



Rosella Park School Annual Implementation Plan 2019



School Improvement Priorities 2019

Creating a system in which every student is understood, engaged and successful at school by building staff expertise when delivering the Australian Curriculum to students with a disability.

Embed effective Literacy programs in classrooms that reflect individual student assessment results and links to the Australian Curriculum.

Actions	Targets	Timelines	Responsible Officer/s
Partnership with Jane Farrall to establish an online training package on Balanced Literacy	Training package created and available to use.	Start of 2020 school year	Jane Farrall Principal DP HOC C&L Coach
Use Investing for Success money to employ Jane Farrall - Jan PFD 2 day workshop plus 3-4 days of consultancy per term, modelling practice, gathering video/data and providing feedback.	Modelled practice in classrooms. Written feedback to teachers where required.	Jan PFD Every term	Principal DP HOC C&L Coach
Continue to build staff capacity to use student data when developing and implementing literacy blocks as per the Balanced Literacy protocols for 2 hours each day/ 5 days per week.	Student data is updated twice a year and forms the basis of ICP development and classroom planning. Balanced Literacy is embedded practice in all classrooms, evidenced in classroom walks and talks, case management and data based conversations about student achievement.	Ongoing	Principal DP HOC C&L Coach
Ongoing professional learning for all staff <ul style="list-style-type: none"> • C&L coach to set-up a Q and A board • Hands on/practice sessions • Watching Others Work (Teacher Aides) • Direct Feedback and coaching - Teachers • Tips and facts in Ramblings • Modelled lessons 	Staff survey – Increase in staff confidence to implement Four Blocks Literacy in their classrooms	Term 2 and 4	Principal HOC C&L Coach

Build capacity of staff to model all modes of AAC and continue to support the students with complex communication needs to access their robust communication system all day every day.

Actions	Targets	Timelines	Responsible Officer/s
Use Investing for Success money to employ Speech Language Pathologist (SLP) consultants (Haylee Parfett and Janelle Sampson) to support goal development for students with complex communication needs.	All staff to have completed the Roadmap of communicative competence (ROCC) completed for every student that has complex communication needs (CCN). Goal setting for each student with CCN to be displayed in each classroom	Once per semester	Principal DP HOC C&L Coach
Parent sessions conducted in an attempt to upskill parents and improve confidence to support communication in the home environment	Workshops offered to all parents. Day Camp – ‘Have a chat’ to be conducted in term 3 with selected parents and students. Explore EXPAND program targeting parents of AAC users.	Semester 2	Principal SLP C&L Coach HOC
Ongoing professional learning for all staff <ul style="list-style-type: none"> • C&L coach to set-up a Q and A board • Hands on/practice sessions • Sharing of YouTube clips and resources in ramblings • Watching Others Work • PODD training for new staff 	Staff survey – Increase in staff confidence to support learners in AAC	Term 2 and 4	Principal C&L Coach

Further build capacity of teachers to understand the Australian Curriculum and Guide for Individual Learning (GIL), and how the identification of goals within an Individual Curriculum Plan/Senior Education and Training (SET) plan aligns with an effective teaching and learning program and appropriate assessment of student learning.

Actions	Targets	Timelines	Responsible Officer/s
Purposeful planning sessions with staff, embedding the understanding of an effective T&L cycle – I4S	Written feedback provided to each teacher upon completion of each unit plan	Ongoing	HOC STO
Continue to work with CQ alliance to undertake cross school moderation	A forum established to host - Illustrations of practice collected and shared amongst the 4 special schools for students working within the extended general capabilities at a 1c and 1d level in literacy.	Term 1 & 3	Principal HOC
Continue to access cross-school moderation with local schools.	Ensure judgements made in moderation about student achievement at Rosella are consistent with that of a student at the same level at a different school at a mainstream school	Each semester	HOC

HOC to critically discuss individual student achievement with teachers and how this data is used to inform the next cycle in the teaching and learning program.	HOC meets with each teacher formally twice per term (minimum). Week 10 ICP Check-in (terms 1 and 3)	Ongoing	HOC
Improving understanding of the Pedagogical Framework, with a focus on linking curriculum understanding and assessment.	Professional learning sessions conducted. Elements of Pedagogical Framework embedded within planning feedback sessions with HOC.	Ongoing	Deputy Principal HOC
Continue to expand Learning walks and talks to involve staff.	Learning walks and talks to be conducted at a minimum of 3 times per week. Leadership and classroom staff to be involved.	Ongoing	
Learning walls for students in classrooms.	All students to have learning goals displayed in classroom	Ongoing	STO HOC
Explore Numeracy pedagogy to be introduced to staff in 2020	Identify a numeracy pedagogy that provides a diagnostic tool that links to strategies to improve numeracy instruction in classrooms, and have a positive impact on student learning.	Semester 2	Principal DP HOC

Endorsement

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

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P and C

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