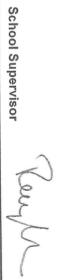
Ap _I												End Se	mes	ter 1	L									
Approvals	Artefacts					Success criteria													Measurable outcomes	Artefacts	1			Success criteria
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements	Role description HOD-C & Curriculum leaders, moderation process, ICP, 3 levels SORD, feedback from Data conversations, minutes from curriculum meetings, p differentiated collegial framework, QCIA curriculum plan	Leadership team can/will: facilitate data conversations through instructional leaderships Provide differentiated professional development to build teaching expertise in data informed HICP decision making	Teacher Aide can/will: engage in collaborative conversations with teachers in relation to ICP goals to ensure outcome for students	(HICP). Moderate through parallel year level group teachers work together to moderate Teachers collaborating through clear communication with teacher aides.	Teachers can/will: participate in professional development to increase	Behaviourally: Students can/will: consistently performing/achieving goals across demonstrate skills at an appropriate level of challenge	No ICP (new enrolment)		HICP	* *	2024 Semester 2 SORD Data	 Increase in P-10 students accessing DYLP aligned to state average Curriculum Category P- 10 Mathematics 	No ICP (new enrolment)	DYLPT	HICP	**	2024 Semester 2 SORD Data	Curriculum Category P- 10 English	 Leadership partic 95% of teachers 	SORD, feedback from Data conversations, minutes from curriculum meetings, pl differentiated collegial framework, QCIA curriculum plan	Strategies for the continuous improvement of student outcomes	Leadership team can/will: ensure learning and improvement inform cycles of planning in the school, provide opportunities for school leaders and teachers to collaboratively review school achievement data and plan of states for the continuous improvement of student outcomes	Teachers can/will: have identified correct curriculum access point through collaborative planning and quality assured through data conversations	Behaviourally: Students can/will: actively
	. Curriculum leaders, moderatio a conversations, minutes from one memork, QCIA curriculum plan	l: facilitate data conv fessional developme	gage in collaborative	el year level group teo rough clear commun	pate in professional (ently performing/acl ppropriate level of ch	3%	30%	67%	Mathematics	Data	ts accessing DYLP alig O Mathematics	3%	30%	67%	English	Data	0 English	ipated in quality assu engage in data conve	curriculum leaders, a conversations, minumework, QCIA curric	ous improvement or	ensure learning and address and teachers to form	lentified correct curr	y engage in meaningf
	moderation process, utes from curriculum culum plan	ersations through ins nt to build teaching e	e conversations with t	achers work together ication with teacher o	development to incred	yoals across		37%	59%	Region	Semester 1	ned to state average (S		36%	60%	Region	Semester		Leadership participated in quality assured curriculum through cross school collaborative planning. 95% of teachers engage in data conversations aligned to literacy and numeracy general capabilities	utes from curriculum ulum plan	moderation process	l improvement inform to collaboratively revi	iculum access point tl	ful learning aligned to
n irements		tructional leaderships xpertise in data inforn	eachers in relation to	to moderate rides.	understa	Mathematics and Eng	0%	34%	66%	Mathematics	1 2025 LOA Goal	(NORD Data)	0%	34%	66%	English	1 2025 LOA Goal		igh cross school colla eracy and numeracy i	meetings, planning d	2 lovole	n cycles of planning in ew school achieveme	hrough collaborative	their correct curricul
	elation to ICP goals to ensure aderships ata informed HICP decision of planning, OneSchool, lanning day agenda,				and English. HICP students nding of learning focuses				oal s				ool collaborative planning. Imeracy general capabilities	anning day agenda,	ng OneSchool	Behaviourally: Students can/will: actively engage in meaningful learning aligned to their correct curriculum access point Teachers can/will: have identified correct curriculum access point through collaborative planning and quality assured through data conversations Leadership team can/will: ensure learning and improvement inform cycles of planning in the school, provide opportunities for school leaders and teachers to collaboratively review school achievement data and plan strategies for the continuous improvement of student outcomes								
	A					S						End	Sem	este	r 1				or ≥	:	Δr			Su
	Artefacts					Success criteria													Measurable outcomes		Artefacts			Success criteria
