

# Rosella Park School Annual Implementation Plan 2021

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.



**Provide opportunities for professional development and feedback to support staff understanding and self-reflection. Continue to facilitate Intentional Collaboration to support improved student outcomes**

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Implement short, targeted professional development sessions (Super Sessions) for 15 minutes once a week. Topics will be linked to school priorities and staff need. All sessions to be recorded and stored on G drive.</li> </ul>	<ul style="list-style-type: none"> <li>Staff confidence in school priorities increased – evidenced by staff surveys</li> <li>50% staff attendance at optional session</li> <li>100% teacher engagement in the CCC.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>DP</li> <li>HOC</li> <li>Key staff across the school</li> <li>Principal</li> <li>DP</li> <li>HOC</li> </ul>
<ul style="list-style-type: none"> <li>Implement a Collaborative Conversation Cycle across the school                             <ul style="list-style-type: none"> <li>Week 1 – Data based Conversation with LT</li> <li>Week 2 – Case Management</li> <li>Week 3 – Professional learning</li> </ul> </li> <li>Ongoing professional learning for all staff in the areas of Australian Curriculum, Balanced Literacy and AAC –                             <ul style="list-style-type: none"> <li>Q and A board</li> <li>Hands on/practice sessions</li> <li>WOW, feedback and coaching using templates from the Capability Framework</li> <li>Tips and facts in Ramblings</li> <li>Modelled lessons</li> <li>Purchase site licences of online courses (AAC/Balanced Literacy)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Staff survey – APPD Process</li> </ul>	<ul style="list-style-type: none"> <li>Survey Term 1 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>DP</li> <li>HOC</li> </ul>

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

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Increase consistency of practice by identifying, through chain of evidence documentation, what the expected pedagogy application should look like in every classroom.</li> <li>Use Investing for Success money to employ Jane Farrell - 4 days of consultancy per year, modelling practice, gathering video/data and providing feedback.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching staff provide feedback and endorse documentation as the Rosella way in implementing the balanced literacy approach.</li> <li>Modelled practice in classrooms.</li> <li>Written feedback to teachers where required.</li> <li>Improved literacy outcomes evident in student data.</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1</li> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>DP</li> <li>HOC</li> <li>Principal</li> <li>DP</li> <li>HOC</li> </ul>

Continue to expand Learning walks and talks to involve staff.	Learning walks and talks to be conducted at a minimum of 2 times per week. Leadership and classroom staff to be involved.	Ongoing	Principal DP HOC
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**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
Training and support for staff to utilise the Roadmap of Communicative Competence (ROCC), using Commonwealth Bank Grant funding to purchase TRS and Online Training module.	All staff to have completed the Roadmap of communicative competence (ROCC) for every student that has complex communication needs. Goal setting for each student with CCN to be displayed in each classroom	Once per semester	Principal HOC
Parent sessions conducted to upskill parents and improve confidence to support communication in the home environment	Workshops offered to all parents. Implement the EXPAND program targeting parents of AAC users.	Each term Term 2	Principal SLP HOC

**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
Use chain of evidence documentation to provide further clarity for all teachers about the 'what' and 'how' look like with implementing the Australian Curriculum with fidelity.	Seek feedback and agreement from 100% of teachers on chain of evidence document.	Semester 1	Principal DP HOC
Engage regional Principal Advisor – Teaching and Learning to assist in quality assuring curriculum processes, collaboratively identifying problems of practice related to Australian Curriculum implementation, and subsequent support for teachers.	Inquiry cycle model implemented and documented to ensure problems of practice are highlighted and actions identified in a systematic way.	Terms 1-3	Principal HOC PA-T&L
Purposeful planning sessions with staff, embedding the understanding of an effective T&L cycle – 14S. Engage regional support to facilitate planning sessions.	Written feedback provided to each teacher upon completion of each unit plan/CP	Ongoing	HOC PA-T&L HOC
First 4 weeks of each semester designated as a data collection period, where staff are supported to use identified diagnostic assessments to gather evidence that should further support CP and unit planning decision making.	100% of students have diagnostic data collected as per assessment schedule.	Term 1 and Term 3	HOC
Leadership Team 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) Collaborative Conversation Cycle is undertaken and aligned with the Teaching and Learning cycle.	Ongoing	Principal DP HOC
Focus on 'assessment of learning', including monitoring tasks throughout the semester.	100% of teachers document and implement an assessment schedule	Each semester	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 mainstream school	Term 3	HOC Regional staff

**Endorsement**

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

Geoff Miller  
Principal



Michelle Dennis  
P & C President



Garry Goltz  
Assistant Regional Director

