

School Strategic Plan 2023-2026

The Currajong School (021711)



Endorsed by The Currajong School Board, 4th December 2023.



School Strategic Plan Overview - 2023-2026

The Currajong School

School vision	The Currajong School believes in providing an inclusive and engaging environment which enables students to embrace learning and achieve their full potential. We do this by transforming the lives of children experiencing social, emotional and behavioural disorders.
School values	<p>Using a model of collaboration and consultation, the staff and students of The Currajong School have created an agreed set of values that we aim to always demonstrate:</p> <p>Respect <i>Treating people the way you would like to be treated.</i></p> <p>Resilience <i>Being able to bounce back from challenges.</i></p> <p>Responsibility <i>Taking accountability for your actions, words and behaviour.</i></p>
Context challenges	<p>The Currajong School is an educational setting for students with behavioural, social and emotional challenges. The focus is on meeting individual learning needs for all students. They may present with a range of Autism profiles, ADHD, language and processing delays and many sensory processing needs. Our students have average to high academic IQs, and some may be considered twice exceptional.</p> <p>However, students' personal, social and emotional development is generally delayed compared to their neurotypical peers in a mainstream setting.</p>

	<p>The Currajong School's challenges in providing a well-rounded inclusive education with high expectations for each of its students are the following:</p> <ol style="list-style-type: none"> 1) Recruiting suitable staff for our context. There is a shortage of education staff across the state, and a greater shortage of staff willing to work in a school with students who present behaviours of concern. Similarly, building and maintaining the Allied Health team is challenging due to a lack of applicants and the demand for their services in private practice. 2) Ensuring that every student has equitable access to programs that give them the best chance to learn, engage and be active in their learning. 3) The physical school environment (school grounds) adds complexity to managing behaviours of concern. 4) Targeting key indicators which define what it is to be a truly successful learner, a learner who not only achieves their own individual potential, but who is deemed successful within the context of their area of talent. 5) Investigating differentiated learning and instruction, and what this looks like regarding the implementation of the Victorian Curriculum. 6) Providing a well-rounded education program that prioritises the social, emotional, personal and social capabilities of students, whilst still delivering high quality literacy and numeracy instruction, ensuring students continue their academic growth in those areas.
<p>Intent, rationale, and focus</p>	<p>INTENT: The Currajong School is working towards building a collaborative culture where all students learn when immersed in an educational environment that:</p> <ul style="list-style-type: none"> • Feels safe • Is student centred • Has a strong focus on learning • Respects individual differences and abilities • Nurtures curiosity and risk taking • Meets students unmet learning needs <p>Creating a learning environment where staff model and set high expectations for student academic, social and emotional learning. Working in partnership with all stakeholders to build the capacity of each individual student is imperative in their success and growth.</p> <p>RATIONALE: The Currajong School is committed to creating a welcoming and safe learning environment with access to programs that enable students to experience success in their education.</p>

Many of our students have experienced challenges, barriers and trauma in their previous education settings. The Currajong School implements a trauma informed practice lens. Student social and emotional wellbeing is a high priority. Staff focus on building rapport and trust with students, which is imperative in supporting students to succeed socially, emotionally and academically.

Social and emotional learning is where students face their greatest challenge. The pedagogical approach and focus of embedding social, emotional, personal and social capabilities throughout teaching and learning programs ensures an environment where building of students' social skills is always promoted.

Staff aim to ensure The Currajong School is in a state of continual growth. Student centred learning, engagement and teaching focused on students' point of need ensures an individualised approach to teaching and learning.

The school believes in enabling students to be active learners. Promoting collaboration, creativity, curiosity, problem solving, teamwork and independence is imperative in preparing them for their future.

FOCUS: Over the next 4 years (2023-2026), the strategic plan of the school will focus on the priority areas of Teaching & Learning, Community Engagement, Health and Wellbeing along with a Positive Climate for Learning. The focus dimensions include:

- 1) Our Curriculum - Planning and Assessment
- 2) Our Health & Wellbeing
- 3) Our Staff - Building Practice Excellence
- 4) Our Community – Vision, Values & Culture
- 5) Our Governance
- 6) Our Sustainability

Each of the strategic dimensions will have an overarching goal for the length of the strategic plan, which will then be broken down into annual key improvement strategies that are prioritised over each of the four years.

The overarching goals can be seen below:

Overarching SSP Goal	Dimension Area	Goal	4-year Targets	Strategies	Measures
Goal #1	Our Curriculum Planning and Assessment	To improve student learning outcomes	<p>-By the end of the review period 85% of students will demonstrate learning gains for Reading and Writing as measured by school assessments</p> <p>-By the end of the review period 85% of students will demonstrate in band or across band learning gain for Numeracy as measured by school assessments.</p> <p>-By the end of the review period 85% of students will demonstrate in band or across band learning gain for Personal & Social Capabilities as measured by students' individual learning goal achievements.</p>	<p>-Implement the Reading 2 Learn program.</p> <p>-Develop and implement the Continuum Tracker to track student achievement.</p> <p>- Modify school reports to show rating or comment on student achievement level of the Victorian Curriculum.</p> <p>-Research and implement a consistent approach to Mathematics across the school.</p> <p>-Implement a whole school reading assessment Fountas and Pinnell.</p> <p>-Implement a student centred reading log program to improve student outcomes with reading.</p> <p>- Create a Learning Specialist position to oversee curriculum, pedagogy and assessment across the school.</p> <p>-Develop a whole school scope and sequence of learning for English, Mathematics and Inquiry.</p>	<p>- Students show progress in learning on the Continuum Tracker.</p> <p>-Students show completion of or progression towards goals established in ILP's.</p> <p>-Through a survey, positive feedback from families on changes to school reports.</p> <p>-Increase in consistency in curriculum programs, planning and assessments across classes.</p> <p>-Through the lead school effectiveness staff survey, over the 4 years of the strategic plan there is a positive increase in the areas of teaching and learning, curriculum support.</p> <p>-75% of students are assessed and demonstrate progress in reading levels across semesters.</p>

Overarching SSP Goal	Dimension Area	Goal	4-year Targets	Strategies	Measures
Goal #2	Our Staff - Building Practice Excellence	Continual improvement in staff development and growth to ensure a positive and collaborative workplace	<ul style="list-style-type: none"> - 90% of Professional Learning and development will align to the strategic plan. -100% of classroom staff will be trained in the Reading 2 Learn program. -100% of classroom staff will be trained in Zones of Regulation. -100% of classroom staff will be upskilled in social and emotional learning programs. -100% of classroom staff will be trained in Fountas and Pinnell Reading assessment. - 50% of Teachers will be trained in the Learn to Play Program. -100% staff upskilled in using the Seesaw app to communicate with families. -100% of Teachers refreshed with using Mappen every year. 	<ul style="list-style-type: none"> -Develop a data wall to track students' learning growth in school-based assessments. -Provide professional development in the following programs: R2L, Social thinking, zones of regulation, trauma informed practice, restorative practices, mathematics programs, gradual release pedagogy, whole school assessments, core compliance and therapy-based models of learning. -Develop a PDP goal template for staff to track personal growth and development. - A school wide professional development schedule will be developed to provide staff with key training, compliance and upskilling each term. -Develop a position description for each role within the school for transparency and clarity 	<ul style="list-style-type: none"> -By the end of the Strategic Plan 90% of students are participating in the reading log program. - 95% of staff indicate improvement in support in curriculum, teaching and learning in staff survey. -The school demonstrates an increase in collaboration and peer support across classroom teams. -Through the lead school effectiveness- staff satisfaction survey: Over the 4 years of the strategic plan there is a positive indication of high teacher efficacy across the school and growth in areas of the survey such as: <ul style="list-style-type: none"> *Leadership & Morale *Professional development *Peer support *Feedback

