CABOOLTURE SPECIAL SCHOOL

QUADRENNIAL SCHOOL REVIEW 2012 - 2015
4 YEAR SCHOOL STRATEGIC PLAN 2016 - 2019

Our Purpose: To prepare our students for participation in all aspects of life in their community.
We are successful when: Our community values and builds mutual respect with strong, positive and sustained relationships
“Supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens”
(Melbourne Declaration on Educational Goals for Young Australians 2008)

APPROVAL/ENDORSEMENT PROCESS
The Quadrennial School Review is verified. The 4 Year School Strategic Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

...Elizabeth Devonshire............
PRINCIPAL
14/4/2016

...Alan Grieve............
P&C PRESIDENT/COUNCIL CHAIR
14/4/2016

Matthew Johnson............
ARD (SCHOOL IMPROVEMENT)
NORTH COAST REGION
14/4/2016
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SECTION 1  
STATEMENT OF PURPOSE

Our Purpose: To prepare our students for participation in all aspects of life in their community, through enhancing communication.

We are successful when: Our community values and builds mutual respect with strong, positive and sustained partnerships.

"Supporting all young Australians to become successful learners, confident and creative individuals and active and informed citizens." (Melbourne Declaration on Educational Goals for Young Australians, 2008)

DEFINITION:
The school’s shared vision emanates from the motto: “For Life We Learn”. The whole school community has aspirations for all students to develop understandings, knowledge and skills that will be transferable and sustainable into their lives beyond schooling, as outlined in the school’s statement of identifying the school community values.

The core values of our school community are:

Achieving
Belonging
Caring

All students and staff achieving to the best of their abilities every day
Actively valuing each member of our school community
Genuinely attending to each individual’s needs

All students at Caboolture Special School require focussed learning episodes and targeted strategies. For this reason class groups are kept small in size, with staff working to individualize learning by selecting pedagogies that suit each individual student or groups of students. These strategies are documented in each student’s Individual Curriculum Plan (ICP) and Senior Education and Training (SET) Plans. These ICPs and SET Ps are developed in consultation with parents and carers, advisory staff and therapists and are reviewed through a similar consultation process on a six monthly basis.

Sustainability is the guiding principle of the Caboolture Special School wide pedagogy. It is the quest for a sustainable society; one that meets the needs of the present without compromising the capacity of future generations to meet their own needs. In addition sustainable pedagogical practice at our school seeks to embrace the concept of ‘slow pedagogy’ – the creation of authentic and reflective learning experiences that support and sustain innovative, futures-oriented teaching and learning for all.

Our school provides educational programmes for school aged students, Years Prep- 12, who have been verified through the Education Adjustment Programme (EAP) process under the category of Intellectual Impairment; and for whom these levels of frequency and intensity of adjustments is best provided in a Special School. Programmes are designed to meet the needs of students who may also have been verified in categories on Autistic Spectrum Disorders, Physical, Vision and Hearing Impairments. Most students who attend the school present with impairment in more than one single impairment category.
Approximately 73% of the student cohort is male and a majority of students come from a low socio-economic background. This representation is parallel to the local Caboolture and Morayfield communities in which many of the students live. Caboolture Special School also supports students who live with a wider radial distance of the school including the surrounding areas of Kilcoy, Woodford, Bribie Island, Burpengary, Narangba, Wamuran, and other semi-rural areas towards the southern end of the Sunshine Coast such as Glasshouse Mountains.

The Moreton Bay Regional Council area has the third largest population of any local government in Australia, trailing Brisbane City and Gold Coast City respectively. The area maintains an annual population growth of 3%. Approximately 25% of the population are under 15 years of age. Approximately, 11% of the population are unemployed, with 50% of the population in unskilled employment. The area has a very low ICSEA school rating (highly disadvantaged) and a SEIFA Score 2 (very low socio-economic area).

The student population includes 7% of students who are in care of the state and approximately 16% of students attending the school have identified as Aboriginal or Torres Strait Islander descent. Other students who identify with cultural backgrounds other than Australian include students from: Vietnam, Philippines, New Zealand, United Emirates and Sudan. The student population for each of these groups = <5. English is currently the first language spoken in most households apart from these identified groups.

The school therefore has a role for providing education programmes specifically for students with multiple and severe disabilities and for preparing students for their current and future lives in their community. Partnerships between community groups and businesses are a significant feature of the school’s operations.
SECTION 2 QUADRENNIAL SCHOOL REVIEW 2012-2015

a) PROCESS

- The process of Appreciative Inquiry was identified as a model for the Quadrennial Review. This is a model for analysis, decision-making and the creation of strategic change, particularly within companies and other organizations. This process values and recognizes the best in people and systems; it affirms past and present strengths of the school community, celebrates successes, and highlights potential for future direction of the school and the community with which it interacts.

