



Rosella Park School Annual Implementation Plan 2013

Rising to the Challenge

Key Priorities for 2013:

- Australian Curriculum implementation
- Explicit teaching – high quality teaching practices
- Whole-of-School assessment and data collection
- Schoolwide Positive Behaviour Support
- Principal leadership and school capability – instructional leadership with a focus on workplace performance
- Productive partnerships with school community
- Facilities and Resources

School and Community Partnerships:

<i>School Strategies</i>	<i>Actions</i>	<i>Timelines</i>	<i>Targets</i>	<i>Responsible Officer</i>	<i>Resources</i>
Strengthen quantity and quality of parent involvement within the school community	<ul style="list-style-type: none"> • Provision of parent evenings throughout the year, with a focus on implementation of the Australian Curriculum for students at Rosella Park, as well as senior schooling and post school options • Individual Learning plan meetings twice yearly, with all stakeholders • P&C family events that encourage all members of the Rosella families to attend social events held out of school time – to be held once per term existing separate to fundraising opportunities/events • Establish parent support group • Introduce, promote and support Stepping Stones Program 	Term 1/3 Once per term Term 2 Term 3	<ul style="list-style-type: none"> • 60% of families attend school functions • 85% of families attend 2 face-to-face meetings with a staff member in 2013 • Baseline number of parents • Baseline number of parents 	HOC and PC Classroom teachers P&C committee and Principal Guidance officer	P&C fundraising profits MyTime resources Staff training by UQ
Further strengthen relationships with wider school community, particular ambassadors of school, to foster ongoing partnerships	<ul style="list-style-type: none"> • Invite all ambassadors of school to family community events held once per term • Ambassadors luncheon to be introduced once per semester • Involve family community organisations within curriculum based activities – i.e mentor program/fitness and social skills with PCYC/Adopt a cop program 	Once per term Once per semester Term 2-4	<ul style="list-style-type: none"> • Baseline number of participants 	Principal	Grant applications Transition program Cafe
Establish interschool networking relationships	<ul style="list-style-type: none"> • Use CQ special School alliance to enable staff to learn from other special education settings by establishing 'Swap a classroom' days • Provision of professional development where all schools from the CQ Special School alliance are present – planning for 2014 conference based on successes and challenges of 2013 conference • Gladstone cohort meetings once a term 	Ongoing	<ul style="list-style-type: none"> • All teaching staff have spent a day in another special school • Sponsorship secured for conference 	PC Principal HOC	PD budget

Improve processes of responding to the complex and challenging behaviours of students	<ul style="list-style-type: none"> Continue to strengthen relationships between school and outside agency stakeholders that are heavily involved with students that demonstrate severe and challenging behaviour through regular meetings that focus on effective communication and sharing of information. Further extend this to celebrate successes with agencies. 	Ongoing	<ul style="list-style-type: none"> Clear and open communication Documented minutes and plans in student files and uploaded onto ONESCHOOL Collaborative development of Individual Behaviour Plans and Risk Assessments developed for identified students 	Principal PC GO	Class teachers Data on student behaviour SWPBS committee
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School Curriculum