			<p>-100% of staff will participate in the school wide performance and development process each year.</p> <p>-All Teachers participate in a peer observation process.</p>	<p>around the expectations for roles and responsibilities.</p> <p>-Develop and implement with the Learning Specialist, a VIT mentoring program to support new and graduate teachers in the school</p>	<p>- Through staff 1:1 PDP meetings each term, staff indicate high levels of satisfaction surrounding support, collaboration and positive culture.</p> <p>-New graduate teachers meet the requirements of the VIT process to move from provisional to full VIT registration.</p> <p>-All staff demonstrate a clear understanding of their roles and responsibilities.</p>
Overarching SSP Goal	Dimension Area	Goal	4-year Targets	Strategies	Measures
Goal #3	Our Community Vision, Values & Culture	Increase parent and community involvement in the school	<p>-Over the review period the school continues to evaluate, improve and update information and communication process across the school community.</p> <p>-100% of families are actively using the Sentral Parent Portal to access reports, school documentation and whole school communication.</p> <p>-100% of Teachers and TAs are using Seesaw to communicate what students are doing in the classroom.</p>	<p>- Appoint a staff member to oversee the Sentral Parent Portal.</p> <p>-Review the Parent Portal and ensure that all aspects are easily accessible and user friendly for families.</p> <p>-Provide a parent information session on how to use the Sentral Parent Portal each year, and for new families as they enroll.</p> <p>-Provide a parent information session on how</p>	<p>- Through a parent opinion survey there are high levels of parent connectedness and involvement evident.</p> <p>-Families provide relevant and constructive feedback to classroom staff in SSG's.</p> <p>-Through a Year 6 parent survey, positive and constructive feedback is received around transition support and processes.</p>

				<p>-100% of families engage with the Seesaw platform to engage in class learning activities.</p> <p>-100% of families involved in the SSG process each school Term.</p> <p>-85% of families attend the Celebration of Learning at the end of each school Term.</p> <p>-25% of families engage in the parent information sessions offered each term by leadership, allied health and key staff across the school.</p> <p>-The Currajong School will maintain its partnership with the Rotary Club.</p> <p>-The Currajong School builds a relationship with local secondary schools to host Year 10 students for work experience or community volunteer programs.</p> <p>-The school to build a strong relationship with Universities and Tertiary sectors to be a leading specialist school to host placements for undergraduate and masters' students.</p>	<p>to use the Seesaw platform each year, and for new families as they enrol.</p> <p>-Review the school website and update key information to ensure it engages the current community, new enrolments, and external stakeholders.</p> <p>-Investigate and build connections with staff from other independent special schools to share PD costs and potential resources.</p> <p>-Build a professional network with specialised and alternative secondary schools for students who may not be ready to go to a mainstream environment.</p>	<p>-The placement of Year 10 students from mainstream schools in a work experience program demonstrates success for Currajong and the participating school.</p> <p>-The school hosts a minimum of 3 successful placements during each year of the strategic plan. Success is measured through either verbal or written feedback from the placement student and/or University.</p> <p>-Through responses to the Lead School Effectiveness Surveys, there is evidence of a positive increase in parent and community involvement in the school.</p>
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Overarching SSP Goal	Dimension Area	Goal	4-year Targets	Strategies	Measures
Goal # 4	Our Health & Wellbeing	Enhance personal and social capabilities of students	<p>-By the end of the review The Berry Street Education Model (BSEM) will be implemented in The Currajong School.</p> <p>-By the end of the review period 85% of students will demonstrate in band or across band learning gain for Personal & Social Capabilities as measured by students' individual learning goal achievements.</p> <p>-By the end of the review period 80% of students will have made a positive transition back to mainstream schooling.</p> <p>-By the end of the review period the school has 3 years of data tracking Year 6 exiting students and their success post-Currajong with personal, social and emotional capabilities in the secondary sector.</p>	<p>-Whole school Professional Development will be undertaken in the BSEM in Trauma- Informed Strengths-Based Classrooms.</p> <p>-The BSEM will be incorporated into daily classroom practice.</p> <p>-Regular professional development in social emotional learning strategies and trauma informed practice.</p> <p>-Develop documentation and improve systems for students transitioning in, through and out of the school.</p> <p>-Research and implement an evidence-based whole school wellbeing program.</p> <p>-Ensure Marram and Wadherrung Teachers are frequently upskilled to deliver Learn to Play program.</p> <p>-Build Gawa and Warrin staff's capacity and knowledge in delivering the Social Thinking Program.</p>	<p>-All staff will have completed the BSEM training.</p> <p>-Students are making positive progress in goals established for personal and social capabilities.</p> <p>-Professional development in trauma informed practice, social and emotional learning will be incorporated into the Professional Development Meeting Schedule each term for the duration of the SSP.</p> <p>-Successful implementation of a whole school transition program.</p> <p>-Sentral behaviour data shows a decrease in negative incidents.</p> <p>-Sentral behaviour data demonstrates more positive incidents recorded.</p> <p>-Through surveyed families 75% of Currajong Graduates are</p>

				<ul style="list-style-type: none"> - Increase the employment of allied health professionals in line with the school's needs. - The leadership team to collect data on both negative and positive incidents over the course of the 4-year strategic plan to evaluate programs. 	<p>demonstrating positive success with Personal and Social capabilities in secondary settings.</p> <p>-The Allied Health Team meets the needs of the students enrolled in the school.</p> <p>-Through the Lead School Effectiveness staff satisfaction survey there is a positive increase over the 4 years in the areas of:</p> <ul style="list-style-type: none"> *Learning Support *Behaviour *Discipline *Pastoral Care
Overarching SSP Goal	Dimension Area	Goal	4-year Targets	Strategies	Measures
Goal #5	Our Governance	Continue to strengthen governance of the school	<ul style="list-style-type: none"> -To ensure planning for succession of the Board Chair and recruitment of new Directors. -Ensure that the Board is comprised of persons who have appropriate qualifications, skills, experience and personal attributes of value to the school. -Ensure that the school governance documentation 	<ul style="list-style-type: none"> - To advertise on various platforms for new Director applications. -Document and implement a transparent approach for the process of Director recruitment and induction. -Document and implement a process for creating sub-committees, and a process for the Board Chair to 	<ul style="list-style-type: none"> -Increased number of Board Directors. -All Directors have a clear and detailed understanding of the school's position in meeting the VRQA minimum standards for school registration. -All directors have a clear understanding of the school's

			of The Currajong School	<ul style="list-style-type: none"> a) operate at a surplus of 2-5% b) have increased overall student enrolment numbers c) create a financial risk management framework 	<p>Conduct market research to identify existing and possible sources of enrolments</p> <p>Establish and implement a marketing plan</p> <p>Utilise expertise of Board Directors to create a risk management framework</p>	<p>-Student enrolment numbers at August Census annually</p> <p>-Established financial risk management framework with evidence of effective reporting and identification to mitigate or manage exposure to financial risk</p>
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The Currajong School Annual Implementation Plans 2023-2026

The Annual Implementation Plan (**AIP**) is a core part of school business. It documents a sharp focus on school improvement priorities and provides clarity and purpose for all members of the school community as they work towards the goals set out in the School Strategic Plan (**SSP**).

