Geebung Special School
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

School priority 1:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Augmentative and alternate communication is used to support conversation between staff, students and community members. (In social, academic and recreational contexts)	Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.				• Staff improvement seen on self-assessment tool enhances skills to support students' autonomous communication, setting communication goals, and a culture of life-long learning and critical reflective practices. • Students demonstrate increased engagement through the use of AAC with a range of communication partners in a range of environments	• **All marker students will lift 1 level within their target ROCC domain** • 10% decrease in the number of physical misconduct incidents that are attributed to communicative confusion (Supporting data from OneSchool) • Increase capability and confidence as evidenced in staff data upon completion of the communication self-assessment (Completed at the end of Semester 1 and 2)
	Term 1	Term 2	Term 3	Term 4		

Strategies:
- Establish a clear picture of the communication competencies of the school professional community
- Formulate a systemic approach to upskilling staff with the intention to move every staff member 1 step along the continuum of skills:
  1. Novice to proficient
  2. Proficient to Lead
- Engage SLPs for targeted professional development following staff self-assessment

Actions:	Responsible officer(s):	Resources:
• Staff to complete a self-assessment check list that systematically identifies at a group and at an individual level what skills currently exist within the staff • In week seven staff will set an individual goal regarding the progression of their skills in communication as part of their APDP • Concepts and skills common to many staff's improvement journey will be the focus of whole school staff meetings occurring weeks 1-4-7 of each term • Age specific and developmental skills will be focused on during sub-school meetings on weeks 2,5 and 8. • PLC style targeted work will be addressed during year level meetings in weeks 3,6 and 9 (Hot issues and problems of practice) • Peer to Peer observation and feedback will be an extension from year level meetings addressing identified issues • Individual coaching and modelling of specific skills and techniques will be provided to staff through targeted intensive support by school based SLT • DPs and HOD-C to collaborate with staff during class visits • Staff will complete the self-assessment tool at the end of semester one and two or as required • Increase the availability of AAC across school environments, including PODD and Aided Language Displays (ALDs)	*Strategic Leadership:* Principal *Operational Leadership:* Upper School DP – Johan Venter Speech Language Pathologist	• Dedicated staff meeting time • 0.6 School purchased Speech Language Therapist • AITSL - Teacher self-evaluation tool • Purchase of additional physical resources to ensure availability to all students and staff. (PODD, Proloqou2Go, Core word boards) • Self- assessment tool (specifically designed by Geebung Special School)

Queensland Government

School priority 2:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Extend teachers knowledge and understanding of the Australian Curriculum through deliberate and targeted collaboration and co-design in planning, teaching and learning sequences and moderation processes.	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				• All students engaged and achieving in learning with year-on-year growth as reflected by individual student data.	• Teachers express clarity of understanding and expectations during check-ins at multiple junctures through professional conversation and observations
	Term 1	Term 2	Term 3	Term 4		

Strategies:

- Simple, clear and accessible articulation of the expected curriculum that is familiar to all staff (P-12 Framework)

- Continue systems of collaboration and moderation processes at multiple junctures (three levels of planning, teaching, assessing, end moderation and reporting)

- Continue developing teachers' data literacy to effectively plan, teach and assess

- Development of co-designed V9 units for 2025

AIP measurable/desired outcomes (continued):

- A-E Data:
  - **25% increase in student achievement at B or above in English for students accessing HICP Literacy 1D**

- SOS Data:
  - 'I modify teaching practice after reviewing assessment data'
    30% increase on 2023 data

Actions:

- Information associated with the curriculum of Geebung Special School is articulated at multiple levels.
  - Whole School - Staff meetings
  - Small Group –Sector and teaching team meetings
  - Individual - as needed meetings with HOD-C or leading teacher

- Multiple opportunities are created to allow teachers to work together
  - HPT meeting systems (structure – whole school, sector (lower/upper), year level teaching teams)
  - Fortnightly NCT release time in teaching team
  - Twice termly Teaching Teams released for learning data conversations in school time
  - Twice Semesterly release time for Teaching teams to engage with moderation of unit plans and assessment

- Individual release time for teachers to observe or be observed by peers seeking specific improvement.

