



# Mount Isa Special School Annual Implementation Plan 2021



## Priority 1. Multi Modal Communication Approach - Communication for all

**Strategy:** Enhance school wide multi modal communication approach to include Proloquo2go to build function communication tools for all students

ACTIONS	Targets	Timeline	Responsible Staff
Consolidate and build staff expertise, knowledge and understanding of effective multi modal communication approaches that can support all students by <ul style="list-style-type: none"> <li>Unpack and embed the School wide Multi Modal Communication Plan developed in 2020</li> <li>Provide whole school Professional Learning:               <ul style="list-style-type: none"> <li>Proloquo2go</li> <li>Auslan online workshop via ZOOM</li> <li>Pragmatic Organisation Dynamic Display communication books</li> <li>Augmentative &amp; Alternative Communication devices / symbols</li> </ul> </li> <li>Reconnect with families and carers via information sessions and workshops for Parents, carers and community members               <ul style="list-style-type: none"> <li>"Communication Check In" week 4 &amp; 8 of each term for families and carers. Provide informative hands on learning opportunities for families to be exposed to and build their capacity related to different modes of communication their child maybe using</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All staff involved in unpacking MMC plan</li> <li>100% of staff accessing regular professional learnings via staff meetings and after school PD</li> <li>8 parent sessions across the school year</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing 2021</li> <li>Ongoing 2021</li> <li>Weeks 4 &amp; 8 of each term for families and carers.</li> </ul>	Principal Curriculum Coordinator Knowledgeable others (key identified teachers with strength in area of AAC)
Utilise regional funded Speech Language Therapist to support staff capacity building incorporating Proloquo2go into our school wide multi modal communication approaches by: <ul style="list-style-type: none"> <li>Identify and engage selected staff to actively engage in an instructional coaching cycle with SLP to build classroom knowledge and capacity to embed Proloquo2go into daily classroom practice.</li> <li>Staff engaged in instructional coaching cycle with SLP to mentor and build capacity of another staff member using Proloquo2go via in class support (modelling, coaching and planning).</li> </ul>	<ul style="list-style-type: none"> <li>2 teachers identified for instructional coaching cycle</li> <li>2 additional classroom teachers selected to be mentored by peer</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1 2021</li> <li>Semester 2 2021</li> </ul>	Principal SLP Curriculum Coordinator Knowledgeable others (key identified teachers with strength in area of AAC)

## Priority 2. School wide Literacy Approach: Consistent practice across the whole of school

**Strategy:** Develop school wide consistent plan of how we teach literacy (within a Balanced Literacy Framework) at Mount Isa Special School – ensuring all students learning needs are supported.

ACTIONS	Targets	Timeline	Responsible Staff
Develop and embed school wide literacy plan (within a Balanced Literacy Framework) by: <ul style="list-style-type: none"> <li>Review and update current practices aligned to research and current best practice.</li> <li>Collaboratively develop literacy plan in consultation with school community and staff.</li> </ul>	<ul style="list-style-type: none"> <li>School wide Literacy Plan developed and embedded into school practice</li> </ul>	<ul style="list-style-type: none"> <li>Semester 1 2021</li> </ul>	Principal Curriculum Coordinator Teachers School Community
Develop and embed consistent Guided & Shared reading strategies that support positive literacy outcomes for all emergent and conventional learners by: <ul style="list-style-type: none"> <li>Build staff knowledge and capacity developing and implementing guided and shared reading strategies for emergent and conventional readers.</li> <li>Implement consistent school wide emergent reading strategies across all classrooms including ALS boards, PODD, Proloquo2go, and Predictable Chart Writing (PCW) class books.</li> <li>Implement consistent school wide conventional reading strategies across all classrooms including PM readers, Reading Eggs, Library books and chapter books</li> </ul>	<ul style="list-style-type: none"> <li>Identify and implement consistent Guided &amp; Shared reading strategies for all emergent and conventional readers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing 2021</li> </ul>	Principal Curriculum Coordinator Teachers Teacher Aides
Develop and embed consistent Writing strategies that support positive literacy outcomes for all emergent and conventional learners by: <ul style="list-style-type: none"> <li>Build staff knowledge and capacity developing and implementing writing strategies for emergent and conventional readers.</li> <li>Implement consistent school wide emergent writing strategies across all classrooms including fine motor development, exploration of writing, alternate pencils, PCW and individual writing journeys.</li> <li>Implement consistent school wide conventional writing strategies across all classrooms including alternate pencil, PCW, functional and daily writing opportunities, individual writing journeys and colourful semantics.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and implement consistent Writing strategies for all emergent and conventional readers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing 2021</li> </ul>	Principal Curriculum Coordinator Teachers Teacher Aides
Develop and embed consistent Working With Words (WOW) strategies that support positive literacy outcomes for all emergent and conventional learners by: <ul style="list-style-type: none"> <li>Build staff knowledge and capacity developing and implementing working with words strategies for emergent and conventional readers.</li> <li>Implement consistent school wide emergent WOW strategies across all classrooms including letter awareness – Reading Eggs, sight words, Auslan and Alternate and augmentative communication (AAC) programs.</li> <li>Implement consistent school wide conventional WOW strategies across all classrooms including Reading eggs, Reader Writer, sight words and AAC communication.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and implement consistent Working with Words strategies for all emergent and conventional readers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing 2021</li> </ul>	Principal Curriculum Coordinator Teachers Teacher Aides

## Performance Measure

2020 Baseline	2021 Goals
<ol style="list-style-type: none"> <li>70% of non-verbal students do not have a functional means of communicating a YES / NO response</li> <li>15% of staff have knowledge / skill of Proloquo2go</li> <li>2 parent information / communication workshops (due to Covid)</li> <li>1 iPad with Proloquo2go available in school</li> <li>Array of many different practices for emergent and conventional readers used by different classes</li> <li>65% of students are emergent readers &amp; 35% of students are conventional readers</li> <li>Less than 5% improvement within Literacy Continuum &amp; Developmental Writing Scale for emergent readers</li> <li>Less than 15% improvement within Literacy Continuum &amp; Developmental Writing Scale for conventional readers</li> </ol>	<ol style="list-style-type: none"> <li>60% of non-verbal students can functionally communicate a YES / NO response</li> <li>50% of staff participating in capacity building related to Proloquo2go</li> <li>8 Parent / Carers workshops supporting student communication</li> <li>11 iPads with Proloquo2go (7 teacher iPads &amp; 4 student iPads)</li> <li>Consistent school wide plan supporting emergent and conventional readers – including consistent strategies and or programs used by all classes.</li> <li>60% students fall within emergent readers and 40% of students fall within conventional readers</li> <li>15% improvement within the Literacy Continuum &amp; Developmental Writing Scale for emergent readers</li> <li>Greater than 25% improvement within Literacy Continuum &amp; Developmental Writing Scale for conventional readers</li> </ol>

*'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