The AIP operationalises the 4-year SSP by supporting the selection and planning of how the Goals and Key Improvement Strategies (**KIS**) that will be the focus for school improvement each year will be achieved.

The AIP is developed and monitored by the Principal and/or leadership teams and the Board.

The AIPs developed below for each of the areas of the Strategic Plan are a guide and baseline to ensure continual school improvement. However, over the course of the SSP, some of the priorities, strategies and measures may be altered, some areas may be carried over to the following year, or the school may progress faster in some area of the SSP than anticipated. Any changes to the schools AIP will be documented and noted in the annual reviews.

The purpose of outlining a guide to each year's AIP is so the school's Board and Staff can see and understand the scope and sequence of achievement goals to be rolled out at each stage of the 4-year strategic plan.

Annual Implementation Plans - 2023-2026

The Currajong School

Our Curriculum Planning and Assessment

Goal #1 - To improve student learning outcomes

	Key Improvement Strategy (KIS)	Strategies	Measures
Year 1 (2023)	<p>1.a- Develop and embed a viable curriculum and assessment program for English to inform planning and classroom practice.</p> <p>1.b- Develop a platform 'continuum tracker' to track students' achievement against the Victorian Curriculum: English, Maths and Personal & Social Capabilities.</p> <p>1.c- Develop a consistent approach to curriculum planning and documentation across the school.</p>	<p>-100% of classroom staff provided with professional learning in R2L.</p> <p>-100% of classroom staff are trained in Fountas and Pinnell Reading Assessment.</p> <p>-The learning specialist will attempt to assess all students with F & P reading assessment to baseline the students' reading abilities, then share this information with staff.</p> <p>-Leadership to develop the continuum tracker on Sentral and upskill staff allowing them to trial its use.</p> <p>-Staff trial the use of R2L in the classroom and receive coaching and feedback from the Learning Specialist.</p> <p>-Develop a draft Scope and Sequence of learning for English across the school</p> <p>-Review Mappen and all its components as a scope of learning for Inquiry. Upskill staff as necessary.</p> <p>-The learning specialist to regularly meet with staff through 1:1 sessions and teacher meetings to build capacity and consistency in curriculum planning and documentation across the school.</p>	<p>- 100% of classroom teachers deliver the R2L program as part of Literacy in the classroom.</p> <p>-100% of classroom teachers can use the Continuum tracker to track student progress.</p> <p>-85% of students are assessed on the running record Fountas and Pinnell assessment and show individual progress over the year.</p> <p>-100% of students are assessed on Essential Assessments to benchmark where students are at.</p> <p>-Improved student engagement in English lessons.</p> <p>-60% of students demonstrate regular participation in the Whole School Reading Log initiative.</p> <p>-All areas of Mappen are successfully used by classroom teachers.</p> <p>-A Scope and Sequence for English has been drafted and ready to trial and finalise in 2024.</p> <p>-Students show improvement and growth in their ILP English Goals.</p> <p>-Through the lead school effectiveness survey there is a positive baseline of feedback from staff in the areas of Teaching & Learning.</p>

		-A data wall is created to visually track and show student achievement in English assessments.	
Year 2 (2024)	<p>2.a- English will continue to be the focus with Year 1 programs to be embedded & Teacher capacity is built in planning differentiated English programs and moderating student assessments.</p> <p>2.b- Embed continuum tracker with staff and add on Science, Design & Technology and other relevant subjects.</p>	<p>- The Learning Specialist to work with classroom teachers to develop Literacy based units of work that use R2L (Minimum 1 per class).</p> <p>-Teachers are provided professional development on the continuum tracker and supported to add other subjects that show student achievement.</p> <p>-The Learning Specialist, in consultation with Teachers, to trial and finalise a 2-year scope and sequence for teaching and learning of English across the school.</p> <p>-Review the Currajong Teaching & Learning Guide that includes updating the Assessment Schedule.</p> <p>-Classroom staff share best practice and student progress in English at Teacher meetings or Staff meetings.</p>	<p>- 100% of classroom teachers deliver the R2L program as part of Literacy in the classroom.</p> <p>-100% of classroom teachers can use the Continuum tracker to track student progress and use this to support discussions in SSG's.</p> <p>-85% of students are assessed on the running record Fountas and Pinnell assessment and show individual progress over the year.</p> <p>-100% of students are assessed on Essential Assessments to benchmark where students are at.</p> <p>-Improved student engagement in English lessons.</p> <p>-70% of students demonstrate regular participation in the Whole School Reading Log initiative.</p> <p>-Increased consistency in the delivery of English across all classrooms. Measured through documentation and observations.</p> <p>-Students show improvement and growth in their ILP English goals.</p> <p>-Through the lead school effectiveness survey there is a positive increase in data from 2023-2024 in the areas of Teaching & Learning.</p>
Year 3 (2025)	3.a- Develop and embed a guaranteed and viable curriculum and assessment program ₇ for Mathematics ₂ to inform planning and classroom practice.	- 100% of Staff are provided professional learning in whole school maths programs and resources. (These will be researched pre-2025.)	<p>-The English and Maths Program and Assessments across the school are sustainable and running consistently across all classrooms.</p> <p>-100% of students are assessed on essential assessments to benchmark where students are at.</p>

	<p>3.b- Review and develop staff capacity with the whole school gradual release instructional teaching model, and the Victorian High Impact Teaching Strategies, to improve student learning outcomes.</p> <p>3.c- Research and draft a two-year rotational curriculum plan from Prep- Year 6 of what is to be taught, in all domains of the Victorian Curriculum.</p>	<p>-Staff trial the use of the selected Numeracy programs in the classroom and receive coaching and feedback from the Learning Specialist.</p> <p>- The Learning Specialist to work with classroom teachers to develop Numeracy based units of work that use school-based programs (Minimum 1 per class).</p> <p>-Set up a whole school Mathletics approach to use at school and home, to enhance students learning growth in maths.</p>	<p>-Improved student engagement in Maths lessons.</p> <p>-70% of students demonstrate regular participation in the Whole School Mathletics Program.</p> <p>-Students demonstrate improvement in Maths ILP Goals.</p> <p>--Through the lead school effectiveness survey there is a positive increase in data from 2024-2025 in the areas of Teaching & Learning.</p>
Year 4 (2026)	<p>4.a- Math's will continue to be the focus with year 3 programs to be embedded & Teacher capacity is built in planning differentiated Math's programs and moderating student's assessments in all areas on numeracy.</p> <p>4.b- Continue and embed the gradual release instructional model and High Impact Teaching strategies in classrooms to improve student learning outcomes.</p> <p>4.c- Finalise a two-year rotational curriculum plan from Prep to Year 6 of what is to be taught in all domains of the Victorian Curriculum.</p> <p>4.d Evaluate all the areas for Staff- Building Practice Excellence through feedback from staff and school achievements and use this to establish Goals and KIS for the 2027-2023 School Strategic Plan.</p>	<p>-Embed the use of the Numeracy programs selected in 2025 in the classroom and receive coaching and feedback from the Learning Specialist.</p> <p>- The Learning Specialist to work with classroom teachers to develop Numeracy based units of work that use school-based programs (Minimum 1 per class)</p> <p>-Embed the whole school Mathletics approach to use at school and home and use it to enhance students learning growth in Maths.</p>	<p>-All teachers have reviewed the maths programs used across all Years and there is consistency in the programs and assessments used across the school.</p> <p>-Increased student engagement in all lessons and activities through the consistent use of the gradual release instructional model and the use of specific high impact strategies.</p> <p>-100% of students are assessed on essential assessments to benchmark where students are at.</p> <p>-70% of students demonstrate regular participation in the Whole School Mathletics Program.</p> <p>-Students demonstrate improvement in Maths ILP Goals.</p> <p>-Through the lead school effectiveness survey there is a positive increase in data from 2025-2026 in the areas of Teaching & Learning.</p>

Our Staff - Building Practice Excellence

Goal #2 Continual improvement in staff development and growth to ensure a positive and collaborative workplace.