- The school governance system, which is organized around a distributive leadership model, provided the vehicle for inquiry and reflection on the school’s unique operations and successes.

- The esteemed partnerships, including the recognition of the school’s P & C Committee, Registered Training Organizations and relationships with community agencies and other government departments provided the mechanism by which the effectiveness of the school could be reviewed within the community.

- Other tools that were utilised included:
  - School Opinion Survey
  - School Improvement Reflection Tool
  - School Improvement Review
  - Teaching and Learning Audits
  - Daniel Kim’s model of Perspectives of Leadership
  - School Annual Report
  - Reference to Systemic data (One School, School Data Profile)
  - Reviewing performance trends from student achievement and progress data collected
  - School Student Communication Book review
**b) REVIEW OF SCHOOL STRATEGIC PLAN 2012 – 2015**

The previous Strategic Plan 2012 – 2015 was centred on the New Basics Curriculum. At the time for the implementation of this Strategic Plan the Australian Curriculum was introduced. The following review therefore focuses on the previous Annual Implementation Plans from 2012 – 2015, as this has been the direction of the school over the past four years. In particular this review focuses on the most recent Annual Improvement Plans.

<table>
<thead>
<tr>
<th>Major strategic directions identified in previous improvement plans</th>
<th>Target areas</th>
<th>Achievements and progress to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUCCESSFUL LEARNERS Australian Curriculum Implement the Australian Curriculum</td>
<td><strong>Introduction and implementation of School Wide Positive Behaviour Support program across the school</strong></td>
<td>Curriculum in place across P – 10 for History and P – 12 for HRE subject areas. Successful Trial of Geography in semester 2, 2015.</td>
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<tr>
<td></td>
<td>• Introduction, professional development and implementation of the History and HRE curriculum</td>
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<td></td>
<td>• Targeting reading and mathematics– teaching and learning and pedagogies to differentiated groups of students across the school - consolidation of reading pedagogies</td>
<td>Students now organised into literacy and mathematics groups from Year 3 – 12, Prep, Year 1 and 2 classes remain in smaller groups with their class teacher for Early Years learning pedagogical practices.</td>
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<td></td>
<td>• Consolidating Science Curriculum 3 yr. cycle across the school</td>
<td>Science curriculum implemented across Years P - 10 and Exploratory Science implemented in the Senior Secondary department.</td>
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<td></td>
<td>• Refine and sharpen the annual assessment plan to provide timely and appropriate data to best inform teaching and learning practices and feedback for students to improve their learning outcomes</td>
<td>Student and class dashboard in use across all departments including the use of mark books for reading, sight word data and Concepts of Print</td>
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<td></td>
<td>• Focus on the Curriculum for students accessing the Extended General Capabilities</td>
<td>Curriculum now renamed: Highly Individualised Curriculum (HIC) and goals set in place for all students participating in this area of the Australian Curriculum</td>
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<td></td>
<td><strong>Introduction and implementation of School Wide Positive Behaviour Support Program and Restorative Practices within the school culture</strong></td>
<td>SWPBS implementation is school wide with recognition at Tier 2.</td>
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<td></td>
<td>• Development and implementation of a wider range of subject choices for students in Senior Schooling (including trial of QSA Adjusted SAS)</td>
<td>Elective subjects established at the beginning of 2014 and students attending these subject areas through the Senior Education and Training Plan (SET Plan) process. Adjusted SAS trial has been the establishment of the curriculum through feedback workshop process with QCAA. Further involvement of the school through SECC is contributing to the greater understanding and implementation of these modified SAS across Special Schools.</td>
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<td></td>
<td>• Develop Trades Skills Centre facility project in conjunction with</td>
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<tr>
<td>GREAT PEOPLE</td>
<td>Professional development and training to ensure a clear shared understanding of learning areas, content, curriculum delivery and how to deliver it. Further embed processes of mentoring, collegial sharing and support, feedback through coaching. Staff capability position statement enacted for professional development and training, including focus on staff training in preparation for delivering certificate courses under Trades Skills Centre. Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise through leadership team and leadership density opportunities within the school and across Special Education networks. Provide and develop structure for leadership density in curriculum focused areas of Literacy, Maths and ICT.</td>
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<tr>
<td>Distributive Leadership</td>
<td>Staff Capability Position Statement saw staff members participate in and initiate requests for ongoing professional development across 2012 - 2015. Leadership team led the process for Developing Performance conversations under the GROWTH model of coaching. GROWTH coaching course completed for all leadership team members. Establishment of Collaborative Teams under the Professional Learning Communities framework across departments and Highly Individualised Curriculum teaching cohort. Appointment of qualified staff in the three nominated skills courses for the Trades Skills Centre. Provision of ongoing leadership training through regular training and development opportunities which are both school based and have access to consultant providers. Members of the leadership team now applying for and being successful in their applications for classified positions in DETE schools and programs.</td>
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<tr>
<td>Well Being Framework</td>
<td>Lead teacher program for Literacy/Maths and ICT in place and lead teachers providing coaching and mentoring for staff in their department cohort. Master Teacher identified coaching partnerships with teaching colleagues and defined cohorts of students requiring targeted intervention in literacy. Publication of the Well Being Framework and establishment of a Wellbeing working party for the school community. Wellbeing working party developed whole of school programs across 2014 - 2015.</td>
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<tr>
<td>Community Engagement Framework</td>
<td>Community Engagement Framework principles enacted.</td>
<td></td>
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<tr>
<td>EMPOWERMENT</td>
<td>Reference to the school’s pedagogical framework. Focus on ASOT Design Questions 1 and 6 – Q 1 Linked to Individual Learning Plans. Q 6 Linked to SWPBS. DQR linked to successful relationships amongst staff and students. DQR investigation to assist teachers to become skilled and reflective practitioners in teaching and learning. Continue to refine the whole school Art and Science of Teaching. Pedagogical Framework in place and referred to as part of school operations. Framework developed based on school teaching and learning pedagogies and with reference to the ASOT framework. Initial design questions investigated through staff meetings and professional readings and implemented through links to ICPs, SETPs and learning goals displayed throughout classrooms. Further training in coaching leading to feedback processes for students from teachers and for</td>
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</table>
(ASOT) pedagogical framework through a planned and structured approach to coaching which provides feedback to teachers on high yield teaching strategies and highlights the strengths in the school wide team. Teachers from leadership team. Staff reflection through professional reading and workshops focussed on ASOT design questions.

