

Investing for Success

Under this agreement for 2019
Ipswich Special School will receive

\$74,795*

This funding will be used to

Address our school's explicit improvement agenda foci- implementing a formal coaching and feedback system; developing staff use of pedagogies including AAC and the Balanced Literacy approach, and using data to inform teaching and learning by:

Target	Measures
<ul style="list-style-type: none"> Increasing achievements for all students by continuing to develop teacher and teacher aide knowledge of Augmentative and Alternative Communication Systems (AAC) and Balanced Literacy; 	<ul style="list-style-type: none"> All students have identified communication systems and preferred pencils in their profiles and these are acknowledged in planning docs; High staff satisfaction that they are trained in the communication systems used by students in their class; Improved writing achievements for all students indicated on data instruments.
<ul style="list-style-type: none"> Increasing student engagement with the curriculum in a variety of settings; 	<ul style="list-style-type: none"> Increase in communicative attempts; Improved behaviour reports;
<ul style="list-style-type: none"> Increasing staff engagement in coaching opportunities; 	<ul style="list-style-type: none"> High staff satisfaction that they are receiving appropriate feedback about their use of pedagogies Data shows improved student outcomes Learning walks show evidence of student and staff engagement in pedagogies.
<ul style="list-style-type: none"> Increasing student access to Senior School resources that align to their curriculum plan data (informed by student QCIA curriculum Plans). 	<p>All Senior Secondary students</p> <ul style="list-style-type: none"> Have a PATH plan that highlight their communication systems; Access off campus skill development.

Our initiatives include

- Continuing to purchase additional Speech Language Pathologist to increase the use of AAC systems throughout the school
- Purchasing communication resources recommended by Speech Language Pathologists to support students' access to their curriculum content
- Purchasing additional coaching and teacher time, teacher aide time and resources necessary to train staff and implement coaching programs focussed on Balanced Literacy pedagogies, particularly improving student outcomes with writing
- Providing training for staff that enables them to support students across settings

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- Providing training for staff in coaching programs to support the giving and receiving of feedback to improve the delivery of programmes for students
- Joining professional networks that support teaching and learning and senior student pathways

The specific strategies are underpinned by the evidence based strategies referred to in:

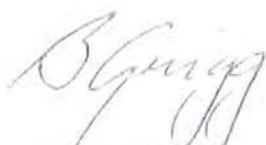
- Sharratt, L and Fullan, M 2012 *Putting FACES on the data: What great leaders do!* Corwin, Thousand Oaks, CA.
- Erikson, K and Koppenhaver, D., 2007 *Children with disabilities. Reading and Writing the 4 Blocks Way.*
- Harding, C., Lindsay, G., O'Brien, A., Dipper, L, & Wright, J. (2011). *Implementing AAC with children with profound and multiple learning disabilities: a study in rationale underpinning intervention.* Journal of Research in Special Educational Needs, 11, 2, 120-129.
- Hattie, J., (2012) *Visible Learning for Teachers Maximising Impact on Learning*, Rutledge.
- Australian Institute for Teaching and School Leadership (2017) *Lead and Develop: Develop Others: Classroom Observations* <https://www.aitsl.edu.au/lead-develop/develop-others/classroom-observation>
- Australian Institute for Teaching and School Leadership (2017) *Lead and Develop: Develop Others: Coach Others* <https://www.aitsl.edu.au/lead-develop/develop-others/coach-others>

Our school will improve student outcomes by

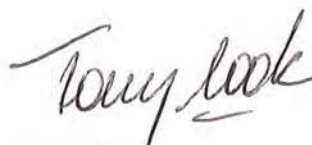
Instruction: Use this space to list the actions and costs associated with your initiative/s.

- State the actions that will deliver your initiative/s.
- Identify the expected costs of human and physical resources.

Actions	Costs
Provide coaching support to teachers and teacher aides to further embed the use of AAC systems and Balanced Literacy approaches to teaching writing.	\$15000
Purchase AAC resources including PODDs and Proloquo2Go and PODD apps to ensure all students have a voice.	\$4000
Provide TRS to allow teachers to engage in planning, collaborative data inquiry, classroom visits and professional conversations.	\$7000
Membership of professional organisations such as SECC to access PD and professional networks.	\$2000
Purchase additional Speech Language Pathologist time to support student access to AAC and swallowing assessments.	\$13000
Purchase resources to support students who require alternative access to the curriculum.	\$21795
Purchase additional teacher aid support for data management and classroom support.	\$12000



Bruce Grigg
Principal
Ipswich Special School



Tony Cook
Director-General
Department of Education

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