	Action Plan and data set Case Management Meet OneSchool Data, budget plan, Visuals e.g., comm		Leadership team can/ w AAC to support PBL pract visuals	Teacher aides can/will: participating in and modelling through PBL framework	by professional learning through PBL framework	Students can/will: access	-					 Decrease in OneSchool incidents – Data accurately rejil behaviours Increase in engagement in AAC visuals (walk throughs) 		Physically Aggression	Minor	Major	* *	OneSchool Incidents	 Staff participate 	Case Management Meetings, Support Services alignment referral system, SORD, OVA follow up checklist, OneSchool Data, budget expenditure overview, Professional Development Plan, ROCC data, Communicat plan, Visuals eg communication lanyard, visual timetable, social story, first and then	Action Plan and data sets	using AAC (communication lanyard) to improve positive student engagement Leadership team can/will: provide professional learning and model the enac student wellbeing and engagement	Teachers/Teacher Aides	Behaviourally: Students can/will: engage
\mathcal{C}	s, updated school i ings, Support Serv expenditure overv unication lanyard,		III: invest in profes. ices across the sch	oarticipating in AA BL framework	through PBL frame	s and self-select a i						ol incidents – Dato ent in AAC visuals		463	515	247	2024		Staff participate in professional learning in Co	ngs, Support Serviexpenditure overviex cation lanyard, vis	updated school ru	n lanyard) to impr /: provide professi gagement	<i>:an/will:</i> use profe	e with modelled co
i, visual timetable, soci	Action Plan and data sets, updated school rules, updated universals PBL Major and Minor process, Complex Case Management Meetings, Support Services alignment referral system, SORD, OVA follow up checklist, OneSchool Data, budget expenditure overview, Professional Development Plan, ROCC data, Communication plan, Visuals e.g., communication lanyard, visual timetable, social story, first and then	Teachers can/will: be consistent in their common language and modelling in the reinforcement of AAC informed by professional learning through PBL framework Teacher aides can/will: participating in AAC professional development. Be consistent in their common language and modelling through PBL framework Leadership team can/ will: invest in professional development of staff to deepen their understanding of selected AAC to support PBL practices across the school environment. School wide common language and consistent visuals Action Plan and data sets, updated school rules, updated universals PBL Major and Minor process, Complex Action Plan and data sets, updated school rules, updated universals PBL Major and Minor process, Complex	range of options av	2					(walk throughs)		230	250	110	Sem 1 2025		rning in Communic	ces alignment refer lew, Professional Do ual timetable, socia	ules, updated unive	ove positive studen	ssional learning to	mmunication in us			
			ailable to explore th nd modelling in the r							Sem 1 2025 110 200 450 250 450 230 420 Data accurately reflects incidence of behaviour and the response to the uals (walk throughs)				ation/AAC, PBL to d	ent referral system, SORD, OVA follow up che sional Development Plan, ROCC data, Commule, social story, first and then mmunication/AAC, PBL to develop capability	in using a preferred voing to model consistent landent engagement and model the enactment model the major and models of the enactment of the en		ing a preferred voic						
	Teachers can/will: access and self-select a range of options available to explore their individual mode of voice. Teachers can/will: be consistent in their common language and modelling in the reinforcement of AAC informed by professional learning through PBL framework Teacher aides can/will: participating in AAC professional development. Be consistent in their common language and modelling through PBL framework Leadership team can/ will: invest in professional development of staff to deepen their understanding of selected AAC to support PBL practices across the school environment. School wide common language and consistent visuals Action Plan and data sets, updated school rules, updated universals PBL Major and Minor process, Complex Case Management Meetings, Support Services alignment referral system, SORD, OVA follow up checklist, OneSchool Data, budget expenditure overview, Professional Development Plan, ROCC data, Communication plan. Visuals e.g., communication lanyard, visual timetable, social story, first and then		heir individual mode of voice. einforcement of AAC informed						מסמו מוומ נוזכ ובשלימומי כי מייי	ious and the response to the	-43	-65	-47	Incident reduction		develop capability	Case Management Meetings, Support Services alignment referral system, SORD, OVA follow up checklist, OneSchool Data, budget expenditure overview, Professional Development Plan, ROCC data, Communication plan, Visuals eg communication lanyard, visual timetable, social story, first and then	Action Plan and data sets, updated school rules, updated universals PBL Major and Minor process, Complex	using AAC (communication lanyard) to improve positive student engagement Leadership team can/will: provide professional learning and model the enactment of AAC processes to support student wellbeing and engagement	the school environment Teachers/Teacher Aides can/will: use professional learning to model consistent language across the school by	Behaviourally: Students can/will: engage with modelled communication in using a preferred voice to support engagement in			