**HIGH STANDARDS**

**T&L/Discipline Audit priorities**

- Review of Communication with families through revised communication formats.
- Diagnostic assessment for students recorded on One School.
- Developmental achievement data for student cohorts examined for efficacy of pedagogical practices.
- Document functional literacy and numeracy curriculum intent in the functional living skill programs.
- Continue to supervise that the enacted curriculum remains aligned horizontally and vertically with the Australian Curriculum so there is continuity and progression of learning across the years of school.


Diagnostic assessment completed for Reading, Sight word vocab, Concepts of Print in One School Review of the school wide data undertaken and priorities identified for the school year.

Use of the recorded data in One School for the development of ICPs in 2015.

Inclusion of vocab in the Functional Living Skills Continuum and implemented in class based programs.

Three year cycle of units across subject areas enacted. Social moderation processes in place twice yearly to review student progress and development of student learning within and across department cohorts. Information transferred to new teachers through One School data.

c) **MAJOR FINDINGS – ACHIEVEMENTS / AREAS FOR IMPROVEMENT**

<table>
<thead>
<tr>
<th>Major Strategic Directions</th>
<th>Areas for Improvement</th>
</tr>
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<tbody>
<tr>
<td><strong>SUCCESSFUL LEARNERS</strong></td>
<td>Implementation of History and Geography subject areas across consecutive semesters for P - 10 year levels. Greater focus on HRE subject implementation across the school, particularly in the Junior and Senior Secondary Departments.</td>
</tr>
<tr>
<td><strong>Australian Curriculum</strong></td>
<td>Refinement of the organization of English subject groupings with the focus to target writing across Primary Years and Junior Secondary Departments with implementation across Senior Secondary electives and through Early Years integrated planning documents.</td>
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<tr>
<td><strong>Implement the Australian Curriculum</strong></td>
<td>Align the teaching of Science to the Advancing Education action Plan with a focus on Science Technology, Engineering and Mathematics (STEM)</td>
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<td>Extend the use of class dashboard and support provisions in OneSchool for tracking student progress in mathematics and numeracy and communication skills.</td>
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<td></td>
<td>Increase and extend staff participation in specialised pedagogies (Intensive Interaction) to address the progress of students working in the HHIC.</td>
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<td></td>
<td>Utilise and analyse student data captured in One School for planning in Individual Curriculum Plans.</td>
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<td></td>
<td>Focus on staff development in the understanding of and analysis of student achievement data by increasing data literacy.</td>
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</tbody>
</table>

Early Years: focus on the further development of integrated unit work based on the principles of the Early Childhood Curriculum Guidelines.

Primary Years: focus on the specific pedagogies most appropriate for learning in the areas of English and Mathematics.

Junior Secondary: focus on the learning characteristics of adolescents and understanding the development of the adolescent brain through the Junior Secondary Project.

