



Narbethong State Special School

Annual Implementation Plan 2015

School Context

Narbethong State Special School provides educational programs for students with a broad range of disabilities aged between five and eighteen years old. All students are diagnosed with a vision impairment and an intellectual impairment. The majority of our student cohort have additional areas of impairments and high medical needs. Narbethong Early Childhood Development Program (ECDP) caters for children with a vision impairment from diagnosis until age of school entry (birth – 5years) . Within our ECDP cohort we have 2 strands of educational focus, the first strand of programs works on educational needs of students whom we strongly believe will formally enrol within their neighbourhood schools with Advisory Visiting support or who will enrol in a specialised Vision Impaired Unit. The second cohort of students are those we believe will continue their education within Narbethong Special School. The school population is drawn from the Greater Brisbane region including Ipswich, Logan and Redlands and most students receive transport assistance. Narbethong State Special School continues to provide professional opportunities to other educators from within Queensland, and throughout Australia as well as overseas professional visitors. We encourage reflection, evaluation and the enhancement of student opportunities through considered discussion and professional debate among our staff. Our goal, aligned with our families, is to continue in our provision of a nurturing, safe, happy and individual learning environment for our students that will enrich their lives and support their development.

Our School Vision:

To achieve the best educational outcomes for every student in our school. Seek to have each student reach his/her potential and to become as independent as possible.

Our School Values:

Continued use of an appropriate curriculum to meet the diverse needs of our student population, supported by the integration of the FIELA curriculum with the Australian Curriculum using the teaching methodology of Active Learning. Stronger parent partnerships around curriculum understanding and delivery to further enhance student outcomes at home and school. Contributions from staff to a strong, well-informed team approach to ensure quality educational programs are available to all our students.

Priorities for 2015

Core Priority: Literacy

Strategy: To align the general capabilities (Literacy) within the Australian Curriculum with the FIELA curriculum and the Expanded Core Curriculum for students with Vision Impairment.

Actions	Responsible Officer/s
Professional support and knowledge provided to all teaching staff	Principal, Deputy & HOC
Provision of fortnightly professional development focusing on specific strategies and implementation	HOC & specifically selected staff
Experienced teacher mentors demonstrating best practice with students across a broad range of abilities	Deputy, HOC & mentors
Formation of collaborative teacher teams to develop, implement and assess Unit plans with a specific literacy focus with a common language used across all settings	Principal, Deputy & HOC
Use of a variety of interest texts and environments which are age appropriate to engage student interest and learning	HOC & teachers

Core Priority: Communication

Strategy: Continue to enhance and expand staff understanding of communication strategies and systematic data collection for analysis and implementation of best practices	
Actions	Responsible Officer/s
Provide professional development for all staff regarding communication for students with multiple disabilities	Principal
Continue to strengthen the professional relationship between teachers and SLP with ongoing focus and commitment to improving individual communication methods for students	Principal, Deputy, HOC & SLP
Expand the use of technology knowledge and skills to further enhance learning opportunities for student communication	Principal, HOC & ICT staff
Use evidenced based strategies to support student communication learning	HOC & SLP
Utilise school data collection to monitor student progress and preferred modes of communication to support differentiated learning	HOC & SLP

Core Priority: Numeracy

Strategy: To align the General Capabilities (Numeracy) in the Australian Curriculum with the FIELA curriculum and the Expanded Core Curriculum for student with Vision Impairment.	
Actions	Responsible Officer/s
Professional support and knowledge provided to all staff by HOC	Principal & HOC
Implementation of specific resources library that is a collaborative outcome from teacher sharing and discussions	Deputy & HOC
Experienced teacher mentors demonstrating best practice with students across classrooms	Deputy & HOC
Formation of collaborative teacher teams to develop Unit plans with a specific numeracy focus ensuring a common language being used across all settings	HOC & teachers
A whole school focus on mathematical concepts using common language, real life learning opportunities, and supporting the teaching of orientation and mobility.	Principal, Deputy & HOC

Core Priority: Orientation & Mobility

Strategy: To embed within our literacy and numeracy the required language and positional concepts that support the learning of orientation and mobility skills	
Actions	Responsible Officer/s
A whole school focus on communication and mathematical concepts using common language, real life learning opportunities, and an alignment of basic concepts required in student understanding of positional relationships within orientation and mobility.	Principal, Deputy, HOC & O&M teachers

Core Priority: Retention

Strategy: To enable equitable access to education through participation in the school's programs	
Actions	Responsible Officer/s
Track and maintain family contact	Deputy & teachers
Promote and organise activities to raise awareness of educational programs	Principal
Allocate school support officer (Guidance Officer) to coordinate with community agencies (Centrelink, hospitals, health services, respite services) to establish a network of support for families and to develop a referral system	Principal, Deputy, Guidance Officer
Investigate flexible arrangements with attendance during times of ill-health and maintain continued communication and contact	Principal, Deputy & teachers

Core Priority: Attainment

Strategy: To support students holistically within their schooling plan	
Actions	Responsible Officer/s
All senior students have individual plans which are collaboratively created by their teachers and families	HOC
All senior students are registered with QCAR and have QCIA's (Qld Certificate Individual Achievements) goals	HOC & Principal
All students have a collaboratively created ICP (Individual Curriculum Plan) which is reviewed 6 monthly	Deputy, HOC & Teachers
All students in out-of-home care have in addition to the ICP an ESFP (Education Support Funding Program) and allocated additional funds	Deputy & Guidance Officer

Core Priority: Transition

Strategy: To support students & families with required information for post-school options	
Actions	Responsible Officer/s
All families of year 9, 10, 11 & 12 students invited to attend information sessions held yearly. Delivery of information given via whole group meeting, individual requests and written documentation	Principal, HOC & AVT-Transition Officer
Strategy: To support students & families transitioning to another educational facility	
Actions	Responsible Officer/s
Teachers to attend meetings with other educational facilities and provide written documentation regarding programs, achievements, disability areas and recommended support requirements	Deputy, Guidance Officer & Teachers

Core priority: Attendance

Strategy: To maintain accurate information and support for families to ensure maximum attendance	
Actions	Responsible Officer/s
Teachers to record via OneSchool all absences and explanations for non-attendance. Administration to follow-up on any concerns or unusual patterns of attendance	Principal, Deputy & Teachers

Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Strategy: Establish and maintain a culture of teaching and learning that is inclusive of Indigenous students and acknowledges the cultural differences of all students	
Actions	Responsible Officer/s
Foster and build relationships with families and develop cultural awareness amongst the staff	Principal & Deputy
Recognise and celebrate differences during Harmony week with the school community	Principal & HOC

School Priority: Continued development and consolidation of productive partnerships/relationships with other schools, agencies and professional groups

Strategy: Increase the profile of Narbethong within the wider community and governing bodies	
Actions	Responsible Officer/s
Explore opportunities for self-promotion and growth in the field of vision impairment and multiple disabilities	Principal, Deputy & HOC
Foster and build strong professional relationships with other special schools and continue to share knowledge and information across all educational settings	Principal, Deputy & HOC
Identify areas of needed improvement and allocate resources to meet areas of need	Principal, Deputy, HOC & BSM

Endorsement

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

Principal - Anne Nystrom

P and C / School Council

Assistant Regional Director