



Pine Rivers Special School

Annual Implementation Plan 2019



School Improvement Priorities 2019

Curriculum:

- To use evidence-based practices for the teaching of students with complex learning needs,
- To gather, analyse and use student achievement data to inform decision making.

Actions:	Targets	Responsibility	Progress Reflection
Staff will implement the Australian Curriculum (English & Maths) with fidelity across all classrooms.	<ul style="list-style-type: none"> By September, all teachers will be implementing with confidence the Australian Curriculum (English & Maths). 	Principal, DPs, HoT&Ls & HOCs	By the end of Semester 1, all teachers will be familiar with the requirements of the Aust Curriculum (English & Maths) and be using these for planning
Teachers will gather standardised data sets around Literacy in collaboration with the Head of Curriculum and use this to inform planning.	<ul style="list-style-type: none"> By the end of term 1, all teachers will have established base-line data in all aspects of Literacy for each of the students in their class and be using this to inform planning. 	HOC & Literacy Coaches	Within 6 months, student achievement data (Literacy) will have been gathered, collated and displayed on data walls.
Continue engagement with the action research project (MMM Maths) to inform the teaching of Maths across the school.	<ul style="list-style-type: none"> All teachers will adopt a multi-sensory, hands-on, multi-representational approach to the teaching of Maths. 	Principal	Within 3 months, staff will be trained in and be using a multi-sensory approach to the teaching of maths.
The Maths KLA of the Australian Curriculum will be interrogated with staff and be supported in their planning of what to teach in Maths.	<ul style="list-style-type: none"> All teachers will demonstrate a solid understanding of the Maths Curriculum and will teach all aspects of maths. 	Lead teachers of Triple M Maths PLC	

Communication:

- To develop the functional Communication skills of every student,
- To use Visual Symbols and AAC devices to support Communication Training.

Actions:	Targets	Responsibility	Progress Reflection
Continue to engage with nationally-recognised leaders within the field of AAC and Communication Training for students with complex communication needs.	<ul style="list-style-type: none"> 	Principal & Leadership Team	The Communication PLC (Professional Learning Community) will continue to drive the Communication agenda.
Utilise classroom teachers to support colleagues with the implementation of AAC strategies within their classrooms.	<ul style="list-style-type: none"> By the end of semester 1, all teachers will be implementing both low and high-tech strategies to support students with complex communication needs in their classrooms. 	Communication PLC	All staff will have had the opportunity to engage in PD around Communication. All teachers will be equipped with an ipad with proloquo.
Allocate additional resource to the development of Visuals for each classroom, including Aided Language Displays and PODDs for individual students.	<ul style="list-style-type: none"> Classrooms will have Posters, Visual Supports and PODD Books to support the use of AAC in the classroom. 	Resource Aide	Within 6 months, classrooms of exemplary practice in communication will have been established and teachers will be modelling effective communication strategies.
SLP and Communication Coaches will provide support to staff implementing AAC strategies	<ul style="list-style-type: none"> Every teacher will meet with the Communication Coach and have strategies in place to support communication training in the classroom. 	Classroom teachers & Coaches	



Capability:

- To support students in the development of Positive Behaviours for Learning,
- To support staff in the development of their capability to work effectively with students with complex learning needs.

Actions:	Targets	Responsibility	Progress Reflection
Engage with regional PBL project to ensure that school processes are in alignment with PBL processes and expectations.	<ul style="list-style-type: none"> • Essential Skills for Classroom Management will be implemented as part of Universal PBL Training in every classroom. • Tier 1 PBL processes will be implemented with fidelity across the whole school. 	DP & PBL Coaches	<p>Within 3 months, all classroom teachers will be using Tier 1 strategies consistently.</p> <p>Tier 2 and 3 students will be identified & referred to Student Support Team.</p>
Utilise PBL Coaches within the school to support teachers with Tier 1 teaching, Tier 2 focused teaching and Tier 3 interventions.	<ul style="list-style-type: none"> • Classroom Profiling will be used to support teachers with identified Tier 2 students. • Functional Behaviour Analysis and Complex Case Management meetings will be standard practice for Tier 3 students. 	DP, PBL Coaches & Guidance Officer	<p>PBL coaches will be supporting teachers with Essential Skills, Classroom Profiling & Functional Behaviour Analyses.</p> <p>Within 6 months, all tier 3 students will have a Positive Behaviour support plan.</p>
Maintain a focus upon Evidence-Based Practices, with particular attention to ASoT, TEACCH, Autism Competency Framework, etc.	<ul style="list-style-type: none"> • All staff will be trained in Team Teach strategies. Teachers of children with complex behavioural needs will receive 1-on-1 support. 	Principal, DPs, Head of Student Services & Behaviour Coaches.	Sensory needs that impact upon behaviour of students will be being addressed.

Community:


- To build a sense of community within and around the school,
- To work with community partners and service providers to support student transitions.