Senior Secondary: continue the implementation of the adjusted SAS for Social and Community Studies and Information and Communication Technologies and provide further staff development in understanding the Guidelines for Individual Learning (GIL) and the Australian Core Skills.
<p>| Introduction and implementation of School Wide Positive Behaviour Support program across the school | Initiate and further action partnerships with local State High Schools in order to access further certificate courses and work experience placements for Senior Secondary students. Rigorous development of school based curriculum in the Arts and HPE along the guidelines for these subject areas in ACARA. Extension of the Arts (Music) subject area to include the employment of electronic instruments which cater for the needs of a wider range of students abilities. Further development of the Active and Adventurous program across the school (and in association with other local schools) and extension of the Duke of Edinburgh Award program into Junior Secondary Department as a means of individualising the curriculum for students. Official community launch PBL program in 2016 and further develop focus lessons for school with adjustments for specific cohorts of students. Introduction of Tier II strategies |
| GREAT PEOPLE Implement annual performance reviews for all staff | Align the Staff Capability Position Statement with the AITSL Professional Standards for Teachers and Principals and the DETE Annual Performance Review processes. Develop localized structures between schools that enable teachers to engage in discussion and analysis of effective teaching and learning. Further extension of the Annual Performance Review procedures with further opportunities for Growth Coaching professional development and training to develop a coaching culture across the school. PLC framework to be further developed and effective practices to be embedded across the school. Communities of Practice aligned with specific pedagogies and targeted for specific characteristics of identified disability areas. Further develop and expand the implementation of the vocational skills courses under Registered Training Organizations. Focus on the development of understanding of DETE policies through the school leadership team and how these are enacted by procedures that are both school based and the focus of strategic initiatives. Focus on the development of understanding of different learning styles and communication types through HBDI and other tools for identifying staff communication and learning style preferences. Extend from leadership team to wider school staff over the course of successive Strategic Plans. Extend Master Teacher model of coaching and mentoring to the area of mathematics and reading comprehension. Review and revise the Annual Performance Framework to ensure its currency and validity. |
| Distributive Leadership | Identify and develop links with local state schools for the purpose of sharing pedagogical practices, particularly in the Primary and Junior Secondary Departments. Enact and document Supporting Successful Transitions strategy across the Early Years Department and in conjunction with local Early Childhood programs. Review and promote the school governance model as a model for school leadership coaching and mentoring. Build upon the Professional Capital model (human, social and decisional capital) Hargraves 2010 for further development of distributive leadership across the school. |
| Well Being Framework | Review and further extend this framework to include a Mental Health and Wellbeing plan for the school. |</p>
<table>
<thead>
<tr>
<th>Community Engagement Framework</th>
<th>Parent and Community Engagement Framework documentation to be in place and enacted.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMPOWERMENT</strong></td>
<td>Further development and implementation of two further design questions from the ASOT pedagogies across the span of the new Strategic Plan. DQ 5 focus in 2016.</td>
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<td></td>
<td>Review of the effectiveness of the current Pedagogical Framework and its application in everyday teaching and learning in the classroom.</td>
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<td></td>
<td>Development of an effective model of instructional leadership with cycles of observation, feedback and reflection for teachers.</td>
</tr>
<tr>
<td><strong>HIGH STANDARDS</strong></td>
<td>Further extension and review of communication book and effective communication strategies across the span of the new Strategic Plan.</td>
</tr>
<tr>
<td>T&amp;L/Discipline Audit priorities</td>
<td>Further refine the content of the functional Living Skills continuum through the expertise of the Hospitality training staff and implement recommendations across the school.</td>
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<td></td>
<td>Implement Classroom Profiling across the school utilising trained personnel to provide timely feedback to colleague on classroom practices.</td>
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### SECTION 3

#### THE SCHOOL CONTEXT

**Curriculum**

- Curriculum leadership across the school is organised through a school governance model. This model involves coaching and mentoring and is focussed on developing an explicit improvement agenda.

- Curriculum focus across the school’s four departments includes:

<table>
<thead>
<tr>
<th>Early Years Curriculum Guidelines</th>
<th>Primary Years</th>
<th>Junior Secondary</th>
<th>Senior Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Unit planning</td>
<td>Australia Curriculum Reporting and Assessment (ACARA)</td>
<td>Australia Curriculum Reporting and Assessment (ACARA)</td>
<td>Year 10: Australia Curriculum Reporting and Assessment (ACARA)</td>
</tr>
<tr>
<td>Individual Curriculum Plans</td>
<td>Highly Individualised Curriculum</td>
<td>Individual Curriculum Plans</td>
<td>Individual Curriculum Plans</td>
</tr>
<tr>
<td>Three Year cycle of curriculum units</td>
<td>Three Year cycle of curriculum units</td>
<td>Three Year cycle of curriculum units</td>
<td>Three Year cycle of curriculum units</td>
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</tbody>
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*Mrs. Elizabeth Devonshire (Principal)*

