Southport Special School
Strategic Plan 2020–2023

Our Vision
Our school empowers every student to reach their potential within an inclusive, supportive and respectful learning environment.

Data informed teaching and leadership, consistent implementation of the Australian Curriculum to support student learning outcomes	2020	2021	2022	2023
100% of teachers implement the requirements outlined in the Whole School Curriculum Assessment and Reporting Framework (WSCARF)	✓	✓	✓	✓
Update WSCARF to include units of work in Health and Physical Education as developed by South East Region (SER) Head of Alliance	✓	✓		
Intentionally collaborate as part of SER HoD-C Alliance to support implementation of the Australian Curriculum	✓	✓	✓	✓
Collaboratively develop WSCARF 2024 - 2027				✓
Develop Southport Special School (SSS) Moderation Guidelines and Protocols based on the guidelines from the Assessment and Moderation Hub	✓			
Develop teacher understanding of Marking Guides and Achievement Standards of the Australian Curriculum as part of teacher planning sessions	✓			
100% teachers moderate student achievement in English using marking guides, achievement standards and student evidence whilst adhering to SSS Moderation Guidelines and Protocols	✓			
100% teachers moderate student achievement in Mathematics using marking guides, achievement standards and student evidence whilst adhering to SSS Moderation Guidelines and Protocols		✓		
Review content and purpose of digital portfolios	✓			
Embed collaborative Inquiry processes to support teacher judgement regarding curriculum access points and to deepen teacher understanding of achievement standards	✓	✓	✓	✓
Target professional development for staff to build their knowledge of the Australian Curriculum within Numeracy 1A and Mathematics			✓	✓
Develop SSS Pedagogical Framework incorporating school signature pedagogies of Balanced Literacy, Process Based Learning and STEM			✓	
Build staff understanding and consistent use of evidence based practices to support the writing of students who are emergent or conventional literacy learners	✓	✓		
Build staff understanding and consistent use of evidence based practices to support the reading of students who are emergent or conventional literacy learners		✓	✓	
100% teachers to implement evidence based approaches to supporting student writing and reading (shared and guided)		✓		
Develop staff understanding of what a Balanced Literacy approach is, focussing on Working With Words		✓	✓	
Support student de-coding and phonological awareness through the consistent use of Systematic, Sequential Phonics and Working with Letters and Sounds		✓	✓	
Collaboratively develop and trial SSS "Look Fors", agreed protocols, processes and timelines for Learning Walks and Talks	✓			
Support and challenge teachers to improve their pedagogical practice against professional standards and SSS "Look Fors" whilst ensuring feedback loops are frequent and constructive		✓	✓	✓

Senior Schooling and transition beyond school	2020	2021	2022	2023
Review and adapt the Flexible Learning Model including roles and responsibilities	✓	✓		
Introduce and embed Planning Alternative Tomorrow of Hope (PATH) Plans and review SET Plan processes	✓	✓		
Review work experience and sampling processes to ensure all students have access to appropriate post-school options	✓			
Build connections with community programs, post school providers, School Leavers Employment Scheme (SLES) providers, and Disability Employment Services (DES)	✓	✓	✓	✓
Introduce Certificate 1 in Agrifoods and Certificate 1 in IDMT	✓			
Introduce Certificate 1 in Access to Vocational Pathways		✓		
Work in partnership with Rotary to plan and build the Senior School Trade Centre	✓	✓		
Create simulated work areas for senior students within the Senior Trade Centre to develop skills through Vocational Transitional Activities (VTA)		✓	✓	✓

Safe, Supportive and Respectful Teaching and Learning Environment	2020	2021	2022	2023
SSS NORMS to be referenced to and adhered to at all meetings	✓	✓	✓	✓
Develop and implement a systematic approach to leading Positive Behaviour for Learning (PBL) procedures and practices across the school campus in consultation with the school community and regional based PBL Coach	✓	✓	✓	✓
Analyse student incident data to identify and address challenges of practice across the school campus and to inform weekly PBL lessons	✓	✓	✓	✓
Build deep staff understanding of the impact of disability on learning with a specific focus on the use of social stories and strategies to support student sensory challenges	✓			
Support students to regulate, manage and monitor their own emotional responses through Zones of Regulation		✓		
Build staff access to resources to support their resilience and wellbeing	✓	✓		
Utilise the Australian Curriculum Personal and Social Capability Learning Continuum to inform and track student progress	✓		✓	
Review and update Responsible Behaviour Plan incorporating systemic and local expectations	✓	✓	✓	
Develop and implement refined practices for responding to and supporting staff after critical incidences including flowchart for de-briefing processes	✓	✓		✓
Utilise the DET Staff Wellbeing Framework and staff survey feedback to develop and implement SSS Staff Wellbeing Action Plan	✓			
Implement, monitor, review and refine actions in SSS Staff Wellbeing Action Plan		✓	✓	✓
Collaborate with Queensland Educators Leadership Institute (QELi) to support identified staff access to and completion of a Diploma of Positive Psychology and Wellbeing	✓	✓		
Re-purpose facilities to support student access to learning and increase safety of students and staff	✓	✓		
Develop and action a School Master Plan to cater for student growth and learning needs	✓	✓	✓	

Supporting student communication and access to learning	2020	2021	2022	2023
Increase the number of students who have access to a comprehensive and individualised communication system	✓	✓	✓	✓
Implement and review student referral processes, prioritization and tracking of communication support	✓			
Support staff use of Pragmatic Organisation Dynamic Display (PODD) and provide professional development in Augmentative Alternative Communication (ACC)	✓	✓	✓	✓
Immerse students in Aided language Stimulation across the school campus	✓	✓	✓	✓
Utilise Roadmap of Communicative Competence (ROCC) to develop whole school and class approaches to improving individual student outcomes	✓	✓	✓	✓
Utilise ROCC to develop individual communication goals for students and to develop class and whole school approaches to support student communication	✓	✓	✓	✓
Moderate ROCC data across the school campus to improve consistency of judgements			✓	✓
Continue to engage the external expertise of consultants to support the implementation of Balanced Literacy and use of AAC	✓	✓	✓	✓
Utilise the Alternate Pencil SETT Framework to inform Alternate Pencil decision making			✓	
Continue to intentionally collaborate with Currumbin Community Special School, identified schools and knowledgeable others to build staff capability and improve student outcomes	✓	✓	✓	✓
Support teachers to maximise student learning time through strategic allocation of resources and effective use of instructional time	✓	✓	✓	✓
Continue to establish strong, innovative and sustainable partnerships with families and community support services to expand opportunities for student success	✓	✓	✓	✓

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