

CABOOLTURE SPECIAL SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

Our school:-

Caboolture Special School staff are committed to facilitating high quality student learning experiences that cater for the individual needs of our students, within a supportive and enriching environment. Our demonstrated core values are:-

- *Respect*
- *Growth*
- *Belonging*

School priority:

Implementation of Australian Curriculum (Version 9) across learning areas, with a focus on literacy and numeracy within safe, engaging, communicative and learning enriched environments.

**Monitoring
(each term)**

Term 1	Term 2	Term 3	Term 4
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Long term measurable/desired outcomes:

Pulse Survey question (STUDENTS) - *“The classroom areas I learn in at school meet my learning needs.” 90%+ agreement.*

Pulse Survey question (STAFF) - *“The classroom areas I teach in at school meet the students’ learning needs.” 90%+ agreement.*

School Opinion Survey question (PARENTS) – *“My child’s learning needs are being met at this school.” 95%+ agreement.*

Embedding of rigorous moderation and planning of the Australian Curriculum through cycle of inquiry sessions three times per term in teacher meeting schedule, in addition to cycle of inquiry investment in Semester 1 and 2 teacher planning sessions and classroom observation and feedback processes once per term, that position every student for success within their engagement with the Australian Curriculum.

Monitoring of individual student achievement levels through School Online Reporting Dashboard in Semester 1 and 2 to ensure student learning progression.

AIP measurable/desired outcomes:-

Lower Years -

Literacy – 92%+ of students with a HICP curriculum access point achieve a sound or better in Semester 1 and 2 reporting using V9 General Capabilities.

Numeracy – 92%+ of students with a HICP curriculum access point achieve a sound or better in Semester 1 and 2 reporting using V9 General Capabilities.

Upper Years –

Literacy – 92%+ of students achieve in or above band 60-69 in PAT Reading assessment at the matching curriculum access point.

Numeracy – 92%+ students achieve in or above band 65-74 in PAT Maths assessment at the matching curriculum access point.

Whole school –

Communication – 95%+ of students achieve demonstrating or above for progress of communication goal in both Semester 1 and 2.

Communication goals set in students’ Individual Curriculum Plan in Term 1 and reviewed at Week 10 Teacher Meeting to identify and collaborate around opportunities for improvement, share progress, and record current student achievement levels.

Writing – 92% students maintain or increase level on the writing with All Tools Writing Continuum. Moderation of writing to occur week 3-5 Term 2.

Strategies:

Deepening teacher knowledge and understandings of Australian Curriculum (Version 9) through formal, in house professional development experiences and partnering school collaboration experiences at least once per term.

Engaging in cycles of inquiry and reflection to identify, implement and evaluate teaching and learning practices in teacher meeting schedules, three times per term.

Focus on Australian Curriculum (Version 9) implementation as key ‘look for’ in classroom observation and feedback processes conducted once per term.

Increased collaboration opportunities for teachers to share their expertise to support effective planning and curriculum implementation.

Strengthening school leader knowledge of School Online Reporting Dashboard application to identify impact and identified areas of need.

Observable stakeholder behaviours as AIP progresses:

Students will be: engaging in Australian Curriculum (Version 9) learning experiences, suitable for their curriculum access level.

Teachers will be: facilitating meaningful educational experiences that meet the individual learning needs of students.

Teacher aides will be: supporting students to successfully engage in learning experiences.

Non-teaching staff will be: creating safe and engaging environments, conducive to effective teaching and learning.

Parents and carers will be: partnering with school staff, with a shared commitment to achieving strong outcomes for students.

School leaders will be: providing the required elements within the school environment for students and staff members to thrive.

Actions:

Identify and implement suitable content through pedagogical practices that most suitably position students for success with regards their engagement within the Australian Curriculum.

Rigorous moderation and planning of the Australian Curriculum through cycle of inquiry sessions are facilitated three times per term in teacher meeting schedule, in addition to cycle of inquiry investment in Semester 1 and 2 teacher planning sessions.

Review classroom and non-classroom learning environments to ensure these spaces are most conducive for quality teaching and learning.

Track student academic progress through application of tools contained within Whole School Data Plan and School Online Reporting Dashboard.

Targeted professional development opportunities for school leaders, teachers and teacher aides – curriculum, safety, engagement, communication, classroom and non-classroom learning environments.

Responsible lead officer(s):

Principal

Deputy Principals

Heads of Department – Curriculum

Teacher Leads

Resources:

Australian Curriculum Documentation

Student work samples

Whole School Data Plan

Student surveys

Staff surveys

Approvals

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

Principal (Sheldon Boland)

P&C/School Council (Diana Nunez-Rivera)

School Supervisor (Ric Day)