P&C/School Council

Principal





improvement strategy:

Systematica

knowledge,

Implement a documented professional learning plan, aligned to improvement priorities and individual

Through instructional leadership focus on developing teachers, teacher aides and student knowledge and

PBL team to lead the implementation of the whole school

approach to AAC through PBL

Establish roles and responsibilities within the

understanding of AAC

staff goals to enhance staff capabilities through a collegial engagement framework.

Through instructional leadership, develop a systematic school-wide process to quality assure

curriculum planning and implementation in English and Mathematics V9

through cu An aligneo

Domain 6:

Strategy/ies

Link to school review

School priority 1

ANNII AI IMDI Mackenzie State Special School







2025 ANNUAL IMPLEMENTATION PLAN (26.2.25)	MENIATION PL	AN (26.2.25)	Developing - D
ed approach to data informed decision making for HICP Phase	School priority 2	A collaborative culture that promotes student engagement and wellbeing Phase	nase Implementing - I
Curriculum planning.		through Augmentative and Alternative Communication (AAC)	Reviewing - R
6. Leading systematic curriculum implementation	Link to school review	Domain 7: Differientiating teaching and learning	
ically enact collaborative planning processes to strengthen leaders' and teacher's curriculum	improvement strategy:	Prioritise the implementation of AAC with clear expectation for practice (PBL), supported by regula	egular modelling
se planning and implementation capability		and professional learning, to ensure all students can access and engage in learning	
Nement a documented professional learning plan, aligned to improvement priorities and individual	Strategy/ies	 Collaboratively develop a whole-school approach to student engagement through the use of 	ise of AAC
CHICHE & COCAMICINES PROTOCOLOR CONTROL PROTOCOLOR	0,:	the state of the s	nt knowledge and

# Focus on student achievement in English & Mathematics as the foundation for engagement and learning in broad curriculum offerings (HICP) ### Actions Actions A			
approach to AAC through PBL Build systems and processes to effectively foster professional dialogue to support s and wellbeing Actions Actions Responsible officer(s) Principal Deputy Principals Nick DP – PBL PBL – leaders AAC action plan AAC action plan AAC action plan ACTIONS Carolyn - AAC Carolyn - AAC	 Build teacher capability through professional development – HICP and GIL goals through: moderation 	Actions	■ Focus on student achievement in English & Math learning in broad curriculum offerings (HICP)
approach to AAC through PBL Build systems and processes to effectively foster professional dialogue to support s and wellbeing Actions Actions Responsible officer(s) Principal Deputy Principals Nick DP – PBL PBL – leaders AAC action plan AAC action plan AAC action plan ACTIONS Carolyn - AAC Carolyn - AAC	Annabelle (HOD's)	Responsible officer(s) Principal Deputy Principals	nematics as the foundat
C through PBL Ind processes to effectively foster professional dialogue to support s Responsible officer(s) Principal Deputy Principals Nick DP – PBL PBL – leaders Carolyn - AAC Carolyn - AAC Carolyn - AAC	 FTE for planning days Teacher PD MSSS Differentiated 	Resources	ion for engagement and
Responsible officer(s) Principal Deputy Principals Nick DP – PBL PBL – leaders PBL – leaders PBL Regional Coordinator Carolyn - AAC PBL resources	 Support student engagement by formalising: PBL Framework AAC action plan 	Actions	approach to AAC through PBL ■ Build systems and processes to effectively foster pro and wellbeing
Resources PBL leaders PBL Regional Coordinator PBL resources	PBL – leaders Carolyn - AAC	Responsible officer(s) Principal Deputy Principals	ofessional dialogue to supp
	 PBL Committee PBL Regional Coordinator PBL resources 	Resources	oort student engagement