	Key Improvement Strategy (KIS)	Strategies	Measures
Year 1 (2023)	<p>1.a- Build staff knowledge and understanding of the R2L pedagogy.</p> <p>1.b- Build staff knowledge and understanding of the Zones of Regulation Program and link to whole school SEL programs.</p> <p>1.c- Develop a 4-year professional development calendar that aligns to the SSP and includes curriculum days.</p> <p>1.d- Develop a staff annual performance and development template and transparent process.</p> <p>1.e- The school to appoint a staff member to the position of learning specialist.</p> <p>1.f- Commence writing staff roles and responsibility documents for key roles in the school that align to VGSA and School Requirements.</p> <p>1.g- The school to develop a 'Local Agreement' for staff employment.</p>	<p>-Provide professional development and training for all staff with R2L.</p> <p>-Provide all staff with professional development and training with Zones of Regulation</p> <p>-Consult with staff to develop a PDP template and process and implement in 2023.</p> <p>-Create a roles and responsibilities document for the Learning specialist position to support the new role.</p> <p>- In consultation with staff, the leadership team will finalise and document a staffing local agreement.</p> <p>-Establish a staff social committee to maintain high social capital and a positive climate across the school.</p>	<p>-All Teachers have a PDP goal related to the implementation of R2L.</p> <p>-All teachers have commenced trialling and experimenting with R2L in the classroom.</p> <p>-All staff are upskilled in Zones of Regulation and using it in classrooms.</p> <p>-Through staff feedback survey there is a clear understanding of the roles and responsibilities of the learning specialist.</p> <p>-Increased knowledge and clarity around staff employment conditions and responsibilities through the introduction of a local agreement.</p> <p>-Through a staff survey there is a demonstration of high teacher efficacy across the school, and an increase in collaboration and peers support across classroom teams.</p> <p>-Through the lead school effectiveness survey there is positive baseline data in the areas of: *Leadership & Morale *Professional development *Peer support *Feedback</p>
Year 2 (2024)	<p>2.a- Staff embed the R2L (Reading 2 Learn) pedagogy and program in classes.</p>	<p>-Staff regularly share progress of R2L (Reading 2 Learn) in allocated sessions at staff meetings.</p>	<p>-All teachers can show in mid-year and end of year performance review meetings both their own progress and improved student outcomes from using R2L.</p>

	<p>2.b- Staff embed the Zones of Regulation program in classrooms and across all areas of the school.</p> <p>2.c- Develop and trial a peer observation process within the school, that connects to the High Impact Teaching Strategies.</p> <p>2.d- Continue to implement and evaluate the staff PDP process.</p> <p>2.e- Commence research and trial new evidence based social and emotional learning programs.</p>	<p>-Staff regularly share progress of SEL (Social Emotional Learning) in allocated sessions at staff meetings.</p> <p>-Staff are provide professional development on Peer observations and are involved in the trial and documentation throughout the year.</p> <p>-Implement social and emotional learning programs that are relevant to the students at Currajong.</p> <p>-PDP process is continued and developed as required to meet staff needs.</p> <p>- The meetings schedule aligns professional learning to school compliance, key areas of the SSP and the staffing needs.</p>	<p>-All teachers and classroom TA's show in mid-year and end of year performance review meetings both their own progress and improved student outcomes from using Zones of Regulation and other SEL programs.</p> <p>-Through a staff survey there is a demonstration of high teacher efficacy across the school, and an increase in collaboration and peers support across classroom teams.</p> <p>-Through the lead school effectiveness survey there is positive increase in data from 2023-2024 in the areas of: *Leadership & Morale *Professional development *Peer support *Feedback</p>
<p>Year 3 (2025)</p>	<p>3.a Implement and evaluate a staff Peer observation process.</p> <p>3.b Continue to provide revision and updates on the R2L program for staff.</p> <p>3.c- The action team provide training and build staff capacity in the new social and emotional learning program.</p>	<p>-The teachers participate in a robust peer observation process and the process is evaluated.</p> <p>-Staff are provided PD in the relevant programs of Mathematics.</p> <p>- The meetings schedule aligns professional learning to school compliance, key areas of the SSP and the staffing needs.</p> <p>-PDP process is continued and developed as required to meet staff needs.</p> <p>-Staff are provided PD and coaching in the delivery of new social and emotional programs.</p> <p>-Continue with a staff social committee to maintain high social capital and a positive climate across the school.</p>	<p>- Through a staff survey teachers demonstrate professional growth from being involved in peer observations.</p> <p>-Through the PDP process staff demonstrate a deep understanding and application of the new curriculum and wellbeing programs implemented across the school.</p> <p>-Through a staff survey there is a demonstration of high teacher efficacy across the school, and an increase in collaboration and peers support across classroom teams. There is also a high indication of a positive climate for learning and school culture.</p> <p>-Through the lead school effectiveness survey there is positive increase in data from 2024-2025 in the areas of: *Leadership & Morale *Professional development *Peer support</p>

			*Feedback
Year 4 (2026)	<p>4.a Embed the Peer observation process across the school.</p> <p>4.b Embed the whole school Literacy and Numeracy programs/Assessments across the school.</p> <p>4.c Embed the instructional framework and High Impact Teaching Strategies across the school.</p> <p>4.d Evaluate all the areas for Staff- Building Practice Excellence through feedback from staff and school achievements, and utilising this this feedback to establish Goals and KIS for the 2027-2030 School Strategic Plan.</p>	<p>-PDP process is evaluated and amended to align to the next Strategic Plan.</p> <p>-Staff are consulted in planning for the next 4-year strategic plan.</p> <p>-Staff are surveyed on the effectiveness of professional development and curriculum programs across the school.</p> <p>-Continue with a staff social committee to maintain high social capital and a positive climate across the school.</p>	<p>- Through a staff survey teachers demonstrate professional growth from being involved in peer observations.</p> <p>-Through the PDP process staff demonstrate a deep understanding and application of the new curriculum and wellbeing programs implemented across the school.</p> <p>-Through a staff survey there is a demonstration of high teacher efficacy across the school, and an increase in collaboration and peers support across classroom teams. There is also a high indication of a positive climate for learning and school culture.</p> <p>-Through the lead school effectiveness survey there is positive increase in data from 2025-2026 in the areas of:</p> <ul style="list-style-type: none"> *Leadership & Morale *Professional development *Peer support *Feedback