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<table>
<thead>
<tr>
<th>Organisers</th>
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<tbody>
<tr>
<td>Guide for Individualised Learning (GIL)</td>
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<tr>
<td>Certificate I and II Hospitality</td>
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<tr>
<td>Certificate I conservation and Land Management</td>
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<tr>
<td>Certificate II Horticulture</td>
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<tr>
<td>Certificate I and Certificate II Electro Communications</td>
</tr>
<tr>
<td>Certificate II Active Volunteering</td>
</tr>
<tr>
<td>Duke of Edinburgh Award Program</td>
</tr>
<tr>
<td>Senior Education and Training Plans</td>
</tr>
</tbody>
</table>
Students and Families supported by:

Current School Governance
Model 2015 (updated 17.09.2015)

Business Services Manager A04 (exco limited)

5 Admin Assistants A11

School Technician

Business Services Manager A04 (exco limited)

5 Admin Assistants A11

School Technician

Classified Positions (7)

Senior Leadership team

Leadership team (14)

Teaching Staff (61 FTE)

Teacher Aide Staff

(1492 hours x ESPF + GRG)

Admin Staff (6)

Ancillary Staff (9)

Itinerant Staff (9)

Distributive leadership positions

Principal Band 11

On site for all staff

Vocational Teachers (also employed as SE teachers)

2 Teacher Aides

Art Specialist Teacher

11 Class Teachers

3 Teacher Aides

Music Specialist Teacher

Department Leader Early Years

7 Class Teachers

1 Teacher Aide

7 Teacher Aides

NPE Leader Trade Skills Centre 2015

2 Teacher Aides

2 Health and Therapy aides

2 Health and Therapy aides

Chaplaincy Program

Volunteers and Paid Services Student Placements

204 Active Staff

Note: 95M Position is supervisor for
1492 hours x ESPF + 20 GRG
teacher aide hours per week
= 1532.5 Total
Student enrolment 249 as at 20.08.15

Head of Curriculum 1.0

Master Teacher (cluster 5 schools) 0.9

Guidance Officer 0.9

- Systematic curriculum delivery – The Whole School Curriculum Plan provides an overview of how the systematic delivery of the curriculum is organised. It details how the school has developed and implemented a whole school approach to improving student achievement and gives details of the assessment practice in the school.

- The school uses data on student outcomes, including academic, attendance and behavioural, to inform teaching and learning. Each year this is documented through the Annual Improvement Plans and includes reference to the standardised assessment instruments and tracking of student progress through the use of dashboard and One School mark book.

- Effective teaching practices are based on the knowledge of each learner and under the Art and Science of Teaching Framework, staff review the most appropriate pedagogies to meet the needs of each learner. The development of Professional Learning Communities across the school’s four departments enhances and provides a forum for the exchange of teaching and learning under the review cycle shown in this model.

- Differentiated classroom learning is encompassed and articulated in the Individual Curriculum Plans for each student. These plans are reviewed on a six monthly basis and are developed in consultation with key stakeholders in the student’s education team, family members, carers and visiting therapists. Senior Secondary students participate in the development of Senior Education and Training Plans and these are begun in semester 2 of Years 10 and reviewed annually across Years 11 and 12.

- Reporting on student achievement – involves both systemic and school based practices in the school. The school’s curriculum calendar outlines the required timelines for the collection of data and tracking of each students’ progress along developmental continua (First Steps in Reading, Writing and Mathematics) as well as on standardised assessment instruments. This data is collected annually with reporting twice yearly on student achievement on ICP/SET Plan goals and school based subjects.

- A culture that promotes learning is evident throughout the school as staff detail specific individual needs through plans including individual behaviour plans, individual and emergency health plans, communication profiles and negotiated education plans. Flexible education plans are also developed in response to the changing needs of individual students.
○ The targeted use of school resources that support the learning environment is organised through the school budget planning with program managers for specific areas of the school organising action plans with corresponding cost centres. A school finance committee meets each term to review the school’s allocation of resourcing and progress along articulated goals. This committee includes a Vice President of the school P & C committee.

○ Information and Communication Technologies (ICTs) plans for the school include the provision of electronic whiteboards or apple TV and interactive TVs across all classrooms in the school. The school has strategically organised the purchase of iPads through the Great Results Guarantee and ICT budgets, so that there is currently a distribution of 2 – 3 iPads per classroom. These are equipped with apps for English (reading, phonics, sight words) and Mathematics skill builders as well as the Pro Lo Quo program for assistive communication. Classroom and computers for teachers are equipped with interactive and electronic reading resources and additional programs that enhance and deliver visual cues for communication. ICT provides access to the curriculum for many students, particularly those with multiple and severe disabilities. Therapy consultation in the use of assistive technology for students means that students are engaged in learning at the level at which they can demonstrate their understanding and communicative intent.

