

Investing for Success

Under this agreement for 2022

Ipswich Special School will receive

\$72,093*

This funding will be used to

Facilitate improvements across the year aligned to the priorities of *Creative Teaching and Learning, Curriculum, and Measuring Progress*. This is planned for the following measures affiliated with the strategies in the 2022 Annual Implementation Plan to be implemented:

- All students in the school improving their literacy skills and having access to differentiated teaching of literacy using the Comprehensive Literacy Pedagogy. Teachers being supported to develop skills in using Alternative and Augmentative Communication (AAC) for their range of student needs. ROCC mentors will also be trained to support the collection of data to help set student communication goals and replace essential AAC equipment to support students to access technology.
- Investigate, source or create the most relevant and useful numeracy diagnostic tools to provide the best information and data needed to make accurate judgements for the next steps in numeracy learning for each student. will explore different numeracy-specific and generalised learning environment-based pedagogies
- Extend opportunities in Vocational Education and Training (VET) for senior students by offering nationally accredited certificate courses across areas determined in individual student PATH planning process.

Our initiatives include

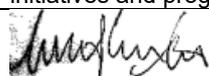
- Developing teacher AAC pedagogy through access to an external coach and set rigorous and relevant data informed goals for students, using the Roadmap of Communicative Competence (ROCC) data tool
- Supporting students with complex communication and physical needs to access assistive technology for communication
- Researching through the Numeracy committee to trial different numeracy pedagogies and diagnostic tools across all parts of the school to compare and tailor to Ipswich Special School context
- Re-register with Special Education Training Alliance (SETA), provide Certificate IV in Training and Assessment for teachers in Senior Secondary to provide inter-school Certificate 1 courses between local Special Schools.
- Development of a new signature pedagogy, Forest School, to promote student wellbeing, development and self-motivation whilst imbedding the cross-curricular priority of Sustainability within other curriculum areas

The evidence-base that supports our initiatives include:

- 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.
- K Erickson, K. & Koppenhaver, D. (2019). *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write*.
- *The Roadmap of Communicative Competence (ROCC) FAQ: What is the evidence base behind the development of the ROCC?* <https://www.roccassessment.com.au/2020/11/03/how-the-rocc-was-developed-what-references-or-other-materials-were-used-in-the-development-of-the-rocc/>
- Barrable, A., Arvanitis, A. Flourishing in the forest: looking at Forest School through a self-determination theory lens. Journal of Outdoor and Environmental Education 22, 39–55 (2019). <https://doi.org/10.1007/s42322-018-0018-5>
- Centre on PBIS (2020). References for the Evidence Base of PBIS. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.

Our school will improve student outcomes by

Actions	Cost
Purchasing the ROCC data tool 8 teachers and 2 Teacher aides trained, and school Speech Language Pathologist, including TRS for staff release. <ul style="list-style-type: none"> • 2 teachers in each sector as mentors to others • 2 TAs to support with data entry 	\$12 093
Amanda Hartmann – External AAC Coach, 1 x Semester including twilights <ul style="list-style-type: none"> • Supporting teaching AAC pedagogy through coaching staff 	\$ 3 000
Purchasing AAC and alternative access technology resources from therapist recommendations to support students who require assistive technology to access the curriculum	\$ 8 000
Purchase of Jane Farrall online Introduction to Comprehensive Literacy Online Course for all staff to ensure access for teachers and teacher aides to build staff capacity in teaching Literacy. Provide associated resources aligned to Comprehensive Literacy at ISS	\$10 000
Establishing the Forest School pedagogy by meeting registration compliance, staff training and resources sought	\$ 5 000
Trial and develop skills in numeracy pedagogy and diagnostic tools specific to students' learning needs	\$10 000
Teachers to be given opportunity to gain appropriate accreditation to teach VET courses. Training and release	\$20 000
SECC Membership- maintain membership of the Special Education Curriculum Cluster and provide access to initiatives and programs designed to support students accessing the Australian Curriculum.	\$ 4 000



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**Queensland
Government**