Our Community - Vision, Values & Culture

Goal #3- Increase parent and community involvement in the school

	Key Improvement Strategy (KIS)	Strategies	Measures
Year 1 (2023)	<p>1.a- Establish a guideline of expectations for students and staff to use Seesaw to communicate with families.</p> <p>1.b- Develop a formalised and documented process for Team Around the Child meetings.</p> <p>1.c- Develop an annual calendar of events to build connectedness amongst the Currajong community and parent involvement in the school.</p> <p>1.d- Develop relationships with secondary schools and organisations to build a volunteer/ work experience program.</p> <p>1.e- Build the school's presence as a leader in teacher placements for undergraduate and Master of Teaching Courses.</p>	<p>- Provide a parent information session each Term. *Term 1- Transitions to Secondary Schooling *Term 2- R2L (Read 2 Learn) *Term 3- Allied Health Perspective *Term 4- SWPBS/Wellbeing perspective</p> <p>- Provide annual information/PD on Sentral and Seesaw use for families.</p> <p>-Embed and evolve on the whole school celebrations of learning.</p> <p>-Embed and evolve on the whole school SSG process. Communicate 2023 changes with the families.</p> <p>-Implement, document and publish a team around the child process that builds family and professional allied health involvement for individual students enrolled at Currajong.</p> <p>-Continue the relationship with the Rotary Club. Host an annual event and engage Rotary in the development of the Sensory Playground Project.</p> <p>-Engage with schools to organise Year 10 students for Work Experience or Community Service.</p> <p>-Review school website and update all sections to align to new school programs and process, and update the Parent section to increase communication involvement, and add a potential community section.</p>	<p>- Through a parent opinion survey there is a baseline of parent connectedness and involvement recorded that can inform growth over the strategic plan</p> <p>-Families provide relevant and constructive feedback to classroom staff in Student Support Group meetings</p> <p>-Through a Year 6 parent survey, positive and constructive feedback is received around transition support and processes.</p> <p>-The placement of Year 10 students from mainstream schools in a Work Experience or Community Service program demonstrates success for Currajong and the participating school.</p> <p>-The school hosts a minimum of 3 successful placements during each year of the strategic plan. Success is measured through either verbal or written feedback from the placement student and/or University.</p> <p>-Through the Lead School Effectiveness Surveys- there shows a positive response of parent and community involvement in the school.</p>

		<p>-The Principal to build a network with potential secondary schools for Year 6 students to transition to, that enhances the experiences for our students and their families.</p> <p>-Explore community activities or programs that enhance the student's opportunity of community access and understanding. For example, We rock the spectrum, transition excursions, and so forth.</p> <p>-Use the Lead School Effectiveness Survey in 2023 to collect information on parent satisfaction.</p>	
Year 2 (2024)	<p>2.a- Embed current practices on the use of Seesaw as a communication platform between school and home.</p> <p>2.b- Embed and formalise the process for Team Around the Child.</p> <p>2.c- Embed relationships with secondary schools and organisations to build a volunteer/ work experience program.</p> <p>2.d- Embed the school's presence as a leader in teacher placements for undergraduate and Master of Teaching Courses.</p> <p>2.e- Continue to evolve community and parent involvement in the school especially for the 50th Anniversary Celebrations of the school.</p>	<p>- Provide a parent information session each Term. *Term 1- Transitions Focus *Term 2- Curriculum Focus *Term 3- Allied Health Focus *Term 4- Wellbeing Focus</p> <p>- Provide annual information/PD on Sentral and Seesaw use for families.</p> <p>-Organise a community celebration and media involvement in The Currajong School's 50th Anniversary.</p> <p>-Embed and evolve on the whole school SSG process. Communicate 2024 changes with the families.</p> <p>-Embed the Team Around the Child process established in 2023 that builds family and professional allied health involvement for individual students enrolled at Currajong.</p> <p>-Continue the relationship with the Rotary Club. Host an annual event and engage Rotary in a project that improves the facilities for students and staff.</p>	<p>-Families provide relevant and constructive feedback to classroom staff in Student Support Group meetings.</p> <p>-Through a Year 6 parent survey, positive and constructive feedback is received around transition support and processes.</p> <p>-The placement of Year 10 students from mainstream schools in a work experience program demonstrates success for Currajong and the participating school.</p> <p>-The school hosts a minimum of 3 successful placements during each year of the strategic plan. Success is measured through either verbal or written feedback from the placement student and/or University.</p> <p>-Through the Lead School Effectiveness Surveys- there shows a positive response of parent and community involvement in the school from 2023-2024.</p> <p>-Students demonstrate positive engagement and feedback from increased parent and community involvement in the school.</p>

		<p>-Establish partnerships with secondary schools to host Year 10 students for Work experience in Term 2 and 3.</p> <p>-Review school website and update all sections to align to new school programs and process, and update the Parent section to increase communication involvement, and add a potential community section.</p> <p>-Use the Lead School Effectiveness Survey in 2024 to collect information on parent satisfaction.</p>	
Year 3 (2025)	<p>3.a- Enhance current practices on the use of Seesaw as a communication platform between school and home.</p> <p>3.b- Continue to embed and formalise process for team around the child.</p> <p>3.c- Continue to evolve and review parent and community involvement in the school based on 2023 and 2024 achievements in areas of events, transitions, communication etc.</p>	<p>- Provide parent information session each Term. *Term 1- Transitions Focus *Term 2- Curriculum Focus *Term 3- Allied Health Focus *Term 4- Wellbeing Focus</p> <p>- Provide annual information/PD on Sentral and Seesaw use for families.</p> <p>-Organise a community event that educates the community on supporting students or inclusive education settings.</p> <p>-Embed and evolve on the whole school SSG process. Communicate 2025 changes with the families.</p> <p>-Embed the Team around the child process established in 2023 that builds family and professional allied health involvement for individual students enrolled at Currajong.</p> <p>-Continue the relationship with the Rotary Club. Host an annual event and engage Rotary in a project that improves the facilities for students and staff.</p>	<p>- Through a parent opinion survey there is a baseline of parent connectedness and involvement recorded that can inform growth over the strategic plan</p> <p>-Families provide relevant and constructive feedback to classroom staff in SSG's.</p> <p>-Through a Year 6 parent survey, positive and constructive feedback is received around transition support and processes.</p> <p>-The placement of Year 10 students from mainstream schools in a work experience program demonstrates success for Currajong and the participating school.</p> <p>-The school hosts a minimum of 3 successful placements during each year of the strategic plan. Success is measured through either verbal or written feedback from the placement student and/or University.</p> <p>-Students demonstrate positive engagement and feedback from increased parent and community involvement in the school.</p>

