

Investing for Success

**Under this agreement for 2016
Rosella Park School will receive**

\$42,520*

This funding will be used to

- Increase the level of communication and literacy outcomes for each student based on data provided in each student's Individual Curriculum Plan.
- Enhance teacher and other staff capability through coaching, mentoring, and professional learning activities.

Our initiatives include

- Increase teacher's repertoire of skills to implement effective literacy programs in their classrooms by engaging Jane Farrall, Australian expert in Four Blocks implementation, to conduct professional development and consultancy in classrooms.
- Ensure individual student communication systems are being used effectively by providing staff training on specific communication systems such as Proloquo2go and PODD.
- Engage a Speech Language Pathologist (SLP) for one day a week to provide professional learning, coaching and modelling to improve pedagogy.
- Provide resources to support the delivery of Four Blocks Literacy.
- Introduce a Lead Teacher role.
- Further implement feedback and coaching processes for teachers including classroom observations and engagement in professional development in the areas of communication and literacy.

Evidence:

- Erikson, K. and Koppenhaver, D. Children with disabilities: Reading and Writing the Four Blocks Way, 2007 text.
- Sharratt, L and Fullan, M, Putting Faces on the Data. What Great Leaders Do! 2012 text.
- Showers, Beverly & Joyce, Bruce 1982, 'The Coaching of Teaching', Educational Leadership vol.40, no.1, pp4-8,10;
- Jensen, B & Reichl, J 2012, Implementing a performance and development framework, Grattan Institute, Independent submission. The Grattan Institute independently prepared this report and was not commissioned by AITSL

Our school will improve student outcomes by

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| • Engaging a Literacy Specialist to enhance literacy teaching and assessment practices using the Four Blocks Literacy framework. | 8000 |
| • Employing a Speech Language Pathologist one day a week for a term to formalise individual communication systems for students | 12,000 |
| • Building teacher capability in literacy, communication and data literacy by providing specific professional development. | 12,000 |
| • Purchasing additional specialised learning tools and resources in literacy, to support the implementation, teaching, assessment and reporting of communication, literacy | 10,520 |



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