



# Clifford Park Special School

## Strategic Plan 2022 - 2025

### Vision

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*Vision - Why we're here*

Clifford Park Special School provides differentiated learning programs in a future-focussed environment where we CONNECT, LEARN, and ACHIEVE together. We empower our students to reach their full potential through innovative programs and community partnerships.

*Mission - What we do*

Clifford Park Special School nurtures and develops each student's potential and abilities by providing individualised learning programs for our diverse population. This allows every student to CONNECT, LEARN and ACHIEVE in a supportive environment.

We empower students to become active members of our school community based on their individual strengths and abilities. We demonstrate and promote a mutually respectful partnership between teachers, support staff, parents and community members in order to meet the diverse academic, emotional, and social needs of each student. We are committed to the continuous evaluation of our programs and services, in order to provide all students beneficial educational outcomes and experience.

Our Explicit Improvement Agenda for the next four years is 'Tailored Supports for Students'.

### Values

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Our values are:

#### **Respect/Responsibility/Safety/Resilience**

*People First* - Everything we do is centered on the students we serve.

*Collaboration* - Our impact is strengthened by teamwork, trust, and community partnerships.

*Diversity* - We value, support and advocate for our diverse learners.

*Dedication* - We innovate and deliver the highest quality curriculum programs.

*Community* - We create communities of support for individuals with special needs and their families.





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### School Priorities

**Student data is used to plan for student achievement academically and socially with tailored supports and reasonable adjustments that meet their learning needs.**

Long-term targets/desired outcomes				
1. C2C units from all eight learning areas drawn from age equivalent curriculum levels that consider learner interest, form the basis of the Provision of Whole Curriculum document for Years 7 to 10.				
2. Curriculum leaders develop year or band plans following school-developed processes to support every student to access age equivalent curriculum (C2C Assessment Alignment Planner, Outcomes and Overview document, Assessment Task sheets).				
3. Curriculum leaders utilise the principles of Universal Design for Learning to design learning and assessment that considers student variability, reducing the need to tailor supports or make reasonable adjustments.				
4. Teachers differentiate units of work, using assessment and reporting data to identify tailored supports and adjustments required for student access and achievement.				
5. Clifford Park Special School Charter has been updated and reflects expectations of teaching and learning processes within the school.				
6. Teachers have the knowledge to use Information Communication Technologies (ICT) in their teaching.				
7. Individual curriculum planning processes are tracked and personalised to ensure that every learner progresses through the Australian Curriculum, accessing age equivalent content.				
8. Teachers understand the literacy demands in learning units.				
9. The three levels of planning form the basis of curriculum implementation, designed to meet the learning needs of every student across Years 7 to 10.				
10. Positive Behaviour for Learning provides the framework for all engagement opportunities in the school.				
11. Student reading achievement is tracked using the Literacy Continuum.				
Strategies	2022	2023	2024	2025
Curriculum leaders develop and use a suite of planning documents that support the implementation of unit plans from all eight learning areas from Years 7 to 10.	✓	✓	✓	✓
Teachers develop Individual Curriculum Plans, at the beginning of each semester, based on assessment and reporting data.	✓	✓	✓	✓
Ensure stages of moderation including the planning stage, after assessment before grading, after assessment is graded and after reporting period, are implemented across the school.	✓	✓	✓	✓
The QCAA Applied Syllabus HASS Social and Community Studies forms the basis of curriculum assessment and reporting.	✓	✓	✓	✓
The Guideline for Individual Learning (GIL) is used to support access to units developed from the QCAA HASS Social and Community course.	✓	✓	✓	✓
The Positive Behaviour for Learning team is supported to implement and monitor Tiers 2 and 3 processes.	✓	✓	✓	✓





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#### Build a capable workforce that is committed to improving learning outcomes for students.

Long-term targets/desired outcomes				
1. Coaching and mentoring structures are highly visible and are representative of all employee groups within the school.				
2. All staff members have access to and use all communication modes available to them.				
3. Annual Performance Reviews are engaged in by all staff members and are viewed as an authentic process to improve practice.				
4. Teaching staff use Pedagogical Approaches that are deemed best practice in classrooms at Clifford Park Special School.				
Strategies	2022	2023	2024	2025
Develop mentoring and coaching structures across the school.	✓	✓	✓	✓
Provide support to all employee groups to engage in the Annual Performance Review process.	✓	✓		
Improve knowledge of, and support teacher's use of Pedagogical Approaches to address the learning needs of all students.	✓	✓	✓	✓
Conferencing process continues to provide support to teachers in the development of individual learning expectations.	✓	✓	✓	

#### Create partnerships with external organisations and other schools to improve processes and practices for students entering and exiting our school.

Long-term targets/desired outcomes				
1. Clifford Park and feeder school have shared processes for recording progress through the Australian Curriculum achievement standards, ensuring that ICP development builds on previous achievement.				
2. Data is available in regards to effectiveness of school programs and post-school destinations and partnerships.				
Strategies	2022	2023	2024	2025
Engage in conversations with feeder schools about precise engagement in the Australian Curriculum.	✓	✓	✓	✓
Monitor and evaluate the validity and effectiveness of post-school destinations and partnerships.	✓	✓	✓	✓
Formalise partnerships through the development of a framework regarding parent and community engagement.	✓	✓	✓	





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**Identify and monitor targeted resourcing priorities through established data collection processes.**

Long-term targets/desired outcomes				
1. Human, financial and physical resources are applied in a targeted manner to meet the learning and wellbeing needs of all students.				
2. Action plans are instigated that detail all staff members' roles, responsibilities and accountabilities in the Explicit Improvement Agenda.				
3. A new Data Plan reflects changed practices and a renewed emphasis.				
Strategies	2022	2023	2024	2025
Targeted processes and procedures that are considered priorities in the school are monitored to measure the impact of planned strategies on student outcomes.	✓	✓	✓	✓
Resource allocations are reviewed and monitored to support the delivery of curriculum priorities across the school.	✓	✓	✓	✓

### Endorsements and Approvals

*This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.*

Principal

P and C / School Council

Assistant Regional Director



**Queensland  
Government**