Facilities

○ In 2015 the school undertook a process of Master Planning for the school site. As Caboolture and Morayfield areas are ones of steadily increasing population growth, the school strives to provide sufficient facilities for enrolment growth each school year.

○ Current facilities include classrooms and shared learning spaces for specialist areas of the Arts and Health and Physical Education with therapy being delivered in the students’ classrooms. Over the past four years, an additional 20 classrooms have been installed in the school in order to meet enrolment growth.

○ The school has a very narrow (50 metre) frontage to Torrens Road and occupies the length of Adelaide Drive up to the council land at the back of the school. This area is flood prone.

○ The school has a Trades Skills Centre due for opening and the delivery of Certificate courses for Senior Secondary students, in early 2016. This has been possible through Round 5 of the federal government initiative for Trades Skills Centres in schools.

Enrolments

○ The school has an approximate enrolment of 260 students. This enrolment growth has been rapid over the past four years seeing an increase form 188 in 2012 to the current 260 in 2015. Enrolment growth is predicted at a rate of an additional 3 - 4 classes annually.

Our Community

○ Partnerships with community, industry, government departments and other educational institutions include a program named the Esteemed Partnerships program. This is a collaboration between local business, Registered Training organisations, local post school program providers
and clubs and local facilities. East Coast Apprenticeships and HELP and Red Cross employment agencies provide links to community based work experience for students in the Senior Secondary Department.

- The school has a partnership with the University of the Sunshine Coast for the delivery of pre-service practicum and wider field experience placements. The school also has a visiting educators program which involves educators from West Papua visiting Special and mainstream school sites. This program enables our colleagues in Indonesia to visit and learn about Australian schools from a first hand perspective.

- Alliances with other government and non-government agencies include individual case conferences with the Department of Communities – Disability and Child Safety services, post school program providers (Compass, Horizons, Caboolture Family Network, ROPE, and Insight) and alliances with local schools. Interagency work with Qld Police and therapy providers including Montrose, Cerebral Palsy League, Autism Queensland.

- Social, economic and cultural opportunities, and employment patterns. The Moreton Bay Regional Council area is Australia’s third largest local government. It covers a diverse area spanning more than 2,037 square kilometres with families living in both coastal and rural environments. There is an increasing indigenous population into the area and a high level of unemployment and disability in the area with services and housing concentrated for families in the region. A range of cultural opportunities exist with the community and include those targeted towards the disability sector and indigenous population as well as music and folk festivals.

- Geographical spread and special features of the community that the school serves includes families form Bribie Island, to Burpengary and Narangba across to Woodford and Kilcoy, Wamuran and the total area of Caboolture and Morayfield up to and including Elimbah, and the southern end of the Glasshouse Mountains. This area is extensive and Caboolture Special School is the sole special school catering for the needs of students eligible for educational programmes delivered in this area. The nearest special schools are Currimundi Special School 52 km to the north and Pine Rivers Special School 21 km to the south.

- Local community priorities and expectations of the school are the provision of educational programs and services for students with a diagnosed intellectual disability who meet the DETE eligibility requirements for enrolment into a Special School. School partnerships with the local community, post school program providers and medical specialists and therapy agencies are of great importance to families as they share information about their children so that programs can meet their comprehensive needs.

**Staff – an expert teaching team**

- Workforce capability and flexibility. Caboolture Special School has a workforce of approximately 200 staff members. Induction, training and professional development are a key feature of the organisation as the rapidly increasing enrolment requires trained and dedicated staff to work in program with students and their families. The school governance model around four departments provides for the ongoing organisation of training and development to meet the changing needs of students. A staff capability framework and model of tracking staff skilling has been in place for the past four years and these processes encourage further training in the understanding of disability specific information and teaching
and learning strategies to meet the characteristics of both individual and groups of students. School nursing services and visiting therapy services provide for staff training in specialised health procedures and movement of students in order to provide the best possible access to learning.

- Professional development under the staff capability model provides for and enhances the skills of both teacher aides and teachers in the school. A lead teacher model was implemented at the start of 2015 and this saw eight teachers provide mentoring and coaching for the subject areas for English and Mathematics. In 2016, this being extended into lead teachers for ICTs with a focus on classroom visits and learning from classroom observations of colleagues utilising specific strategies and pedagogies in the classroom. Additionally, the provision of mentor teachers for beginning and returning teachers provides ongoing coaching. The school leadership team has participated in the Growth Coaching model training and utilised this in professional conversations and the annual Performance Reviews for staff.

