

Bundaberg Special School -Strategic Plan 2023 - 2026

- Build the instructional leadership capability of middle leaders to strategically, cohesively and comprehensively support and monitor the implementation of the EIA
- Systematically build the capability of staff members as confident student communication partners
- Collaboratively identify, support, and communicate agreed pedagogical practices and quality assure consistent application and improved outcomes for students
- Implement the collegial engagement framework with fidelity to support identified pedagogical practices
- Develop formalized data conversations focused on enhancing teachers' data literacy to effectively monitor student progress and reflect on the impact of their teaching



Domains of National School Improvement Tool	Improvement Strategies for consultation with region and school community for planning period 2023 - 2026	2023	2024	2025	2026
An Explicit Improvement Agenda	1.1 Build the instructional leadership capability of middle leaders to strategically, cohesively and comprehensively support and monitor the implementation of the EIA				
	1.2 Collaboratively refine the EIA, building a strong shared understanding of strategic direction and a unified approach to enhancing learning and wellbeing outcomes for all learners				
Analysis and Discussion of Data	2.1 Develop formalised data conversations focused on enhancing teachers' data literacy to effectively monitor student progress and reflect on the impact of their teaching				
	2.2 Support teachers to enact the data plan with fidelity and monitor its impact on supporting differentiated learning				
A culture that promotes learning	3.1 Review and refine the whole-school approach for Tier 3 PBL individual behavior supports				
	3.2 Embed and support the staff health and wellbeing framework and monitor for impact on staff wellbeing				
Targeted use of School Resources	4.1 Enhance the suit of Information and Communication Technology (ICT) resources to support student and staff access to communication and curriculum				
	4.2 Establish a cycle of review to measure the impact of resources allocated to initiatives and programs supporting improved student outcomes				
An expert teacher team	5.1 Implement the collegial engagement framework with fidelity to support identified pedagogical practices				
	5.2 Strengthen the role of mentors, including the clarification of agreed outcomes accountabilities and consistent ways of working				
Systemic Curriculum delivery	6.1 Refine the whole school CARP to reflect the changing demands of the Australian Curriculum, ensuring full coverage of all learning areas				
	6.2 Build the capacity of teachers to create locally and individually relevant curriculum units				
	6.3 Enhance the Senior curriculum to build rigor and strengthen consistency in QCIA system				
Differentiated teaching and learning	7.1 Systematically build the capacity of staff members as confident student communication partners				
	7.2 Develop an action plan to guide and embed the whole school approach to student communication, including targets, strategies, accountabilities, and process to measure impact				
	7.3 Strengthen teachers' capability to recognise the full range of adjustments and strategies that support individual student access to learning, and systematically document as evidence of NCCD decisions				
Effective Pedagogical practices	8.1 Collaboratively identify, support, and communicate agreed pedagogical practices and quality assure consistent application and improved outcomes for students				
	8.2 Enhance a culture of leaders modelling effective practices, coaching, mentoring and providing feedback to further support the consistent use of effective pedagogical practices				
School Community Partnerships	9.1 Enhance the PACE framework to include agreed partnership goals, roles and responsibilities, strategies, and processes to monitor for effectiveness and sustainability				
	9.2 Collaborate with the school community to develop a systematic approach that supports transitions to meaningful post school pathways				

KEY

Planning



Implementing



Embedded



Principal:

P&C President:

Assistant Regional Director: