

# Rosella Park School - Annual Implementation Plan 2022

## Priority 1: Know students and how they learn - Functional Communication every student having a voice Strategy: Build staff capabilities to embed the use of Augmentative and Alternative Communication as a tool to access curriculum.

Actions	Timeline - Checkpoints			Responsible Officer/s
	3 Month	6 Month	9 Month	
Embed consistent practices that develops and sustains a functional communication culture across the school community to provide all students access to the curriculum.	<ul style="list-style-type: none"> <li>All staff have a PODD (dressed for duty)</li> <li>All students requiring AAC have access to a device.</li> <li>All new staff engaging in Watching others Work using AAC during English.</li> <li>Identify AAC coaches (teachers / aides) and provide PD to upskill.</li> <li>60% of classes using AAC for English functionality.</li> </ul>	<ul style="list-style-type: none"> <li>AAC coaches planning, modelling, observing and giving feedback using AAC during English: 30% of interested staff</li> <li>70% of classes using AAC for English functionality.</li> <li>Semester 1 LOA data: 40% of students on HIC/ICP and accessing AAC received "c" or above in English.</li> </ul>	<ul style="list-style-type: none"> <li>AAC coaches planning, modelling, observing and giving feedback using AAC during English: 90% of interested staff</li> <li>80% of classes using AAC for English functionality.</li> <li>Semester 2 LOA data: 50% of students on HIC/ICP and accessing AAC received "c" or above in English.</li> </ul>	Leadership Team Teachers / Aides SLP Therapist
Implement short, targeted professional development sessions (Super Sessions) for 15 minutes linked to school priorities and staff needs relating to Augmentative and Alternative Communication, Aided language displays and communicative technology.	<ul style="list-style-type: none"> <li>Identify AAC professional learning priorities – staff input to identify learning needs</li> <li>1 X AAC super session planned and offered to interested staff</li> <li>All staff "own" a PODD.</li> </ul>	<ul style="list-style-type: none"> <li>Review / feedback from first AAC super session</li> <li>2 X AAC super sessions planned and offered to interested staff.</li> <li>Increased confidence using AAC within classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Review / feedback from previous AAC super session</li> <li>1 X AAC super sessions planned and offered to interested staff.</li> <li>6 AAC super sessions offered across the year</li> <li>Staff engaging with students using AAC.</li> </ul>	Leadership Team Teachers / Aides SLP Therapist
Training and support for staff to utilise the Roadmap of Communicative Competence (ROCC) to develop individualised communication goals for students.	<ul style="list-style-type: none"> <li>Professional learning for Leadership team regarding the ROCC program.</li> <li>Update 2021 ROCC data for existing students.</li> </ul>	<ul style="list-style-type: none"> <li>Add new identified students needing ROCC.</li> <li>ROCC team on site: Review data and set student communication goals with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>ROCC onsite: Review student goals (continue current goal or develop new goal).</li> <li>ROCC coaching support.</li> </ul>	Leadership Team Teachers / Aides SLP Therapist ROCC Team
Provide professional learning opportunities for parents to upskill, improve and consolidate confidence and skill set to support AAC at home.	<ul style="list-style-type: none"> <li>Planning and development for parent PD sessions in place.</li> <li>Explore the EXPAND program for parents.</li> </ul>	<ul style="list-style-type: none"> <li>Parent sessions (multiple times / same content) offered and conducted by end of term 2</li> <li>Share EXPAND program with parents</li> </ul>	<ul style="list-style-type: none"> <li>Review of 1<sup>st</sup> round of parent PD</li> <li>Planning and development for next parent PD sessions in place.</li> <li>Provide offers for parents to engage with EXPAND program</li> </ul>	Leadership Team Teachers / Aides SLP Therapists ROCC Team Parents / Carers

## 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 review and refine Rosella Park School's whole school approach to pedagogy

Actions	Timeline - Checkpoints			Responsible Officer/s
	3 Month	6 Month	9 Month	
Provide opportunities for intentional collaboration between staff to review evidence-based research to identify our whole school approach to pedagogy which engages, challenges and extends all students in their learning.	<ul style="list-style-type: none"> <li>Establish Whole School Pedagogy (WSP) team, members to engage in Phase 1 of IMPACT program: Initiating a whole school approach to Pedagogy – Inspire and Model.</li> <li>Develop link with Regional Support: HOD early Years CQR to unpack age appropriate pedagogy.</li> <li>Engage staff in an inquiry cycle to Scan and Access current pedagogical approach and high impact teaching strategies (HITS).</li> </ul>	<ul style="list-style-type: none"> <li>Members to participate in Phase 2 of IMPACT program: Practice &amp; Apply – Using data to inform.</li> <li>Develop staff understanding of AAP in the classrooms at Rosella Park School.</li> <li>Reflect on current practices at Rosella Park School, and develop checklist of key identifiers that should be seen in all classrooms that align with AAPs.</li> <li>Engage staff in an inquiry cycle to Prioritize (problem of practice) our current and new pedagogies and HITS.</li> </ul>	<ul style="list-style-type: none"> <li>Members to participate in Phase 3 of IMPACT program: Connect &amp; Transform – Pedagogical Coaching.</li> <li>Implement AAPs across all cohorts.</li> <li>Classroom walk throughs looking for key indicators of AAP.</li> <li>Engage all staff in an inquiry cycle to Develop and Plan an actionable initiative to design whole school approach to pedagogy and HITS (ongoing monitoring and review).</li> </ul>	Leadership Team Teachers / Aides Outside Agency
Build staff capability to embed the 'Rosella Way' by providing a differentiated range of professional learnings that supports high impact classroom-based learning (such as modelling, mentoring, observation, coaching and feedback cycles) to ensure teachers have a shared understanding of the agreed approaches.	<ul style="list-style-type: none"> <li>Review, refine observation / feedback processes currently used at Rosella Park School.</li> <li>Intentionally collaborate with like schools to redesign / develop observation and feedback culture within the school.</li> <li>Identify coaches (teachers / aides) and provide PD to upskill.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches planning, modelling, observing and giving feedback using identified Pedagogies and HITS: 30% of interested staff.</li> <li>Develop an observation feedback template to give staff written feedback aligned to HITS / Pedagogical approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches planning, modelling, observing and giving feedback using identified Pedagogies and HITS: 60% of interested staff.</li> <li>Share and embed observation and feedback approach across all cohorts.</li> <li>Conduct 1. round of observation and feedback with teachers open to volunteering.</li> </ul>	Leadership Team Teachers / Aides
Collaboratively review and refine our whole school data plan that identifies what data will be collected, when it is collected, who will collect it and how it will be used.	<ul style="list-style-type: none"> <li>Review current Rosella Park School Data Plan by providing opportunities for intentional collaboration amongst staff to unpack current draft document and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Build staff capability to enable staff to develop their data literacy through evidence-based research and professional readings.</li> <li>Refine and condense School Data Plan based on feedback provided by staff.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are making evidenced based decisions using relevant Rosella Park School Data</li> <li>Whole school data plan published and shared with school staff and community.</li> <li>Artifacts on display throughout school</li> </ul>	Leadership Team Teachers / Aides

### 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