



Rosella Park School - Annual Implementation Plan 2023



Priority 1: Know students and how they learn - Functional Communication. Every student having a voice

Strategy: Building staff capabilities to functionally embed Augmentative and Alternative Communication as a tool to support all students accessing the curriculum.

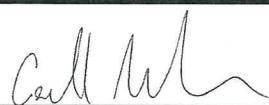
Actions	Timeline – Checkpoints and Targets		I4S Priority Funding	Responsible Officer/s
	Semester 1	Semester 2		
Embed school wide processes that promote and support a functional communication culture across the school community to enable all students access to the curriculum.	<ul style="list-style-type: none">• New staff access 2-day PODD training: Target 100% of new staff.• Students have access to an individualised communicative system / device: Target 100% of identified students.• Communication coordinators working alongside HOD C to support capability development for teaching staff modelling AAC during English: Target Term 1 CC's in place & 40% of classroom staff engaging with CC/HOD C.• Instructional walk throughs with communication focus on using AAC during English: Target 40% of classes.• Students on HIC ICP achieving "C" or above in English: Target LOA Semester 1 data 70% of students.• Design consistent AAC artefacts for display across all school environment: Target ongoing Semester 1.	<ul style="list-style-type: none">• Review of student progress using an AAC: Target 100% of identified students.• Communication coordinators working alongside HOD C to support capability development for teaching staff modelling AAC during English: Target 80% of classroom staff engaging with CC/HOD C.• Instructional walk throughs with communication focus on using AAC during English: Target 80% of classes.• Students on HIC ICP achieving "C" or above in English: Target LOA Semester 2 data 90% of students.• Create and display consistent AAC artefacts for display across all school environment: Target ongoing Semester 2.	<ul style="list-style-type: none">• \$10000 PODD PD• \$1500 PODDs• \$6000 Board Maker online licences• \$3000 TRS• \$2500 AAC PD	Leadership Team Communication Coordinators Teachers / Aides SLP Therapist Outside Agency – Two Way Street
Build staff capabilities through targeted professional learning sessions linked to the functional use of Augmentative and Alternative Communication, Aided language displays and communicative technology.	<ul style="list-style-type: none">• Identify staff AAC learning priorities via survey (FORMS): Target: By end of term 1.• Provide collegial engagement opportunities for all staff to engage in AAC professional learnings: Target 2 AAC super sessions Term 1 & 2 / Schedule professional learning in Teacher and Teacher Aide meetings (identified in School Professional Learning Plan).• Seek feedback (via survey using FORMS) and review Semester 1 AAC professional learning from staff: Target By end of Term 1 & 2.• Communication Coordinators to liaise with HOD C to provide coaching and modelling of using AAC in targeted curriculum sessions, during play times and out in the community: Target ongoing Semester 1.• Leadership team and Communication Coordinators to facilitate the establishment of a Communication PLC with interested staff to focus on building staff capability using AAC: Target by Term 2 (including protocols such as clear meeting schedule and meeting minutes).	<ul style="list-style-type: none">• Provide collegial engagement opportunities for all staff to engage in AAC professional learnings: Target 2 AAC super sessions Term 3 & 4 / Schedule professional learning in Teacher and Teacher Aide meetings (identified in School Professional Learning Plan).• Communication Coordinators to liaise with HOD C to provide coaching and modelling of using AAC in targeted curriculum sessions, during play times and out in the community: Target ongoing Semester 2.• Seek feedback and review Semester 1 AAC professional learning from staff: Target By end of Term 3 & 4.• Communication PLC established and reflecting on current school process, identifying and supporting next steps in building AAC staff competency across all schools: Target ongoing Term 3 & 4.	<ul style="list-style-type: none">• \$1500 Super Session PD• \$2500 AAC PD• \$3000 TRS	Leadership Team Teachers / Aides SLP Therapist
Enhance staff capabilities to implement communication aligned assessment and data analysis to develop individualised communication and curriculum goals for students.	<ul style="list-style-type: none">• Staff access Roadmap of Communicative Competence training (modelling and coaching): Target Term 1.• Engage Regional SLP to build capability of all teaching staff with using the Communication Matrix: Target 100% of teaching staff term 1.• Collect and upload data for all identified students requiring CM (31% of students) & ROCC (59% of students): Target Term 1 2023.• Build staff data literacy capabilities – use CM & ROCC data to inform practice, identify ICP levels (include as ICP evidence) and establish individual student communication goals: Target 100 % by end of Term 1 (31% CM / 59% ROCC).	<ul style="list-style-type: none">• Staff access Roadmap of Communicative Competence training (online): Target Term 3.• Build staff data literacy capabilities – uses CM & ROCC data to inform practice, identify ICP levels (include as ICP evidence) and establish individual student communication goals: Target 100 % by mid Term 3 (31% CM / 59% ROCC)• Review and update data for all identified students requiring CM (31% of students) & ROCC (59% of students): Target Term 4 2023 in preparation for 2024.	<ul style="list-style-type: none">• \$11000 ROCC consultation	Leadership Team Teachers SLP Therapists Outside Agency – Two Way Street
			Total: \$41000	

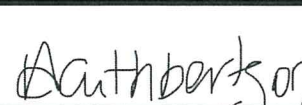
Priority 2: Know the content and how to teach it - The 'Rosella Way'. The what and how we teach at Rosella Park School.