		<p>-Continue establishing partnerships with secondary schools to host Year 10 students for Work experience and host them in Term 2 and 3.</p> <p>-Review school website and update all sections to align to new school programs and process, and update the Parent section to increase communication involvement, and add a potential community section.</p> <p>-Use the Lead School Effectiveness Survey in 2024 to collect information on parent satisfaction.</p>	<p>-Through the Lead School Effectiveness Surveys- there shows a positive response of parent and community involvement in the school 2024-2025.</p>
Year 4 (2026)	<p>4.a- Review and evaluate all the programs and systems implemented to enhance parent and community involvement in the school -by sourcing feedback from Families, Students, Staff, Volunteers and Community Stakeholders</p> <p>4.b- Use the feedback from the evaluation to establish goals and key improvement strategies for the next School Strategic Plan 2027-2030.</p>	<p>-Use the Lead School Effectiveness Survey in 2024 to collect information on parent satisfaction and parent involvement.</p> <p>-Establish a parent and staff stakeholder group to canvas feedback and ideas for the 2027-2030 School Strategic Plan in Community Involvement.</p> <p>-Maintain a consistent approach to parent and community involvement as established in 2023-2025.</p> <p>- Provide a parent information session each Term. *Term 1- Transitions Focus *Term 2- Curriculum Focus *Term 3- Allied Health Focus *Term 4- Wellbeing Focus</p> <p>- Provide annual information/PD on Sentral and Seesaw use for families.</p>	<p>- Through a parent opinion survey there is a baseline of parent connectedness and involvement recorded that can inform growth over the strategic plan</p> <p>-Families provide relevant and constructive feedback to classroom staff in Student Support Group meetings.</p> <p>-Through a Year 6 parent survey, positive and constructive feedback is received around transition support and processes.</p> <p>-The placement of Year 10 students from mainstream schools in a work experience program demonstrates success for Currajong and the participating school.</p> <p>-The school hosts a minimum of 3 successful placements during each year of the strategic plan. Success is measured through either verbal or written feedback from the placement student and/or University.</p> <p>-Students demonstrate positive engagement and feedback from increased parent and community involvement in the school.</p> <p>-Through the Lead School Effectiveness Surveys- there shows a positive response of parent and community involvement in the school 2025-2026</p>

Our Health & Wellbeing

Goal #4- Enhance personal and social capabilities of our students

	Key Improvement Strategy (KIS)	Strategies	Measures
Year 1 (2023)	<p>1.a- Develop, embed, and sustain a whole school approach to the development of personal and social capabilities and the SWPBS Framework.</p> <p>1.b- Develop staff capacity in the knowledge and implementation of the Zones of Regulation Program.</p> <p>1.c- Ensure consistent implementation of the RRRR program.</p> <p>1.d- To rebuild and employ allied health specialists to implement a school program unique to Currajong.</p> <p>1.e- Develop the capacity of staff in knowledge and implementation of the 'Learn to Play' Program.</p> <p>1.f- Review Tier 1 SWPBS implementation across the school.</p> <p>1.g- Investigate and trial a platform to improve student voice and agency across the school.</p> <p>1.h- Build capacity of staff understanding and capacity in Trauma Informed Practices.</p>	<p>- Source professional training on Zones of Regulation.</p> <p>-Provide professional development for all staff on Zones of Regulation.</p> <p>-Provide professional development for relevant staff with the Learn to Play program.</p> <p>-Implement a School Captain and SRC nomination process for student leadership.</p> <p>-Establish an SRC and set up guidelines and expectations with the representatives.</p> <p>-Implement the SWPBS fidelity checklist to evaluate how implementation is going across the school.</p> <p>-Include a student-centred personal goal in all students' individual learning plans.</p> <p>-Provide information for families on SWPBS</p> <p>-Employ a part-time Social Worker, and part-time Occupational Therapist.</p> <p>- Regularly review and report on behaviour data recorded on the Sentral School Management system.</p> <p>-All staff to be enrolled in Day 1 of The Berry Street Education Model</p>	<p>-Students are making positive progress in goals established for personal and social capabilities.</p> <p>-Successful implementation of a whole school transition program.</p> <p>-Sentral behaviour data shows a decrease in negative incidents.</p> <p>-Sentral behaviour data demonstrates more positive incidents recorded.</p> <p>-Through surveyed families 75% of Currajong Graduates are demonstrating positive success with Personal and Social capabilities in secondary settings.</p> <p>-The Allied Health Team meets the needs of the students enrolled in the school.</p> <p>-Through the implementation of the Lead School Effectiveness staff satisfaction survey there is a positive baseline to show improvement over the 4 years in the areas of: *Learning Support *Behaviour *Pastoral Care</p> <p>-100% of staff to engage and attend Day 1 the Berry Street Education Model – Trauma Informed Practice Professional Development.</p>

<p>Year 2 (2024)</p>	<p>2.a- Embed tier 2 SWPBS practices and strategies.</p> <p>2.b- Embed the Zones of Regulation Program across the school.</p> <p>2.c- Develop, document and trial a whole school transition process and program.</p> <p>2.d- Investigate and research a whole school SEL program to be implemented across the school.</p> <p>2.e- Continue to trial and evaluate a whole school approach to student voice and agency.</p> <p>2.f Continue to build staff understanding and capacity in BSEM Trauma Informed Practices.</p>	<p>- Leadership and Teachers to research and investigate new and evidence based social and emotional learning programs. This may involve visiting other schools.</p> <p>- Source and provide professional development for staff to continue to build capacity in Social and Emotional learning that enhances the personal and social capabilities of the students.</p> <p>- Conduct a student friendly survey on the effectiveness of the SRC process and how they feel about their own and others personal and social abilities.</p> <p>- With the newly appointed allied health team, review the allied health model to support the personal and social capabilities of the students.</p> <p>- Implement any changes or modifications to supporting personal and social capabilities based on the feedback provided in the Lead School Effectiveness Surveys.</p> <p>- Implement the SWPBS fidelity checklist to evaluate how implementation is going across the school.</p> <p>- All staff to be enrolled in Day 2, 3 & 4 of The Berry Street Education Model.</p>	<p>-Students are making positive progress in goals established for personal and social capabilities.</p> <p>-Successful implementation of a whole school transition program.</p> <p>-Sentral behaviour data shows a decrease in negative incidents.</p> <p>-Sentral behaviour data demonstrates more positive incidents recorded.</p> <p>-Through surveyed families 75% of Currajong Graduates are demonstrating positive success with Personal and Social capabilities in secondary settings.</p> <p>-The Allied Health Team meets the needs of the students enrolled in the school.</p> <p>- Feedback from the Lead School Effectiveness staff satisfaction survey shows there is growth from 2023-2024 in the areas of: *Learning Support *Behaviour *Pastoral Care</p> <p>-100% of staff to engage and attend Day 2, 3 & 4 the Berry Street Education Model – Trauma Informed Practice Professional Development.</p>
<p>Year 3 (2025)</p>	<p>3.a- Investigate and trial Tier 3 SWPBS.</p> <p>3.b- Embed Tier 1 and 2 SWPBS across the school.</p> <p>3.c- Embed all social, emotional and wellbeing programs across the school.</p> <p>3.d- Embed a whole school approach to student voice and agency.</p>	<p>- Implement any changes or modifications to supporting personal and social capabilities based on the feedback provided in the Lead School Effectiveness Surveys.</p> <p>- Implement the SWPBS fidelity checklist to evaluate how implementation is going across the school.</p>	<p>-Successful implementation of a whole school transition program.</p> <p>-Sentral behaviour data shows a decrease in negative incidents.</p> <p>-Sentral behaviour data demonstrates more positive incidents recorded.</p>

