



Redcliffe Special School

Annual Implementation Plan 2023

School Improvement Priorities 2023

Curriculum			
Actions	Targets	Timelines	Responsible Officer/s
Systematic Curriculum Delivery			
Through inclusive practices ensure alignment of the three of levels of planning with the AC Version 9 across all subject areas, in addition to ensuring P-12 CARF requirements are met.			
<p>All classroom teachers in the area of English or C&T, and specialist teachers in the area of The Arts, Technologies and HPE, engage in moderation practices including:</p> <ul style="list-style-type: none"> M1 Moderation – collaborative planning and data conversations Use of M1.5 'check in' to ensure learning and assessment activities are aligned to achievement standards. M2 Moderation – moderation processes to align student evidence to curriculum level marking guides M3 Moderation – calibration moderation process to align student evidence to curriculum level marking guides. M4 Moderation – to quality assure final year level grades. 	<p>100% of teaching staff to participate in M1 collaborative planning. Every teacher to have one full day dedicated to M1 and professional conversations</p> <p>100% of staff participate in M1.5 to ensure the planned curriculum is the enacted curriculum. Learning and assessment activities are aligned to achievement standards.</p> <p>Every Teacher to identify a 'Marker Student' to complete M1.5</p>	S1	Principal, Deputy Principals, Head of Teaching and Learning
<ul style="list-style-type: none"> Professional learning for AC V9 for all staff 	Professional learning plan outlines specific targets for building staff capacity.	S1	Principal, Deputy Principals, Head of Teaching and Learning
<ul style="list-style-type: none"> Ensure documentation aligns with AC V9 and three levels of planning 	All staff to participate in M1 Collaborative planning	S2	HOTL
<ul style="list-style-type: none"> Enact Collegial Engagement Framework peer observations, peer mentoring, for English 	All staff to have the opportunity to participate in WOW with opportunity across settings	S1	Principal, Deputy Principals, Head of Teaching and Learning
<ul style="list-style-type: none"> All 8 subject areas are implemented at RSS 	All 8 subject areas inclusive of Languages (Gubbi Gubbi) and three specialist areas of Technologies, The Arts and HPE are implemented at RSS	S2	Principal, Deputy Principals, Head of Teaching and Learning

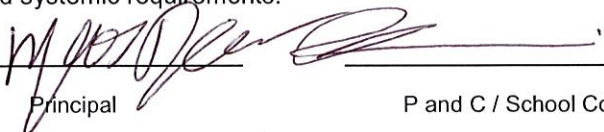
Behaviours
<p>At 6 Months:</p> <ul style="list-style-type: none"> Students Will : Be engaged in learning and assessment activities aligned to identified achievement standards and the Guide to Making Judgements Teachers Will : Be engaged in moderation processes and data conversations to ensure alignment in learning and assessment activities to the identified achievement standards and the Guide to Making Judgements Leaders Will: Lead moderation processes, data conversations and giving feedback to ensure line of sight over the teaching and learning cycle and alignment of learning and assessment activities to the identified achievement standards and the Guide to Making Judgements.
<p>At 12 Months:</p> <ul style="list-style-type: none"> Students Will : Be engaged in learning and assessment activities inclusive of "A exemplars" aligned to identified achievement standards and the Guide to Making Judgements Teachers Will: Track the progress of a marker student over 2 semesters against the identified achievement standards and the Guide to Making Judgements. Reflect with colleagues and make changes to classroom practice through the interpretation of this data Leaders Will: Lead moderation processes, data conversations and giving feedback to ensure line of sight over the teaching and learning cycle and alignment of learning and assessment activities to the identified achievement standards and the Guide to Making Judgements. Build staff capacity and identify knowledgeable others to lead moderation processes and data conversations.

Pedagogy			
Actions	Targets	Timelines	Responsible Officer/s
Differentiated Teaching and Learning			
Through inclusive practices develop a comprehensive approach to support all staff to be effective student communication partners in all aspects of the school day.			
<ul style="list-style-type: none"> Develop a core team to lead strategic direction (Amanda Hartmann, P, DP's, SLP, HoTL). Build team of 'Communication Champions' through mentoring / coaching. 	A team of knowledgeable others with defined roles, responsibilities and purpose created to steer the strategic direction on communication within RSS in term 1	S1	Deputy Principal
<ul style="list-style-type: none"> Provide ongoing professional development with Amanda Hartmann (focus on AAC communication partner strategies) 	Professional learning plan outlines specific targets for building staff capacity	S1	Principal, Deputy Principals, Head of Teaching and Learning
<ul style="list-style-type: none"> Review artefacts from past Instructional Rounds to monitor evidence of change over time. 	100% of classrooms have communication 'must haves' within the classroom and are regularly used by staff and students	S1	Principal, Deputy Principals, Head of Teaching and Learning
<ul style="list-style-type: none"> Monitor staff engagement and confidence levels twice per year and review implementation of communication strategy. 	Conduct staff survey for confidence and learning needs related to being an effective student communication partner	S1	Deputy Principal
<ul style="list-style-type: none"> Enact Collegial Engagement Framework (peer observations, peer mentoring, instructional rounds, throughs exclusively targeting communication) 	Specific evidence of communication differentiation including agreed artefacts	S1	Principal, Deputy Principals, Head of Teaching and Learning

<ul style="list-style-type: none"> Classroom practice to reflect effective communication strategies 	<p>Indigenous Attendance to move from 70% (2022) to no gap in 2023</p> <p>Every student has an identified effective communication system 100% of the time at school</p> <p>All staff are effective communication partners for all students</p>	S2	Principal
Behaviours			
<p>At 6 Months:</p> <ul style="list-style-type: none"> Students Will : Have access to an effective communication system 100% of the time at school Teachers Will Ensure every student has an identified effective communication system 100% of the time at school Leaders Will: Ensure line of sight of effective communication practices through instructional rounds and giving staff feedback on being an effective communication partner. 			
<p>At 12 Months:</p> <ul style="list-style-type: none"> Students Will : Have access to an effective communication system 100% of the time at school and engage with an effective communication partner Teachers Will: Ensure every student has an identified effective communication system 100% of the time at school and be an effective communication partner for all students. Leaders Will: Ensure line of sight of effective communication practices through instructional rounds and giving staff feedback on being an effective communication partner. 			

Endorsement

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


 Principal

P and C / School Council


 Assistant Regional Director