Actions:	Targets	Responsibility	Progress Reflection
Implement Electronic means of communicating with school community	<ul style="list-style-type: none"> • By the end of term 1, the school will have electronic means of communicating established. 	Admin Team	Within 3 months, electronic forms of communication with parents will be being trialled.
Afford time for face-to-face meetings with parents, especially for ICP discussions	<ul style="list-style-type: none"> • By the end of term 1, all parents will have had a face-to-face meeting with class teacher 	All Teachers	All parents will have had a face-to-face meeting with their child's classroom teacher.
Ensure that SETT Plan meetings are scheduled for all parents of students in Years 10, 11 & 12.	<ul style="list-style-type: none"> • All students in Years 11 and 12 will have clearly articulated SETT plans. 	HoT&L, DP & Senior School Teachers	Within 6 months all SET plans for students in Years 11 & 12 will have been reviewed.
Maintain relationships with Early Childhood service providers, including kindergartens, AEIOU and schools	<ul style="list-style-type: none"> • All transitions into and out of the ECDP will be smooth. 	HOSES & ECDP staff	Special School staff will connect formally and informally to support colleagues from local schools.

Endorsement

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


Neil Larter
(Principal)


Julie Glyde
(President, P&C Association)


Chris Leisig
(Assistant Regional Director)



Investing for Success

Under this agreement for 2019 Pine Rivers Special School will receive

\$110,500*

School Priorities 2017 – 2020

Communication:

- To develop the functional communication skills of every student,
- To use visual symbols and AAC devices to support Communication Training.

Curriculum:

- To use evidence-based practices for the teaching of students,
- To gather, analyse and use student achievement data to inform decision making.

Capability:

- To support students to develop Positive Behaviours for Learning,
- To support staff in the development of capability to work effectively with students.

Community:

- To build a sense of Community within and around the school,
- To work with community partners and service providers to support student transitions.

Funding will be used to

Curriculum:

- Purchase appropriate texts and associated support materials to implement of the Australian Curriculum (English)
- Facilitate teacher release for Professional Development (activities such as the Curriculum Roadshow), Collaborative Planning and Moderation activities,
- Participate in QUT Research project on effective pedagogical practices in maths education, using a multi-sensory, multi-representational approach,
- Purchase additional maths manipulatives to ensure access to appropriate materials for every student.

Communication:

- Continue to support the Communication PLC with the development of PODD books and the training of staff with their use (including release of teachers and teacher aides for Professional Development and Training),
- Purchase additional communication software and site licences to develop appropriate low-tech communication tools for classroom use.
- Support teacher use of classroom technologies to enhance teaching and learning.

Capability:

- Continue engagement with the regional PBL Team, and enhance the coaching skills of our PBL coaches through appropriate Professional Development,
- Purchase proprioception and sensory program materials.

Our initiatives include

Targets 2019:

Curriculum:

- By the end of Semester 1, teachers will have a sound understanding of the Australian Curriculum (English & Maths) and will be effectively planning for their implementation of this within each classroom,
- By the end of Term 1, teachers will demonstrate their understanding of a Balanced Literacy Program through focused teaching, informed by the gathering and analysis of accurate assessment data.
- By the end of semester 1, all teachers will be confidently using a Multi-sensory, Multi-representational pedagogy for the teaching of Mathematical concepts,

*Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



Communication:

- All students will be supported in their communication by the use of low and high tech AAC Communication strategies within their classrooms.
- All students will have access to visual symbols and schedules to support their communicative attempts.

Capability:

- Students who exhibit complex and challenging behaviour will be supported through the completion of a Functional Behaviour Assessment, and the implementation of Evidence-based practices that support student engagement in learning.
- Students' sensory processing and proprioception needs will be addressed through the implementation of evidence-based programs.

Our school will improve student outcomes by

Actions to Support Initiatives:	Expected Costs:
Curriculum: English Purchase texts and support materials to commence implementation of the Australian Curriculum (English)	\$ 25,000.00
Curriculum: Literacy Purchase additional PM Readers and support materials to support the focused teaching of Reading and the gathering of achievement data.	\$ 10,000.00
Communication Training: Support staff understanding of effective communication training for students with complex communication needs through PD activities (including modelling). Purchase communication materials (PODD Books, Proloquo, Switching devices, etc.)	\$ 10,000.00 \$ 10,000.00
Curriculum: Improve Maths Pedagogy Engage the services of Dr Bronwyn Ewing (Senior Lecturer in Maths Education, QUT) to lead staff in a Multi-sensory, Multi-representational approach to the teaching of Maths. Purchase maths manipulatives to support the Multi-sensory Multi-representational approach to the teaching of maths.	\$ 15,000.00 \$ 10,000.00
Curriculum Implementation: Age Appropriate Pedagogies Purchase additional, age-appropriate resources to support teachers' implementation of the Curriculum in their classroom teaching	\$ 7,500.00
Capability: PBL / Evidence-Based Practices The school will continue to contribute to the Regional PBL program. All staff will receive refresher course in Team Teach PBL Coaches will support teachers with the implementation of Tier 2 strategies in every classroom and the use of Functional Behaviour Assessment & Positive Behaviour Plans for each of the identified Tier 3 students. Purchase multi-sensory equipment to establish evidence-based motor programs for students with complex learning needs due to autism.	\$ 550.00 \$ 7,500.00 \$ 5,000.00 \$ 10,000.00



Principal
Pine Rivers Special School

Director-General
Department of Education

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Queensland
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