**Improvement Priority 1**

<table>
<thead>
<tr>
<th>Strategy – Australian Curriculum into the Classroom</th>
<th>Targets</th>
<th>Timelines</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the ACARA curriculum using C2Cs for SWDs</td>
<td>All teachers participate in team planning and collegial discussion</td>
<td>End Term 4</td>
<td>HOC Curriculum Support Team Teachers</td>
</tr>
<tr>
<td>Processes to be in place to enable teachers to plan collaboratively and effectively</td>
<td>Teachers at phase level to engage in planning fortnightly</td>
<td>Term 3/4</td>
<td>HOC Curriculum Support Team</td>
</tr>
<tr>
<td>Curriculum, Assessment &amp; Reporting Plan developed</td>
<td>Teachers engaging with high degree of confidence</td>
<td>Term 4</td>
<td>HOC Curriculum Support Team Teachers</td>
</tr>
</tbody>
</table>

**Improvement Priority 2**

<table>
<thead>
<tr>
<th>Strategy – Positive Behaviour for Learning</th>
<th>Targets</th>
<th>Timelines</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection of baseline and comparison measures using Schoolwide Evaluation Tool (SET) Effective Behaviour Support survey (EBS) OneSchool Behaviour Data (Big 5)</td>
<td>Accepted &amp; current CQ PBL Service Agreement Surveys to be completed and analysed</td>
<td>Term 2 Term 3</td>
<td>DP PBL Team Teachers/Teacher Aides PBL Coach (principal)</td>
</tr>
<tr>
<td>Staff take on roles w/I PBL Team attend all training modules &amp; promote PBL within the school incl. Essential Skills for Classroom Management (ESCM)</td>
<td>PBL Meetings held every 2 weeks then moving to every 3 weeks</td>
<td>Term 2/3/4</td>
<td>PBL Team PBL Coach (principal)</td>
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<tr>
<td>Through regular data analysis Teachers are engaging with 7 Essential Features of Universal Prevention, Tier 1</td>
<td>Increase in the number of teachers completing Functions of Behaviour form All students exhibiting Tier 3 behaviours to have a Behaviour Support Plan Staff effectively record student behaviour on OneSchool to enable data analysis</td>
<td>Term3/4</td>
<td>DP PBL Team</td>
</tr>
</tbody>
</table>

Plan endorsed by: School Council Chair

Principal: Date:
Mackay District Special School Strategic Plan 2017-2020

MDSS staff recognise & value the core connection of academic & behaviour domains as necessary for a positive school environment

Priority 1 Australian Curriculum

Framework for Promoting Wellbeing & Engagement with School & Learning

Academic Systems

Tier Three
- Individual Students
- Assessment-based
- High intensity

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All students
- Preventive, proactive

Priority 2 Positive Behaviour for Learning

Framework for Promoting Wellbeing & Engagement with School & Learning

Academic Systems

Behavioral Systems

Tier Three
- Individual Students
- Assessment-based
- Intense, durable procedures

Tier Two
- Some students (at-risk)
- High efficiency
- Rapid response

Tier One
- All settings, all students
- Preventive, proactive

State Schooling Priorities:
Every student with a disability is succeeding

Central Queensland Priorities:
The implementation of the Australian Curriculum with fidelity,

School Council acknowledges:
- Communication – for students & with teachers
- Real world, individualised teaching
- Consistent clear teaching methods & data analysis

School Review identified:
- Building a culture of collaborative practice

Principal Performance Plan supports:
- Improved coaching skills to implement seven essential components of PBL

There is evidence that:
- A collaboratively developed narrow and sharp explicit improvement agenda is regularly communicated, & staff can enact with confidence
- A whole school curriculum plan is developed that is aligned & implemented in the delivery of AC
- Sustained improvement in student outcomes with an Improvement in A-E performance

A Culture that Promotes Learning:
- Development of a school-wide consistent framework for the preventing, minimising or de-escalating student behaviour
- Participation in the implementation of PBL Tier 1 across the 2017 school year
- Development of staff understanding around the functions of behaviour, thereby developing capacity in student management

There is evidence that:
- Data collected indicates a significant reduction in major behaviours and office referrals
- A significant reduction in MyHR WH&S reports indicative of staff injuries sustained whilst managing student behaviour

Systematic Curriculum delivery:
- A quality assured, current Curriculum, Assessment and Reporting plan that reflects the P-12 framework is enacted and contextualised across the whole school
- There is a clear alignment of teaching, learning, assessment & reporting using C2Cs for Students with Disabilities

There is evidence that:
- Classroom teachers are knowledgeable about the Curriculum Plan and how to plan. They can discuss it with confidence
- All students have access to the curriculum at level and are achieving results indicative of their true ability

Signatures: Plan endorsed by School Council Chair  Principal  Date