



Mount Isa Special School Annual Implementation Plan 2019



Functional communication for all			
Strategy: <i>Embed a school wide approach to promote functional communication for all students</i>			
Actions	Performance Measures		Responsible Officer
	Target	Date	
Utilise I4S funding to purchase 0.2 FTE Speech Language Pathologist to support staff by: <ul style="list-style-type: none"> Supporting implementation and analysis of the data from the Communication Matrix for all preverbal students to improve functional communication outcomes. Embed individualised communication strategies for all preverbal students within all curriculum areas 	<ul style="list-style-type: none"> 100% of preverbal students to have a completed Communication Matrix All preverbal students have a means to communicate their learnings against the GTMJ for each curriculum area 	<ul style="list-style-type: none"> End of Term 1 Ongoing 2019 	Principal SLP Curriculum Coordinator
Embed school wide practice of Key Word Sign into daily communicative interactions with students by: <ul style="list-style-type: none"> Build staff knowledge and confidence using KWS by accessing professional development aided by SLP Develop site specific KWS display boards for all major learning environments 	<ul style="list-style-type: none"> 100% staff access KWS PD All classrooms using KWS KWS displays accessible in all learning areas 	<ul style="list-style-type: none"> Ongoing 2019 Ongoing 2019 End of term 2 	Principal SLP Curriculum Coordinator
Build staff capacity incorporating PODD's into school and classroom practices by: <ul style="list-style-type: none"> Implement the instructional coaching cycle with SLP to work alongside classroom staff to build their capacity to incorporate real opportunities for all students to engage in communicative partnerships using PODDs Develop PODDs for all learning environments, and set high expectations that all staff model the use of PODD across all learning environments 	<ul style="list-style-type: none"> 100% of teaching staff working alongside SLP in "ICC" All teachers engaged in collaborative observation and feedback process focusing on implementation of PODD 1 PODD book per classroom / 3 PODD books for play time Personalised PODD book for all preverbal students 	<ul style="list-style-type: none"> Ongoing 2019 Ongoing 2019 End of term 1 End of term 2 	Principal SLP Curriculum Coordinator

Curriculum – Highly Individualised Learners			
Strategy: <i>Develop staff capacity to analysis student data, plan and design individual curriculum plans with relevant challenging smart goals for all students</i>			
Actions	Performance Measures		Responsible Officer
	Target	Date	
Engage all teaching staff in an instructional coaching cycle centred on promoting positive student outcomes for all students by: <ul style="list-style-type: none"> Provide opportunities for teachers to "co plan / co teach / co reflect / co assess with Curriculum Coordinator and or principal" 	<ul style="list-style-type: none"> All classroom teachers engaged with knowledgeable other in an "ICC" 	<ul style="list-style-type: none"> Ongoing 2019 	Principal Curriculum Coordinator Teachers
Develop staff capacities writing appropriate smart goals for student individual curriculum plans by: <ul style="list-style-type: none"> Engage teaching staff in learning opportunities to refine and enhance "SMART" goal writing that promotes positive learning outcomes for students Provide feedback and monitoring across planning cycles to ensure consistent smart goals are written for all student ICPs 	<ul style="list-style-type: none"> All teachers engaged in collaborative learning with HOC and Principal in a "Smart Goal PLC" All teachers involved in quality assurance and monitoring meetings scheduled during teacher meetings during each term 	<ul style="list-style-type: none"> Ongoing 2019 	Principal Curriculum Coordinator Teachers
Collect and analyse student data to inform future instruction by: <ul style="list-style-type: none"> Collect early baseline data for all assessment tasks to support learning tasks are aligned to where students are functioning Allocate scheduled time at all teacher meetings to monitor student data, analysis and make informed decisions about "what next" 	<ul style="list-style-type: none"> 100% of students making progress within or above their current ICP level 	<ul style="list-style-type: none"> Ongoing 2019 	Principal Curriculum Coordinator Teachers

Balanced Literacy – 4 Blocks			
Strategy: <i>Develop and implement Balanced Literacy based on the "Four Blocks Literacy Model" to improve literacy outcomes for all students</i>			
Actions	Performance Measures		Responsible Officer
	Target	Date	
Consolidate and embed the implementation of M.I.S.S.'s approach to 4 Blocks Balanced Literacy by: <ul style="list-style-type: none"> Engage all teaching staff in regular 4 Block professional learning communities throughout 2019 – with focus on what is 4 Block model, how we implement it and how we review/reflect on student outcomes 	<ul style="list-style-type: none"> 100% of staff involved developing M.I.S.S.S 4 Blocks model All teaching staff engaged in regular 4 Blocks professional learning (Teachers weekly meetings / Teacher Aides fortnightly meetings) 	<ul style="list-style-type: none"> Semester 1 	Principal Curriculum Coordinator Teachers
Build staff knowledge and capacity to engage students in balanced literacy by: <ul style="list-style-type: none"> Collaborative professional learning by working alongside knowledgeable others (Curriculum Coordinator / Principal); Commit all observation and feedback sessions with teachers to focus on 4 Blocks throughout 2019 Monitor and analyse student data (reading levels / sight words / alphabet knowledge) 	<ul style="list-style-type: none"> All classes incorporating 4 blocks approach in their classrooms; Every class to have 4 Blocks scheduled in their classroom timetables All teaching staff to engage in observation and feedback based on at least 1 aspect of 4 block Literacy each term 75% of students showing improvement across data fields (reading level / sight words / alphabet knowledge) 	<ul style="list-style-type: none"> Ongoing 2019 	Principal Curriculum Coordinator Teachers

'Preparing our students with the knowledge, skills and confidence to participate effectively in our community'

This plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

Principal

P & C President

Assistant Regional Director