



Barrett Adolescent Specific Purpose School

Annual Implementation Plan 2022



School Improvement Priorities 2022

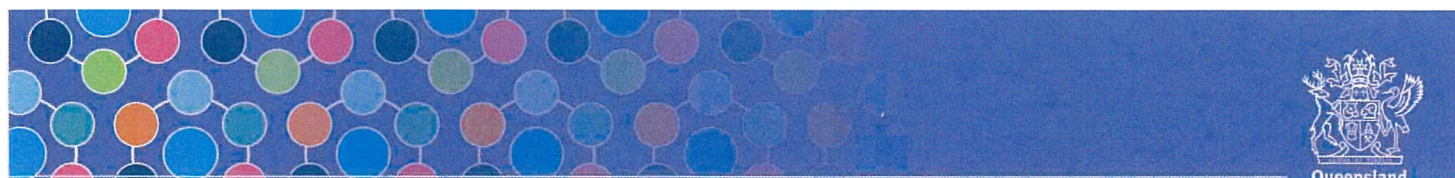
- 1. Improvement priority – Continue to provide access to expertise and knowledge for the whole school community and others, in the area of adolescent mental health and a family systems approach. This is to inform re-engagement, transition and managing appropriate educational adjustments and plans**

Strategy - Regular Input from an Adolescent Psychological Expert and Family Therapist			
Actions	Targets	Timelines	Responsible Officer/s
Continue the process of regular collaborative meetings between educational staff, psychologist and family therapist to inform appropriate educational adjustments and assist families	All staff have access	Regular basis throughout the year. To begin Term 1	Principal and whole staff
Actions	Targets	Timelines	Responsible Officer/s
Utilise Guidance Officers and engage AMYOS, CYMHS, Evolve, private clinicians and others to add to the knowledge base of staff in regards to complex care and mental health areas	All staff have access	Student Free Day presentations. Begin January and Twilight presentations.	Principal, GO, Interested Staff

- 2. Improvement priority - Provide a clear context for delivering individualised curriculum in a UDL framework, maintaining a literacy and numeracy focus across the school**

Strategy – Curriculum Focus – Differentiation, Numeracy and Literacy			
Actions		Timelines	Responsible Officer/s
Curriculum Coordinator to work with all teachers <ul style="list-style-type: none"> - To review their curriculum planning and compliance with a UDL focus - To develop an informative data base of students' skills, strengths and gaps, as identified through school diagnostic data (e.g. Personal and Social Capability continuum, School Readiness continuum, PAT, observation) - Develop a systematic approach to addressing school-wide oral language capabilities 	All teaching staff	Initiate – Term 1 Feedback - Term 2 Evaluate - Term 3 Consolidate - Term 4	Curriculum Co-ordinator and all teachers

- 3. Improvement priority – Intentionally collaborate with a range of educationalists and secondary schooling providers to facilitate**



professional learning that enhances the skills and knowledge of teachers in teaching and assessing the AC Years 7 to 10, the new Senior Syllabuses, VET, the new QCE and transitions.

Strategy – Specific Purpose Schools Network around Curriculum and Pedagogy

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Intentionally collaborate around teaching and assessing the AC Years 7 to 10, the new Senior Syllabuses, VET, the new QCE and transitions. Support is particularly accessed through Metropolitan Regional staff, QCAA, base and transitioning schools of Barrett Students and the Unique Schools Network (Place, Milperra, BYTEC and BSDE) Work shadowing, sharing resources, attending professional development, collaborating around reasonable adjustments and inclusion (Investing 4 Success funds used in this area) 	All Teaching staff	Semester 1 Follow up Semester 2	Principal Teachers

Strategy - Work closely with Transition AVT, Guidance Officer and Parents around Future Plans and Transitions for Students and QCE attainment planning


Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Develop Future Plans for all students in consultation with student, family, Guidance Officers, Base/transition School and Case Manager 	100% of students	Throughout the year - soon after enrolment	Guidance Officer and Case Managers
Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Create a QCE plan for each Year 10-12 student who wishes to work towards that outcome in consultation with student, family, Guidance Officer and Case Manager 	Students in Yrs 10, 11, 12	Throughout the year - soon after enrolment	Guidance Officer, Case Managers, Base Schools and Metropolitan Region Staff

Endorsement

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



Principal



P and C / School Council



Assistant Regional Director