<i>School Strategies</i>	<i>Actions</i>	<i>Timelines</i>	<i>Targets</i>	<i>Responsible Officer</i>	<i>Resources</i>
Implement the Australian Curriculum	<ul style="list-style-type: none"> Use SWD C2C units or work in the intermediate and senior cohorts Continue to align school based curriculum with Australian Curriculum, ensuring students that are at foundation levels or above are engaging with Australian Curriculum Actualise general capabilities with students who are pre-foundation Strengthening the role of HOC within the school 	Term 1 → 4	<ul style="list-style-type: none"> Front-ended Unit planning documentation submitted, and enacted in classrooms HOC and PC have clear timetable that ensures more time spent visible in classrooms Student moderation occurs before reporting time to ensure accurate representation of student achievement 	HOC PC Principal	HOC time. Budget to support additional library and ICT resources. Flexible staffing to release teachers to work together. Leadership team to implement formal observations of explicit teaching.
Establish and expect data driven discussions that inform planning	<ul style="list-style-type: none"> Introduction of cohort-specific data collection schedules, with directed conversations regarding student performance and future action planning. Introduction of student moderation process to quality check teacher judgements and attainment of student goal – moderate student achievement in SWD C2C units and school based curriculum Participate in QCIA moderation 	End of each semester	<ul style="list-style-type: none"> 50% 	HOC	HOC to support moderation of C2C units and school based curriculum. Teacher release time. Moderation schedule
Focus on literacy, numeracy and ICT	<ul style="list-style-type: none"> Increase teaching allocations in curriculum planning and timetables for these learning areas. Targeted PD on literacy (4 blocks) and the use of technology in classrooms 	Timetables - Beginning of each term Observations – ongoing Term 2	<ul style="list-style-type: none"> Classroom timetables meet audit expectations 2 formal ET observations each term Flexible PFD - May 	PC HOC	Leadership team to audit timetables and planning.
Implement a school-wide communication policy and enact actions to address communication needs for all students	<ul style="list-style-type: none"> Identify a range of communication methodologies for pre-intentional and intentional communicators Research validated communication assessments and plot student population on continuum, ensuring all students have an identified communication system that links to strategies for implementation and suggested classroom practice. 	Term 1 Term 4	<ul style="list-style-type: none"> 100% of students are identified on a school based communication continuum 	PC	Communication committee SLP Communication assessment tools

Introduce Individual Learning Plans	<ul style="list-style-type: none"> Design and implement ILPs for all students 	Term 3	<ul style="list-style-type: none"> 100% of students have an ILP that is uploaded onto ONESCHOOL 	Principal	Departmental templates SECC QASEL
Refresh Schoolwide Positive Behaviour Support	<ul style="list-style-type: none"> Train new staff and ensure PBS lessons are explicitly taught Develop 2013 Annual Action Plan based on data collection 	Embedded by term 4	<ul style="list-style-type: none"> SWPBS product manual in each class Lesson plans created and implemented in each classroom Stop, Think, Do Program implemented across school 	PC	SWPBS committee. Budget to support additional resources and Professional development. Timetable audits

Teaching Practice:

School Strategies	Actions	Timelines	Targets	Responsible Officer	Resources
Develop a pedagogical framework which articulates the school's approach to teaching, with explicit teaching at the core of all teaching practice	<ul style="list-style-type: none"> Work collaboratively to design and publish RPS Pedagogical framework 	Term 4	<ul style="list-style-type: none"> Completion of framework 	Principal HOC	Focus of leadership team. Professional development in staff meetings. Curriculum committee.
Use the developing performance framework as a tool to align teacher capability development with school priorities	<ul style="list-style-type: none"> Develop and support high quality aligned teacher developing performance plans 	End 2 nd semester 2013	<ul style="list-style-type: none"> All teacher DPP aligned 	Principal	Reviews of DPP. Budget to support PD and DPP to align priorities
Embed practices, such as Classroom Profiling and Collegial Coaching, which build a learning and feedback culture in the school	<ul style="list-style-type: none"> All staff trained in Essential Skills for Classroom Management School wide Classroom Profiling culture established as a reflective tool to enhance the implementation of ESCM collecting data from whole school Classroom Profiling sweep to inform strategic planning Continue embedding Collegial Coaching 	Term 4	<ul style="list-style-type: none"> All teachers profiled 80% of teachers actively participating in Collegial Coaching program 50% of teachers identified as trained coaches 	PC	Collegial Coaching PD Trained profilers on staff Trained collegial coaches on staff
Focus on 'the how' of teaching as well as the 'what'	<ul style="list-style-type: none"> Support teachers to focus on curriculum intent and explicit teaching through regular PD 	2013-2014	<ul style="list-style-type: none"> High effective teaching practice in T&L audit 	Principal	Teaching and Learning audit. School PD program and schedule. Data from Explicit teaching coaching feedback