	<p>3.e- Embed BSEM Trauma informed practices into classroom practices.</p>	<ul style="list-style-type: none"> - Provide professional learning and mentoring to all staff to embed the social, emotional and wellbeing programs across the school. - Provide professional learning and mentoring to all staff through a coaching model on Trauma Informed Practices. 	<ul style="list-style-type: none"> -Through surveyed families 75% of Currajong Graduates are demonstrating positive success with Personal and Social capabilities in secondary settings. -The Allied Health Team meets the needs of the students enrolled in the school. - Feedback from the Lead School Effectiveness staff satisfaction survey shows there is positive growth from 2024-2025 in the areas of: <ul style="list-style-type: none"> *Learning Support *Behaviour *Pastoral Care -Trauma informed practices evident in school documentation and implemented into classrooms with students.
<p>Year 4 (2026)</p>	<p>4.a- Embed and evaluate the three-tiered process to SWPBS.</p> <p>4.b- Embed all social, emotional and wellbeing programs across the school, including Trauma Informed Practices.</p> <p>4.c- Review and evaluate all of the programs and systems implemented to enhance student personal and social capabilities by sourcing feedback from Families, Students, and Staff.</p> <p>4.d- Use the feedback from the evaluation to establish goals and key improvement strategies for the next School Strategic Plan 2027-2030.</p>	<ul style="list-style-type: none"> -Implement any changes or modifications to supporting personal and social capabilities based on the feedback provided in the Lead School Effectiveness Surveys. - Implement the SWPBS fidelity checklist to evaluate how implementation is going across the school. -Provide professional learning and mentoring to all staff to embed the social, emotional and wellbeing programs across the school. -Meet with stake holder groups to canvas ideas on potential goals and Key Improvement Strategies for the 2027-2030 school strategic plan. 	<ul style="list-style-type: none"> -Successful implementation of a whole school transition program. -Sentral behaviour data shows a decrease in negative incidents. -Sentral behaviour data demonstrates more positive incidents recorded. -Through surveyed families 75% of Currajong Graduates are demonstrating positive success with Personal and Social capabilities in secondary settings. -The Allied Health Team meets the needs of the students enrolled in the school. - Feedback from the Lead School Effectiveness staff satisfaction survey shows there is growth from 2025-2026 in the areas of: <ul style="list-style-type: none"> *Learning Support *Behaviour *Pastoral Care

Our Governance

Goal #5 Ensure successful governance of the school

	Key Improvement Strategy (KIS)	Strategies	Measures
Year 1 (2023)	<p>1.a Introduce at least 2 new Directors to the board.</p> <p>1.b Commence and finalise process to elect a new Board Chair.</p> <p>1.c Develop and document a formalised induction process and checklist for new Board Directors.</p> <p>1.d Create a sub-committee for the following areas of Governance in 2023: Director Recruitment, Policy Review, Risk Management, and Finance and Audit.</p> <p>1.e Develop a rotation of policies to be reviewed by the Board Sub-Committee each year and align them to specific meetings.</p> <p>1.f A schedule and process is developed to track the school's evidence and improvement for meeting the VRQA minimum standards for school registration.</p> <p>1.g Create and implement a process for managing Conflict of Interest for members (including Principal, Business Manager and Directors).</p>	<p>-Shortlisting and interview process completed for Director applicants.</p> <p>- Induction and onboarding process completed for new Directors.</p> <p>-A detailed hand over from the outgoing Chair to the new Chair is implemented.</p> <p>-The board recruitment sub-committee develop and implement a formalised induction process.</p> <p>-The board develop a process to create sub committees to support the delegation of school governance.</p> <p>-The policy sub-committee develop an action plan to review/approve the policies each year of the 4 years based on following policy categories: 2023: Child safe policies 2024: Environmental & Health, Finance policies. 2025: Curriculum, Wellbeing & Behaviour management policies. 2026: Management policies</p> <p>-Develop and implement a schedule at each board meeting to demonstrate the ongoing evidence and progress of the school's achievements against the VRQA Minimum Standards.</p> <p>-Identify and review an appropriate COI policy.</p>	<p>- Successful appointment of new Board Directors.</p> <p>-Successful appointment of a new Board Chair.</p> <p>-Through self-evaluating pulse checks at each board meeting, the board will gain feedback from all the directors on the Board's performance and use this to evaluate next steps and actions.</p> <p>-The allocated polices are reviewed, updated and published on relevant platforms.</p> <p>-The evaluation of VRQA evidence is successfully implemented at each board meeting and it is reflected in the minutes.</p> <p>-Through the Lead School Effectiveness Survey, base line data shows where the board is currently performing in all areas of Governance. The Board will be able to identify areas to improve and areas to maintain over the strategic plan.</p> <p>-A COI policy has been developed and published on relevant platforms.</p> <p>-All members have signed a Standing Notice of Conflict of Interest indicating an understanding and acceptance of the COI policy.</p>

<p>Year 2 (2024)</p>	<p>2.a Introduce at least 2 new Directors to the board or maintain a minimum group of 8 directors.</p> <p>2.b Review the data from the 2023 Lead school effectiveness survey on Governance and establish/document a scope of improvement.</p> <p>2.c Embed the new systems put in place for Sub-committees.</p> <p>2.d Embed new processes developed to track the school's evidence against the minimum standards for school registration.</p> <p>2.e Develop a Risk Framework</p>	<ul style="list-style-type: none"> - The policy sub-committee to review the allocated policies for 2024. - The board to have a check in at each board meeting to evaluate progress of the school strategic plan and priorities in the 2024 AIP. -Review data from Lead Schools Governance survey and focus on an area to improve for 2024. -Continue using the VRQA schedule to track areas of the minimum standards and minute it at each meeting. - Begin development of a Risk Framework to identify, analyse, report and manage risk across the School 	<ul style="list-style-type: none"> -Through the Lead School Effectiveness Survey there is a positive increase in data from 2023-2024 in the areas of Governance. -Successful appointment of new directors. -Maintaining a School Board of 5-8 directors. -Through regular pulse checks at each meeting the Board gain feedback from all Directors on the Board's performance and use this to evaluate next steps and actions. -The allocated policies are reviewed, updated and published on relevant platforms -The schedule and evaluation of VRQA evidence is successfully implemented at each Board meeting and it is reflected in the minutes. -Risk Framework progress presented to the Board, including a risk matrix to measure risk tolerance, and reflected in meeting minutes.
<p>Year 3 (2025)</p>	<p>3.a Introduce at least 2 new Directors to the board or maintain a minimum group of 8 directors.</p> <p>3.b Review the data from the 2024 Lead school effectiveness survey on Governance and establish/document a scope of improvement.</p> <p>3.c Embed the new systems put in place for Sub-committees.</p> <p>3.d Embed new processes developed to track the school's evidence against the VRQA minimum standards.</p> <p>3.e Develop a Risk Framework</p>	<ul style="list-style-type: none"> - The policy sub-committee to review the allocated policies for 2025. -The Board recruitment sub-committee sources new Directors. - The board to have a check in at each board meeting to evaluate progress of the school strategic plan and priorities in the 2025 AIP. -Review data from Lead Schools Governance survey and focus on an area to improve for 2025. -Finalise development of a Risk Framework to identify, analyse, report and manage risk across the School 	<ul style="list-style-type: none"> -Through the Lead School Effectiveness Survey there is a positive increase in data from 2024-2025 in the areas of Governance. -Successful appointment of new Directors. -Maintaining a School Board of 5-8 directors. -Through regular pulse checks at each meeting the board gain feedback from all the directors on the boards performance and use this to evaluate steps and actions next. -The allocated policies are reviewed, updated and published on relevant platforms