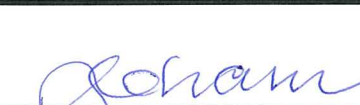
Strategy: Collaboratively develop and implement Rosella Park School's whole school approach to pedagogy

Actions	Timeline – Checkpoints and Targets		I4S Priority Funding	Responsible Officer/s
	Semester 1	Semester 2		
Review, renew and enact a whole school approach to pedagogy based on evidence-based research to identify our "Rosella Way" whole school approach to pedagogy which engages, challenges and extends all students in their learning.	<ul style="list-style-type: none">• Leadership and Pedagogy Team to unpack and review the "Rosella Way" Pedagogical framework with staff: Target ongoing during Term 1 during targeted staff meetings.• Leadership team and Pedagogy team liaise with outside agency to plan professional engagement and learning with staff in Phase 1 & 2 of IMPACT program: Initiating a whole school approach to Pedagogy / Practice & Apply: Target ongoing across Term 1 & 2 during targeted staff meetings.• Engage staff in a cycle of inquiry to identify, review and reflect current high impact teaching strategies and approaches used at Rosella Park School: Target Ongoing Term 1 & 2.	<ul style="list-style-type: none">• Leadership team and Pedagogy team liaise with outside agency to plan professional engagement and learning with staff in Phase 3 & 4 of IMPACT program: Connect & Transform: Target ongoing across Term 1 & 2 during targeted staff meetings.• Engage staff in a cycle of inquiry to identify, review and reflect current high impact teaching strategies and approaches used at Rosella Park School: Target Ongoing Term 3 & 4.• Draft Rosella Park Whole School Approach to Pedagogy framework: Target Term 4.	<ul style="list-style-type: none">• \$5500 Staff PD• \$3000 TRS	Leadership Team Teachers / Aides Outside Agency - Sentis
Build a school culture of professional trust and respect by providing meaningful collegial engagement opportunities for teaching staff.	<ul style="list-style-type: none">• Develop and enact Whole School Collegial Engagement Framework: Target by end of Term 1.• Align leadership members with cohorts as their nominated officer for support (rotate termly): Target 100%.• Engage in round 2 rounds of School Selected collegial engagement (see WS CEF): Target by end of Term 1 & 2 for 100% teaching staff.• Seek formal feedback from teaching staff post completion of collegial engagement rounds. Use shared information to review processes: Target 100% teaching staff.	<ul style="list-style-type: none">• Align leadership members with cohorts as their nominated officer for support (rotate termly): Target 100%.• Engage in round 2 rounds of Staff Selected collegial engagement (see WS CEF): Target by end of Term 3 & 4 for 100% teaching staff.• Seek formal feedback from teaching staff post completion of collegial engagement rounds. Use shared information to review processes: Target 100% teaching staff.	<ul style="list-style-type: none">• \$2500 TRS• \$3000 TRS	Leadership Team Teachers
Embed schoolwide processes that build staff data literacy capabilities aligned to focus on improving student outcomes.	<ul style="list-style-type: none">• Review, refine and consolidate Rosella Park School Data Plan with teaching staff to align with strategic schoolwide plans that have a clear focus on improving outcomes for all students: Target end of Term 2.• Build staff capability to enable staff to develop their data literacy through evidence-based research, professional readings and collegial engagement: Target ongoing Term 1 & 2.• Leadership and cohort leaders to monitor student progress for any students who fall into 2 or more vulnerability categories (ATSIS, OOHC & NCCD) and are not achieving "C" and above: Target ongoing Term 1 & 2.• Engage all teaching staff in planning and moderation processes with HOD C across identified junctions in the semester: Target week 3,6 & 9 Term 1 & 2.	<ul style="list-style-type: none">• Build staff capability to enable staff to develop their data literacy through evidence-based research, professional readings and collegial engagement: Target ongoing Term 1 & 2.• Engage all teaching staff in planning and moderation processes with HOD C across identified junctions in the semester: Target week 3,6 & 9 Term 1 & 2.• Leadership and cohort leaders to monitor student progress for any students who fall into 2 or more vulnerability categories (ATSIS, OOHC & NCCD) and are not achieving "C" and above: Target ongoing Term 3 & 4.• Final review of 2023 School Data plan and seek staff feedback to update and review Wholes School Data Plan for 2024: Target by end of term 4.	<ul style="list-style-type: none">• \$1000 TRS	Leadership Team Teachers / Aides
			Total: \$15000	




Geoff Miller
Principal


Michelle Cuthbertson
P & C President


Trudy Graham
Assistant Regional Director



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