

Investing for Success

Under this agreement for 2020 Ipswich State Special School will receive

\$71,987*

This funding will be used to

- Build capability of our whole school through leadership and coaching initiatives focused on pedagogies essential for our diverse student cohort and developing our learning culture
- Continue to support student learning through building student's access to rigorous and robust curriculum and resources that are accessible for all learners
- Purchase memberships to professional associations to enable access to professional learning and collaborating with the wider Special Education community.

Our initiatives include

- Implementing the 8 learning areas from the Australian Curriculum through introducing Languages: Auslan and purchasing resources for all students to access the curriculum, aligned to the expectations in the P-12 Curriculum, Assessment and Reporting Framework.
- Implementing our Coaching and Feedback and Pedagogical frameworks based on Explicit Teaching and the Impact Cycle Coaching model.
- Developing student's writing and communication skills to develop their capabilities to say what they want, when they want, to whomever they want.
- Building leadership and strategic planning capabilities across the school to use evidence based strategies and engender team culture.

Our initiatives are underpinned by evidence based strategies and research detailed in the following:

- Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin Press.
- Hughes, C., Morris, J., Therrien, W., & Benson, S. (2017). *Explicit Instruction: Historical and Contemporary Contexts*. *Learning disabilities: research and practice*, 32(3), 140–148.
- 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*.
- Dalton, J. (2010-2019). *Learning Talk Book Series: Building understanding, culture, capabilities, inquiry and important conversations*. Hands on Educational Consultancy, Australia.



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Our school will improve student outcomes by

Actions:	Costs:
Employing an external Alternative and Augmentative Communication (AAC) coach, Amanda Hartmann, to work with teachers and the leadership team to develop the pedagogies of using AAC with diverse students	\$15 000
Purchasing resources that increase student's access to AAC including alternative access Pragmatic Organised Dynamic Displays (PODDs), SimPODD subscription, Voice output and switches, and other communication resources	\$10 000
Employing an executive coach to work with the leadership team and whole school to develop strategic skills and team work culture.	\$15 000
Teacher release to engage in coaching sessions align to our school's signature pedagogies	\$8 000
Developing school coaching culture by increasing staff training in Jim Knight's Impact Cycle	\$5 000
Introducing a Teacher Aide coach in the areas of Positive Behaviour for Learning and AAC, releasing key teacher aides to support work with a range of students	\$5 000
Purchasing resources to support all students to write using conventional and alternative pencils	\$5 337
Implementing Australian Curriculum: Languages: Auslan as our 8 th and final learning area by working collaboratively with the Deaf community and employing a qualified Teacher of Auslan, as well as purchasing resources to support student access to the curriculum	\$7 000
Purchasing school membership to professional organisations to provide access to quality, evidence based Professional Learning and collaboration for staff	\$1650



Robert McDowall
Principal
Ipswich State Special School



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