			-Risk Framework, including procedures for reporting, is presented to the Board and published on relevant platforms.
Year 4 (2026)	<p>4.a Principal contract ends mid-year 2027. Board to review the position description role and commence discussions with the incumbent or commence process for new appointment.</p> <p>4.b Introduce a new sub-committee for VRQA Governance Documentation (Non-Policies); <i>This should include the Business Manager.</i></p> <p>4.c The Board to establish areas of focus for the next strategic plan 2027-2030.</p> <p>4.d Review the data from the 2025 Lead school effectiveness survey on Governance and establish/document a scope of improvement for 2027-2030 School Strategic Plan.</p> <p>4.e Embed the Risk Framework</p>	<p>- The policy sub-committee to review the allocated policies for 2026.</p> <p>-The member recruitment sub-committee sources new directors.</p> <p>-The board to have a check in at each board meeting to evaluate progress of the school strategic plan and priorities in the 2026 AIP.</p> <p>-Review data from Lead Schools Governance survey and focus on an area to improve for 2026.</p> <p>-Use the data and results 2026 Lead Schools Governance survey to establish key improvement strategies and the School's direction for the next 4-year strategic plan.</p> <p>-Develop goals and key improvement strategies in governance for the next Strategic Plan 2027-2030.</p> <p>-Review implementation of the Risk Framework procedures across the school</p>	<p>-Through the Lead School Effectiveness Survey there is a positive increase in data from 2025-2026 in the areas of Governance.</p> <p>-The Board is well prepared for the Governance components of VRQA School Review in 2027.</p> <p>-Successful appointment of new directors.</p> <p>-Maintaining a School Board of 5- 8 directors.</p> <p>-Through regular pulse checks at each meeting the board gain feedback from all the directors on the boards performance and use this to evaluate steps and actions next.</p> <p>-The allocated polices are reviewed, updated and published on relevant platforms</p> <p>-Risk Framework is updated and reflects the current needs of the school including regulatory requirements</p>

Our Sustainability

Goal #6 - To ensure the ongoing financial viability of the school

	Key Improvement Strategy (KIS)	Strategies	Measures
Year 1 (2023)	<p>1.a - To increase student enrolment numbers and student retention</p> <p>1.b – To conduct market research as a basis for future goals and strategies</p> <p>1.c – To commence creation of a financial risk management framework</p> <p>1.d - Develop a marketing plan with tailored messages to our target audience's interests and needs</p>	<p>1.a</p> <ul style="list-style-type: none"> - Follow up on all enrolment enquiries within 3 business days - Target personalised emails to allied health professionals and Principals of local primary schools - Provide resources and materials to help allied health professionals and Principals of local primary schools understand the benefits of attending our school - Introduce our school to local members of parliament, and foster strong relationships with parents, alumni, and the local community to support and attract new enrolment - Participate in community events, fairs, and local educational initiatives to raise awareness about our school - Consider hosting workshops, campus tours or seminars for the community - Utilise social media platforms and online advertising to reach a broader audience. <p>1.b</p> <ul style="list-style-type: none"> - Review current and past student enrolment documents to establish: <ul style="list-style-type: none"> o Where did our students come from (schools, geographical area)? o How long did they stay for? o Where did they go after Currajong? o How are parents hearing about our school? Who is referring them? <p>1.c</p> <ul style="list-style-type: none"> - Identify financial risks. 	<p>1.a – Student enrolment numbers of 38 at August census</p> <p>1.b – Table of current and past student geographical, enrolment, referral and post-Currajong enrolment data presented to the Board.</p> <p>1.c – Draft Financial Risk Management framework presented to Board</p> <p>1.d – Evidence of immediately actionable strategies being implemented</p>

		<ul style="list-style-type: none"> - Create a 2024 budget based on student numbers at August 2023 census. Define the school's financial break-even number of student enrolments. - Consider variables and their possible effect on income and the school's financial sustainability. Variables may include: <ul style="list-style-type: none"> o Changes to Government funding (with financial forecasts for variations of 10-20%) o Student enrolment numbers o School fees. <p>1.d</p> <ul style="list-style-type: none"> - Action any reasonable and immediate plans - e.g. invite local public and independent school principals and pastoral care teams to a morning tea and school tour (Term 4). - Seek grants to ensure the school's long term viability. Board to support with grant writing. 	
Year 2 (2024)	<p>2.a- To increase student enrolments</p> <p>2.b- To generate a financial surplus</p> <p>2.c- To develop a financial risk management framework</p> <p>2.d- Develop and implement a marketing plan</p>	<p>2.a</p> <ul style="list-style-type: none"> - Annual parent satisfaction surveys - Community events e.g. Celebration of Learning each term - Maintaining a safe and inviting school environment including classrooms, buildings and grounds - Monitor enrolment trends and other factors influencing enrolment - Participate in available and relevant Network events <p>2.b</p> <ul style="list-style-type: none"> - Review school's financial status and compare to previous year - Approve 2025 budget <p>2.c</p>	<p>2.a – Student enrolment numbers of 40 at August census</p> <p>2.b – Evidence of surplus in annual financial statements</p> <p>2.c – Financial risk management framework presented to Board</p> <ul style="list-style-type: none"> - Financial progress reviewed at each Board meeting <p>2.d – Marketing plan presented to the Board. Evidence of strategies being implemented</p>

		<ul style="list-style-type: none"> - As part of the risk framework - to review the performance of the school against the annual budget at each board meeting - Develop an Investment Policy and Strategy <p>2.d</p> <ul style="list-style-type: none"> - Develop and implement an active long-term marketing plan and implementation strategies to attract and retain students. Consider: <ul style="list-style-type: none"> o How do we promote/market our school? o What are our outreach strategies? o What is our point of difference? o How do we showcase what makes us unique? o How do we develop a reputation that will encourage families to enrol? - Possible marketing strategies to consider for inclusion in a long-term plan: <ul style="list-style-type: none"> o Billboards strategically placed (donated by Real Estate Agents) o Newspaper articles or advertorials o Social Media / Digital Marketing o Printed materials o Website optimisation for search engines o Develop a prospectus o Maintain dialogue and connection with existing families (as per Goal 3) o Highlight successful Alumni stories from families and students o Develop partnerships with local businesses and community organisations o Optional school hoodies or t-shirts for staff and/or students - Include marketing costs in the budget - Harness the skills and experience of the Board and parents where appropriate 	
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<p>Year 3 (2025)</p>	<p>3.a- To maintain/increase student enrolments</p> <p>3b – Continue implementation of marketing plan</p> <p>3.c- To sustain a financial surplus</p>	<p>3.a</p> <ul style="list-style-type: none"> - Rebranding of printed materials for distribution to schools, allied health professionals and other individuals or organisations who refer students to The Currajong School. <p>3. b</p> <ul style="list-style-type: none"> - Implement strategies form the long-term marketing plan <p>3.c</p> <ul style="list-style-type: none"> - Approve 2026 budget - As part of the risk framework - to review the performance of the school against the annual budget at each board meeting 	<p>3.a – Student enrolment numbers of 42 at August census</p> <p>3.b – Evidence of Marketing strategies being implemented</p> <p>3.c – Evidence of surplus in annual financial statements</p>
<p>Year 4 (2026)</p>	<p>4.a- To maintain increased student enrolments</p> <p>4.b – Continue implementation of marketing plan</p> <p>4.c- To sustain a financial surplus</p>	<p>4.a</p> <ul style="list-style-type: none"> -Maintain and review enrolment process -Continue annual marketing strategies to external stakeholders <p>4.b</p> <ul style="list-style-type: none"> - Implement strategies form the long-term marketing plan <p>4.c</p> <ul style="list-style-type: none"> - Approve 2027 budget - As part of the risk framework - to review the performance of the school against the annual budget at each board meeting 	<p>4.a – Student enrolment numbers of 44 at August census</p> <p>4.b –Evidence of Marketing strategies being implemented</p> <p>4.c – Evidence of surplus in annual financial statements</p>