- Workforce leadership, employment and diversity, and health and wellbeing – The school governance model provides a working aspirants program in leadership skills and training for staff interested in taking on specific levels of responsibility in the support of their colleagues. A middle level of leadership exists in the school through the Department Leader positions, lead teachers and chairpersons for working parties and the collaborative teams of the Professional Learning Community. This structure provides for work shadowing and collegial support at a level of organisation for a group of 7 – 11 classes and the allocated staff. This model of distributed leadership has now seen successful aspirants move into leadership positions both within and outside of the school in other Special Schools and Special Education programs. The diversity of staff skills and talents is recognised and encouraged as staff members assist students with their interests in program across the school. Each year the school Wellbeing working party organises and support the school staff through a variety of ways. This includes a staff professional development day each October with a single focus on wellbeing. From these days a number of interest groups have arisen where the aim is to look after yourself and share in chosen activities with other staff members. In 2015, the concept of The Third Space by Dr, Adam Fraser was adopted in the school community. Students who seek this ‘reflection, rest and reset’ strategy can identify both physical and time spaces in which to refocus before moving to their next activity. This has been facilitated by the school’s Student Services team and supported by the Live Well Wellbeing Plan for the school developed in consultation with health care providers.

The School Strategic Plan has also been informed by the following mandated elements:

- Whole-school curriculum, assessment plan and reporting – School plan
- School Improvement Review Report 2015
- Responsible Behaviour Plan for Students – School plan
- Emergency Management – School plan
- Workplace Health, Safety and Wellbeing – Annual Workplace Health and Safety Assessment and the Learning and Wellbeing Framework
- Enrolment Management – eligibility processes for enrolment in Special Schools
- Asset Replacement – annually funds are set aside in provisions for asset replacement.
- Facilities Maintenance – Direct to Market (D2M) school option
## SECTION 4
### SCHOOL STRATEGIC PLAN 2016-2019

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM</th>
<th>KEY STRATEGIES</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowered and Engaged Learners</td>
<td>Successful learners working in the Australian Curriculum.  - Curriculum: English – evidence of skill development in communication, reading comprehension and writing  - STEM: building students’ capabilities in the area of Mathematics, Science and Technology  - STEM: Maths – embedding of Numeracy Rich routines to maximise evidence of students engagement in mathematical concepts and understanding  - Differentiation: evidence of achievement of identified Individual Curriculum Plan/ Senior Education and Training Plan goals  - Successful Student Transition through a seamless schooling model from Early Years to Senior Secondary on to post school opportunities</td>
<td>- Focus on Australian curriculum in every aspect of the learning environment  - English: evidence of students moving from early communicative strategies using First Steps continuum for Reading, Writing, Oral language?? Communication Matrix  - STEM: opportunities for students to explore and innovate through the use of coding linked to both conventional and assistive technology  - STEM: Maths: evidence of students engaged in Yu Mi Maths pedagogy under the RAMR framework  - STEM: Science: evidence of students working through the inquiry and investigative approach using the 5Es teaching and learning model  - Differentiation: signature pedagogies targeting specific characteristic of disability categories – Intensive Interaction, sensory based learning, assistive technology including augmentative and alternative communication,</td>
<td>English – Concepts of Print: 30% students gain or maintained level within Concepts of Print levels; 25% students gain from Concepts of Print to PM Benchmarks  English - PM: Gain within PM Benchmarks to 70% across student cohort  Maths: Increase levels within Diagnostic Maths Tasks; Increase baseline data at Sound Level; Decrease baseline data at Limited Level.  Next Step survey indicates 2% increase in community engagement across the school leaver group from 2015 data.  Community and workforce satisfaction with transitions</td>
</tr>
</tbody>
</table>
| Teaching quality | Data Literacy: develop the data literacy of all teachers in order to refine interpret and extend the process to gather data and feedback from students other teachers and parents for the purpose of informing teaching  
- Data Literacy: Review of data collection process and location for retrieval and recording  
- Coaching and Mentoring: Use of the Growth Coaching model for professional conversations embedded in the Annual Performance Review processes  
- Coaching and Mentoring: identified expertise across the Professional Learning Community supports workforce capability and capacity building through school based modelling– Intensive Interaction Coach, Master teacher, Lead teachers and aspirants model  
- Coaching and Mentoring: ‘Learning Leaders Connections and Reflections’ model across the workforce through the use of peer observations, feedback, differentiated coaching and learning communities to improve teaching practices  
- Principal Performance Development Plan: Aligned with school workforce and learning priorities through localised structures of Professional Learning Communities, Workforce Training, Staff Well Being support | Evidence across all students’ ICPs / SET Ps reflects collection and analysis of current student achievement data  
- Data entered on class dashboard on One School  
- Evidence of the use and interpretation of baseline data for all students in curriculum planning  
- Digital portfolios for students in HIC utilising Intensive Interaction pedagogy  
- Completion of the growth Coaching modules and HBDI indicators across the school leadership team  
- Increase School Opinion Survey target for Staff Morale to over 80%  
- Increased numbers of teachers involved in staff leadership development  
- Increased number of teacher aides participating in coaching and training |

| Principal leadership and performance | Lead and Model Learning: embedding a belief that all students and workforce develop confidence and capability in teaching and learning  
- Principal Performance Development Plan - ARD |  

