "4 Blocks Literacy Framework" on a daily basis.	✓	✓	✓	✓
Every Junior Secondary School class will implement "4 Blocks Literacy Framework" into their daily teaching of reading.	✓	✓	✓	✓
Every Senior Secondary Class will implement the teaching of reading using the "4 Blocks Literacy Framework" for a minimum of 4 hours per week.	✓	✓	✓	✓

### School Priority: School Wide Positive Behaviour Support

Measures	Targets
1. Full implementation of School Wide Positive Behaviour Support (SWPBS).	By the end of 2018 our school community will have fully embraced SWPBS as the systemic approach to supporting students positive engagement in learning.
2. All data pertaining to student behaviour will be recorded in Oneschool and reviewed as required and at a minimum each term by the SWPBS committee and shared with whole staff.	All staff using Oneschool as primary place for data recording regarding SWPBS.
3. SWPBS lessons collaboratively developed by SWPBS Mentor teachers and implemented by classroom teachers according to CCSS Teaching, Learning and Assessment Framework.	SWPBS will become embedded philosophy and practice for all staff to support student positive engagement in learning.

  

Strategies	2015	2016	2017	2018
Project funding from MSSWD Quality Schools Inclusive Leaders Phase 2 project to support a key staff member lead the review and re-engagement of SWPBS at CCSS.	✓			
Deputy Principal to be key leader of SWPBS post QSIL project.		✓	✓	✓
Budget Action Plan developed annually to maintain SWPBS ongoing implementation.	✓	✓	✓	✓
SWPBS Committee to be reviewed annually, with invitations to new staff to join committee to maintain innovation.	✓	✓	✓	✓
SWPBS committee to include community representation to ensure accountability.	✓	✓	✓	✓

### School Priority: Disability specific knowledge

Measures	Targets
1. Teachers will demonstrate sound understanding of key disabilities through planning, differentiation and teaching using appropriate pedagogy within their classroom and within their sub-school.	All staff to demonstrate sound understanding and appropriate pedagogy for key diagnosed disabilities of students within CCSS.
2. Teachers will enhance student learning by providing their support staff with training and explicit instruction on appropriate disability specific pedagogy relevant to students within the class and programing differentiation.	Competent and informed teaching teams.

## Priorities

Strategies	2015	2016	2017	2018
Professional Learning Plan developed and reviewed annually.	✓	✓	✓	✓
Professional development regarding disability specific information to be planned for both teachers and support staff focusing on knowledge and teaching strategies and implementation through microskill practice.	✓	✓	✓	✓

### School Priority: Community Engagement

Measures	Targets
1. 100% parent support for their child's ISP/ICP/SETP through either face-to-face meeting or teleconference.	Parents engaged with the school to support their child's learning through regular communication, attendance at school functions and meetings to plan students Individual learning goals.
2. 50% parent attendance for Celebration of Learning events to acknowledge student success and community support.	
3. School budget enhancement greater than \$50,000 p.a. through community support.	Community partnerships maintained to ensure support for innovative learning opportunities for students.
4. All student absences greater than 3 days followed up by class teacher and noted in Oneschool	All students are attending school or their absence is explained in Oneschool.

  

Strategies	2015	2016	2017	2018
Department of Communities partnership maintained to secure ongoing funding for Children's Liaison Officer position two days per week.	✓	✓	✓	✓
Whole school community events planned for a minimum of one each Semester to celebrate student learning and community partnerships.	✓	✓	✓	✓
Ongoing acknowledgement and appreciation of supporters, both financial and volunteers to maintain and enhance partnerships.	✓	✓	✓	✓
Regular communication with families to maintain connections for learning priorities and to ensure wellbeing of child and family.	✓	✓	✓	✓

### Core Priority: Transition

Measures	Targets
1. At the end of Year 12, every student will have a clear pathway for their post-school opportunities.	Teachers will support all students and their families through dissemination of information and applications for post-school support services.
2. All students will be provided with the opportunity to sample Secondary School programs and teachers of Year 6 & 7 students will proactively share information to facilitate a smooth transition.	Each student transitioning to Secondary School will be familiar with the expectations and locations of the Secondary School facilities prior to Year 7.

  

Strategies	2015	2016	2017	2018
Year 12 teachers will be trained and supported through AVT - School Transition Officers on processes to support and link students and families to post-school options.	✓	✓	✓	✓
Year 6 & 7 teachers provided with formal meeting time to support information hand over.	✓	✓	✓	✓

### Core Priority: Science

Measures	Targets
None	

  

Strategies	2015
None	

### Core Priority: Numeracy

Measures	Targets
None	

  

Strategies	2015
None	

## Priorities

### Core Priority: Attainment

Measures	Targets
None	
Strategies	2015
None	

### Core Priority: Retention

Measures	Targets
None	
Strategies	2015
None	

### Core Priority: Attendance

Measures	Targets
None	
Strategies	2015
None	

### Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Measures	Targets
None	
Strategies	2015
None	

### Core Priority: Writing

Measures	Targets
None	
Strategies	2015
None	

### Endorsement

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

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Principal

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P and C / School Council

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Assistant Regional Director