SCHOOL STRATEGIC PLAN 2024 - 2027

School profile: Mudgeeraba Special School, originally known as Mudgeeraba State School and later Opportunity School, has been operating at its current location since 1985. The school offers a differentiated and inclusive education for students with disabilities from Prep to Year 12. Students enrolled in special schools within the Department of Education Queensland require specialised instruction with individualised programs to ensure equitable access and participation in a wide range of educational, post-school, and work skill development opportunities, maximising their learning outcomes. We strive to foster a strong sense of community while achieving excellence and accountability in all we do. We deliver Version 9 of the Australian Curriculum, and senior students work towards the Queensland Certificate of Individual Achievement and Certificate 1 Courses. Our curriculum and teaching approaches are designed to support students to transition through school to ensure successful post school options are achieved.

Invested
Happiness Through Achievement

Educational achievement | Wellbeing and engagement | Culture and inclusion

School review key improvement strategies:
- Establish agreed ways of working amongst all members of the leadership team to strengthen trust, collaboration and consistency in high standards and levels of practice.
- Strengthen strategies to enhance staff voice in decisions and processes to develop shared ownership and carriage for the positive learning and wellbeing culture of the school.
- Collaboratively develop systematic instructional leadership approaches to support leaders to take a proactive role in monitoring, supporting and celebrating effective pedagogical practice.
- Finalise the 3 levels of planning for all 8 learning areas that meet P-12 Framework requirements to provide all students with their entitlement for learning.
- Strengthen collaborative processes to review and prioritise the school's pedagogical approaches, aligned to the Explicit Improvement Agenda (EIA), to support teachers to implement these approaches with higher levels of sophistication and consistency.

School priorities
- School priority 1: Student Potential
- School priority 2: Reading
- School priority 3: Community Connections
- School priority 4: Wellbeing

School priority 1: Student Potential
Finalise the 3 levels of planning for all 8 learning areas that meet P-12 Framework requirements to provide all students with their entitlement for learning.
Strategies
- Augmentative Assistive Communication (AAC) will be an embedded practice throughout the school to ensure every student has a voice.
- Data driven decision making through Literacy, Numeracy and Personal and Social Capabilities Progressions.
- Teachers will deliver high expectations and belief in all students' achievement.
- Teachers will differentiate learning experiences to meet the individual needs of all students' goals.
- Consistent delivery of Age-Appropriate Pedagogy (AAP) through teaching of V9 Australian Curriculum (V9AC).
- Personalised learning goals aligned to V9AC.
- Student driven learning walls.
- Units of work will be delivered within the four phases of learning.
- Alignment between scope and sequence and assessable tasks to ensure the school community are assessment literate.
Measurable outcomes
- Measurable percentages of LOA and progress data identifies within the AIP.
- All ICPs endorsed and aligned to the V9AC
- Increase in Literacy, Numeracy, Personal and Social Capabilities Progressions data.
- All Senior School students obtain QCIA certificate.
Success criteria
Behaviourally:
Students will: Actively engage in high-quality learning experiences, demonstrating commitment to meeting high expectations.
Teachers and Aides will: Use student data to plan and differentiate instruction, ensuring explicit teaching that addresses the diverse needs of all learners. This should include ongoing assessment, targeted feedback, and fostering a supportive, growth-oriented environment.
Leadership Team will: Provide staff with the necessary knowledge, resources, and support, creating an inclusive framework that fosters student success for all.
Resourcing
Reading & AAP kits
Reading team, PLCs & Knowledgeable Other
Decodable & Emerging Texts
Access to Professional Development & Staff upskilling

School priority 2: Reading
Strengthen collaborative processes to review and prioritise the school's pedagogical approaches, aligned to the Explicit Improvement Agenda (EIA), to support teachers to implement these approaches with higher levels of sophistication and consistency.
Strategies
- Research, train and implement a standardised assessment
- Implement high impact teaching strategies aligned with the Science of Reading
- E-books and QLearn to set teaching expectations
- Consistent research-based practice of teaching and learning across P-12 campus
Measurable outcomes
- Increase in effect size across standardised assessment and Literacy Progression (reading).
- Increase in effect size for teacher competency data using Improving literacy in lower primary self reflection tool.
Success criteria
Behaviourally:
Students will: Work towards individualised Literacy Progression goals, be exposed to targeted reading instruction on a daily basis, and be provided with tier interventions across the school day.
Teachers and aides will: Gather data, be well-equipped with resources in classrooms, and receive comprehensive training in explicitly teaching the reading framework for Students with Disabilities (SWD) and complex communication needs.
Leadership team will: Be highly trained in reading and utilise lead management across P-12 campus. Lead professional development and coaching to increase teacher knowledge.
Resourcing
An abundance of age-appropriate decodable texts
Reading kits for each classroom including all required resources
Targeted resources –Reading Team Leaders
Reading and Writing book spines
Year 1 Phonics check
Professional Learning Community targeted focus
Explicit Daily Instruction (based on Literacy Hub)