- Framework Collegial Engagement
- Carolyn/ Carley Term Planner SORD Data

Student wellbeing framework

Special School PLC's EFI HOD State-wide Special School opinion survey **ELT Role Descriptions** 6. 5 4.

OneSchool historical records

4.

& 9-12) to provide clarity of work for each sector of the school.

Implement specific role description for HOD-C and curriculum leaders (P-8

Develop whole school 3 levels of planning documents P-10, 11-12.

data conversations (SORD data, conversations)

5

6.

Measurable

Curriculum Category P- 10 English

when setting student curriculum access points/GIL goals

95% teachers involved in evidence-based data conversations to accurately inform decision making

100% teachers actively engaged in collaborative planning processes

2025 Semester 1 SORD Data

** projected

English

Region

English

Semester 2 2025 LOA Goal

DYLP HICP

34% 66%

36% 60%

35% 65% capability, ensuring curriculum units reflect the rigor and intent of English Enhance collaborative curriculum planning to build staff understanding and planning (whole curriculum plan, year/and or bands and unit plans) to Develop and align all school curriculum documents utilising the 3 levels of capabilities in the learning areas of AC v9 English and Mathematics. Focus on upskilling teachers' knowledge of literacy and numeracy general

the V9 Australian Curriculum & Senior School QCIA.

3. 2

- development and modelling in PBL and AAC Consolidate staff's knowledge and understanding through professional
- Utilising One School behaviour data to inform the motivation of behaviou Quality assure One School behaviour data to accurately record behaviour
- incidents with fidelity
- Sharpen ROCC data to inform staff on effective communication to maximise Communicate and model ROCC strategies to inform whole school approach to student engagement through scheduled moderation processes consistent language by utilising AAC to improve positive student engagement Carley - Wellbeing Trevor - Student Judy - Guidance Services Officer SLP & AAC resources WHS Committee Wellbeing Committee FTE- to support PBL development – AAC & Staff professional PBL PD - AAC & PBL eaders

**	Mackenzie	Region	2025
Overall	/ 20/	2 7%	

outcomes Measurable

- OneSchool Incidents Reduction of SDAs as a result of consistent language through AAC
- Physically Aggression Minor Major 2024 515 463 247 420 450 200 2025 Incident reduction -43 -65 -47
- Decrease in OneSchool incidents Data accurately reflects incidence of behaviour and the response to the behaviours
- Increase in engagement in AAC visuals (walk throughs)

End Semester 2

2025 Semester 1 SORD Data

Mathematics

Region

Mathematics

Semester 2 2025 LOA Goal

End Semester 2

evels of Achievement

DYLP

34% 66%

37% 59%

35% 65%

HICP

2025 Semester 1 SORD Data

English C+ 95.2%

Mathematics C+

English C+

Mathematics C+

93% 97%

93% 96%

98%

98%

Semester 2 2025 LOA Goal

Prep-2

7-10 3-6

97.7% 91.3%

> 97.7% 91.3% 95.2%

Curriculum Category P- 10 Mathematics

Increase in P-10 students accessing DYLP aligned to state average (SORD Data)

Augmentative and Alternative Comn	Alternative Com	munication (AA)	nunication (AAC) – Engagement in Professional Learning
* *	AAC 2024	AAC PD 2025	Use of Communication Lanyard
Leadership	50%	100%	100%
Teacher	20%	80%	80%

Teacher Aides walkthroughs 80% of classrooms and programs using visuals / AAC within the classroom as demonstrated in 10% 80%

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Government	Queenslanc	