- Formation of a Teaching and Learning team
  - Within school recruitment of leading teachers to work alongside HOD-C to:
    - support developing staff capability in self-identified identified areas of curriculum planning, pedagogy, or assessment.
    - Co-design whole school semesterly curriculum units of work
      (DYLP moderation focus tool, marking guides and assessment tasks, HICP differentiation support documents)
    - Co design team and class level planning of term units of work with teachers

- Australian Curriculum (AC) V.9 preparation
  - Familiarisation activities with teachers at sector and teaching team level meetings
  - Development of whole school data set of student curriculum access points for AC V.9
  - Alignment/rewriting/codesign AC V.9 whole school curriculum units of work for 2025
    - DYLP moderation focus tool, marking guides and assessment tasks
    - HICP differentiation support documents and marking guide

Responsible officer(s):

Strategic Leadership:

Principal

Operational Leadership:

HOD-C

Teaching and Learning Leading Teacher Team

Sector DPs

Resources:

- FTE and purchased time to allow dedicated release time for teaching teams and individual teachers

- Membership to expert professional groups which demonstrate industry best practice

- Subscription to online self-paced training courses in Comprehensive Literacy Instruction

School priority 3:		**Monitoring**				**Long term measurable/desired outcomes:**	**AIP measurable/desired outcomes:**
Review, refine and implement Tier 1 PBL systems and strategies ensuring that all students can engage with the "Rule of 5" initiatives.		*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*					

Strategies:	**Term 1**	**Term 2**	**Term 3**	**Term 4**

Strategies:

- Review 2023 Tiered Fidelity Inventory (TFI) regional assessment of Tier 1 systems currently in place at Geebung Special School. Identify key priority areas for improvement.

- Clear, consistent and targeted dissemination of PBL information school-wide – refinement of PBL classroom information packs, fortnightly delivery of "Rule of 5" explicit teaching focus

- Review and refine the PBL Behaviour Matrix. Ensure that it is multimodal - representative and inclusive of the communicative capability of all students

- Development and provision of explicit teaching resources related to "Rule of 5" behaviour expectations. Ensure these are multimodal - representative and inclusive of the communicative capability of all students

Long term measurable/desired outcomes:

- Explicit teaching of Geebung Rule of Five expectations in every class in the school. (Monitored through classroom check-ins)

- A "Rule of Five" Matrix that is presented in multiple formats to ensure it is accessible by all students.

- Achieving 70 percent or more on three consecutive Tiered Fidelity Inventory assessments regarding implementation of Tier 1 interventions.

AIP measurable/desired outcomes:

- **10% decrease in the number of physical misconduct incidents that are attributed to communicative confusion (Supporting data from OneSchool)**

- SOS Data:
  - "Behaviour is well managed at this school".
  - "Expectations and rules are clear."
  - 10% increase on 2023 level (Teacher data)

- End of year outcomes from PBL 2024 Action Plan:
  - Updated Behaviour Matrix
  - Imbedded schoolwide PBL Tier 1 processes for explicit teaching – regular and systematic communication of targeted explicit teaching focus and resources (informed by OneSchool data)
  - Implementation of whole class and individual acknowledgement systems (identified through look fors)

Actions:

- Draft 2024 PBL Tier 1 Action Plan:
  - Communicate Action Plan with school community, including data trends (increase/decrease of nominated target behaviours)

- Continuation of PBL Teacher Leader release time:
  - Leading teachers to work alongside Internal Coach (Lower School DP) on identified PBL Action Plan priorities

- Key PBL Team members to participate in Module 1 training with Regional PBL coach

- Ensure multimodal communication of "Rule of 5" behaviour expectations of the fortnight – guided by fortnightly PBL data interrogation

- Support development and implementation of student-centred acknowledgment systems (ensuring GOTCHAs are made relevant for all learners)

- PBL committee to review the current Behaviour Matrix. Consideration is given to whether the document currently represents the communication capabilities of all students.

- PBL committee leads whole school workshops modifying the Behaviour Matrix to ensure it is accessible for all learners

- The renewed and refined Behaviour Matrix is shared and promoted to the school community with a specific focus on linking expectations between school life and home life

- Visual materials associated with "Rule of 5" are created and displayed across a range of school environments and shared systematically to the broader school community– utilise varied communication platforms including social media

Responsible officer(s):

Strategic Leadership:

Principal

Operational Leadership:

Lower School DP

PBL Teacher leaders

PBL Team

Resources:

- PBL Tier 1 budget

- PBL Teacher leader release time

- Dedicated staff meeting time

- PBL Community of Practice

- PBL Regional Coach

Approvals

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

Principal

P&C/School Council

School Supervisor