School priority 3: Community Connections
Establish mutually beneficial partnerships with agencies, community leaders, experts and schools to promote effective practice in developing sustainable and meaningful relationships that support positive outcomes for students.
Strategies
- Collaborate with agencies, experts, community leaders and schools to enhance staff knwoledge and achieve student success.
- Establish aligned connections that enhance skill development for on and off campus that align with PATH, PFAP and QCIA goals, ensuring a connection with senior school syllabus.
- Engage in Collaborative Learning Communities (PLC's) with other state schools that enhance our students and staff knowledge.
- Advocate for inclusivity and actively partcipate in the opportunities within cluster meetings with local primary and secondary schools.
- Build sustaianble connections with community groups to ensure students are provided with post school options that can support families with making a decision for the furture.
Measurable outcomes
- All students have meaningful post-school pathways.
- Senior school syllabus provides explicit teaching experiences
- Positive and collaborative relationships with other educational settings and agencies (local and regional) that enhance teaching capability and student knowledge.
Success criteria
Behaviourally:
Students will: Build confidence by participating and engaging in educational experiences with their peers in mainstream and special school settings.
Teachers and Aides will: Support students to engage in educational experiences so that they can gain confidence developing positive relationships with their peers across a variety of settings.
Leadership team will: Continue to network with the community, building strong and lasting relationships with other educational settings and external agencies.
Resourcing
Professional Learning Communities
South East Region Head of Department – Curriculum Alliance
South East Region Principal Alliance
Greenheart Cluster State Schools
South East Region Special Schools
Advancing Partnerships – Parent and Community Engagement Framework

School priority 4: Wellbeing
Strengthen strategies to enhance staff voice in decisions and processes to develop shared ownership and carriage for the positive learning and wellbeing culture of the school.
Strategies
- Data collection on Personal and Social Capabilities to guide decision making around intervention.
- Staff have opportunities to engage in Choice Theory training.
- Continual experiences with the Get Happier School content.
- Implementing Get Happier through AAP with alignment to Version 9 Australian Curriculum (V9 AC).
- Create clear pathways to connect with support networks to meet students' individual needs.
- Link Quality World Inventory, PATH, Curriculum goals, Personal and Social Capability.
- Team leader to connect with staff regarding individual student needs across the sector.
- Focus spotlight in team meetings regarding individual student needs to build a safe and inclusive environment.
- Unpack the Multi-Tiered Systems of Support project once its released and analyse its alignment to current school practice.
- Define Tiered supports for students and staff (e.g., Trauma Informed Practice).
Measurable outcomes
- Increase in Personal and Social Capability data V9 AC
- Increase in staff trained in Choice Theory
- Percentages of staff knowledge on Get Happier (5 main components)
- Increase in staff recording OneSchool behaviour incidents using the Antecedent, Behaviour, Response protocols.
Success criteria
Students will: Experience an individualised approach through a multi-tiered system to access wellbeing strategies.
Teachers and Aides will: Implement and deliver consistent supports for students to ensure their individual needs are being met through the MSSS Wellbeing Framework.
Leadership team will: Be the key driver to embed Choice Theory and promote initiatives through the MSSS Wellbeing and Engagement – Whole School Framework and align decisions with the Department of Education's Strategic Plan.
Resourcing
Get Happier teaching and student resources
Student Engagement and Wellbeing Team
Department of Education Therapists/Nurses
Glasser Quality School

Phases	2024	2025	2026	2027
Developing				
Implementing		�		
Embedding				
Reviewing				▩

Phases	2024	2025	2026	2027
Developing	▩			
Implementing		▩		
Embedding			▩	
Reviewing				▩

Phases	2024	2025	2026	2027
Developing				
Implementing	▩			
Embedding		▩	▩	
Reviewing				▩

Phases	2024	2025	2026	2027
Developing	▩			
Implementing				
Embedding				
Reviewing				▩

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.
Principal: Renée Zhu   P&C/School Council: Miranda Marks   School Supervisor: Ray Hack

Queensland Government

(CM 23/626521)