Mrs. Elizabeth Devonshire (Principal)
<table>
<thead>
<tr>
<th>School Performance</th>
<th>Explicit Improvement Agenda: Focus on communication and mapping students' progress through effective use of data sources and analysis - workforce training and knowledge building</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explicit Improvement Agenda: Senior Leadership Team focus on cohesive and aligned leadership practices</td>
</tr>
<tr>
<td></td>
<td>Explicit Improvement Agenda: Building explicit and targeted teaching and learning practices and signature pedagogies through professional collegial collaboration</td>
</tr>
</tbody>
</table>

- **High Standards**
  - Performance information and evidence focused on improving services
  - Quality and inclusive learning and working environments

- **School Performance**
  - Explicit Improvement Agenda articulated and known across school and wider community
  - Explicit Improvement Agenda: Investing for Success (I4S) - focus on early stages of reading development and mathematical understanding

- All identified students have completed communication matrix and staff have all engaged in training in the use of this tool

- All teaching staff complete AITSL self-assessment tool

- 89% teaching staff & 76% non-teaching staff agree that developing performance process helps them in their work
### Regional Support
- School improvement Review
  - key improvement priority: develop opportunities to respond to school growth, facilities provision and human resource allocations

### Local Decision Making
- Beneficial partnerships amongst SECC members and North Coast Special School Administrators’ Alliance
- Community engagement in the implementation of the School’s Positive Behaviour for Learning (PBL)
- Develop partnerships beyond the school that support student learning

### Master Planning
- Master planning for school site in conjunction with Regional and Central office facilities management
- Collaborative planning with Regional and Central Office in the development of leadership models for Special Schools

### Mapping School Attendance
- Implementation of explicit teaching aligned to the Productive Partnerships strategy and Positive Behaviour for Learning targeted lessons
- Esteemed Partnerships program extension with local businesses and agencies
- Parent and Community Engagement framework development

### School has sufficient and targeted facilities for the range of programs offered across the school and in conjunction with community partners

### Data collection processes are shared across the North Coast Special School Administrators’ Alliance
School has implemented Tier 2 processes and development of the PBL program
Trades Skills Centre programs provide access to community based work placements for students achieving Cert I and II courses
SECTION 5

APPENDIX 1

SCHOOL DATA SETS

<table>
<thead>
<tr>
<th>Maths Assessment Tool</th>
<th>Baseline Data 2014</th>
<th>Maintained at level</th>
<th>Gain to DMAT</th>
<th>Gain of level</th>
<th>Gain within level</th>
<th>Loss/Inconsistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Maths Tasks 2014-2015</td>
<td>30.71%</td>
<td>10.24%</td>
<td>8.60%</td>
<td>22.83%</td>
<td>21.26</td>
<td>6.3%</td>
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</tbody>
</table>

Reading Level Growth from 2014 to 2015 of those students assessed using PPT Benchmarks - Early Years

<table>
<thead>
<tr>
<th>Maintained</th>
<th>Increase of Level</th>
<th>Increase in Reading Level from Concepts of Print</th>
<th>Working Beyond 3P</th>
<th>Loss</th>
<th>Baseline Data</th>
</tr>
</thead>
</table>

Reading Level Growth from 2014 to 2015 of those students assessed using PPT Benchmarks - Primary Years

<table>
<thead>
<tr>
<th>Maintained</th>
<th>Increase of Level</th>
<th>Increase in Reading Level from Concepts of Print</th>
<th>Working Beyond 3P</th>
<th>Loss</th>
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</table>

Reading Level Growth from 2014 to 2015 of those students assessed using PPT Benchmarks - Junior Secondary

<table>
<thead>
<tr>
<th>Maintained</th>
<th>Increase of Level</th>
<th>Increase in Reading Level from Concepts of Print</th>
<th>Working Beyond 3P</th>
<th>Loss</th>
<th>Baseline Data</th>
</tr>
</thead>
</table>

Reading Level Growth from 2014 to 2015 of those students assessed using PPT Benchmarks - Senior Secondary

<table>
<thead>
<tr>
<th>Maintained</th>
<th>Increase of Level</th>
<th>Increase in Reading Level from Concepts of Print</th>
<th>Working Beyond 3P</th>
<th>Loss</th>
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Mrs. Elizabeth Devonshire (Principal)