<p>SWPBS – implementation and responding to complex and challenging behaviours – being a SWPBS (positive) school</p>	<ul style="list-style-type: none"> • Increase staff capacity to appropriately deal with challenging behaviours – provision of PD both external to the school and within school, focusing on specific skills as well as understanding the disabilities and the impact this has on behaviour • Ensure consistency in approach and expectations – as per strategies articulated in behaviour management plans • Streamline processes, and create school based management plans that detail key staff to deal with critical incidents • DATA – recording of information professionally, accurately and timely on OneSchool • DATA – using skills/expertise in school with Functional Behaviour Analysis to give focused direction to addressing student behaviour • Liaise with key personnel within EQ to increase access to EQ support to ensure staff at Rosella are feeling supported by the region 	<p>Term 1 → 4</p> <p>Term 1 → 4</p> <p>Term 1</p> <p>Ongoing</p> <p>When required</p> <p>Term 1</p>	<ul style="list-style-type: none"> • Delivery of PD at a school level • Staff access PD outside of school and feedback to rest of staff at sharing afternoons/ staff meetings • All staff use appropriate data sets to inform and plan for learning with minimum expectations met by all teaching staff • Additional EQ support accessed with regards student behaviour (Guidance/Behaviour team) 	<p>PC</p>	<p>SWPBS Committee SWPBS conference Budget to purchase additional resources and provide PD</p>
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Principal Leadership and School Capability

School Strategies	Actions	Timelines	Targets	Responsible Officer	Resources
<p>Articulate an explicit improvement agenda with a focus on curriculum intent, explicit teaching and student data and assessment</p>	<ul style="list-style-type: none"> • Leadership team ensures a clear focus is in place on the core priorities of EQ, CQ and Rosella Park School – focusing on core learning priorities, quality curriculum, student achievement and improvement, pedagogical practice, teacher feedback and quality assessment 	<p>Term 1 → 4</p>	<ul style="list-style-type: none"> • Leadership team to engage with ALL staff around core learning priorities • Leadership team to be in classrooms for a part of each day 	<p>Principal</p>	<p>Curriculum committee Regional PD PEA-AC School strategic plan Teaching and Learning Audit</p>
<p>Build professional relationships with staff and professional colleagues</p>	<ul style="list-style-type: none"> • Maintain links with key professional associations • Distributed Leadership – School improvement team 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Teachers engaging in committees outside of school • Committees established that are directly aligned to key objectives and strategies within the AIP 	<p>Principal</p>	<p>QASEL SECC CQ Alliance</p>

Develop a whole school professional development strategy	<ul style="list-style-type: none"> Align plan to articulated school priorities – Australian Curriculum implementation, communication, ICT, pedagogy Link to developing performance Framework and individual performance development plans Continue to establish a school-specific implementation of the Developing Performance Framework that engages all school staff and values a constructive feedback culture. Link staff personal learning goals to the school priorities of: <ul style="list-style-type: none"> Effective behaviour support and intervention Understanding of brain development and the impact of disability Embedding ICTs Implementing the Australian Curriculum Strengthening data-literacy and analysis skills 	Align plan to articulated school priorities	<ul style="list-style-type: none"> School professional development plan All staff personal plans completed and aligned with personal and school priorities 	Principal	Professional development plan. PD Budget Staff personal development plans
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Other Requirements

School Strategies	Actions	Timelines	Targets	Responsible Officer	Resources
Develop a facilities plan	<ul style="list-style-type: none"> Review current facilities, acknowledging that school has reached capacity, and plan for projected growth. Plan for upgrade of current facilities to better cater for current student population 	End of Semester 1	<ul style="list-style-type: none"> Facilities plan completed 	Principal Michael Neaton – facilities manager	Student enrolment data. Maintenance Assessment report. School priorities.
Develop an asset replacement and resources plan to match resourcing with curriculum priorities	<ul style="list-style-type: none"> Review current asset replacement schedule, and develop current schedule Support resourcing for C2C curriculum implementation 	End of Semester 1	<ul style="list-style-type: none"> Asset replacement plan updated 	Principal Business Services Manager	Current asset replacement schedule Audit of resources in school

This Annual Implementation Plan was developed in consultation with the school community and states the key strategies that meet school needs and departmental requirements.

Principal		President P&C Association/School Council		Endorsement by Principal's Supervisor	
<i>Name</i>	<i>Kate Russ</i>	<i>Name</i>	<i>Lisa Lowe</i>	<i>Name</i>	<i>Jeff Munce</i>
<i>Signature</i>	<i>Date</i>	<i>Signature</i>	<i>Date</i>	<i>Signature</i>	<i>Date</i>