



# Mackay District Special School

## 2016 Annual Implementation Plan

### Priority 1. Core Priority - Reading and Communication to the Australian curriculum (AC)

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| <b>Strategy:</b> Working with the Special Education Curriculum Cluster (SECC) the team will develop and provide relevant PD and information to staff to ensure an understanding about the 'what' and 'why' of the AC, using General Capabilities for students requiring a highly individualised curriculum.        |                                     |
| <b>Actions</b>   | <b>Responsible Officer(s)</b>       |
| EY teachers focus on 4 Blocks. Mentoring and coaching to take place between EY 2 and Prep teachers. EY teacher to attend 5 day workshop with Jane Farrell.   | Hannah Charlie,<br>Francine Jaunais |
| <b>Strategy:</b> Targeting Extended General Capabilities-Literacy 1b (stage3)-1c (stage 4) learners to enable them to engage in the language of number. Focus is to move these students from using informal behaviours to using conventional behaviour consistently in an increasing range of environments/people. |                                     |
| <b>Actions</b>   | <b>Responsible Officer(s)</b>       |
| All teachers engage with MDSS tracking tool which forms baseline data for student learning<br>Teachers presented with a timeline overview of key learning areas to guide ICPs<br>ASDAN aligned to AC and GILs  | Heather Peens                       |

### Priority 2. Numeracy

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| <b>Strategy:</b> In partnership with SECC, MDSS will embed YuMi Deadly Maths Professional Development Program into practice. Teachers will explicitly deliver real life mathematics to students with significant disabilities.  |   |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>                       |
| Teachers to engage with YuMi using RAMR as a basis for planning EGC Numeracy 1a<br>Continue to rollout YuMi Deadly Maths PD using pilot classes.  | Darleen Harvey,<br>Julie Meinicke,<br>Heather Peens |
| <b>Strategy:</b> Students operating in the EGC Literacy 1b (stage 3) will be moved to Literacy 1c (stage 4) to enable them to engage with EGC Numeracy focussing on the language of mathematics/number.<br>Specifically exploring concepts of counting, adding to and taking away from a collection of objects. |   |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>                       |
| Engage with SECC-PLC YuMi.<br>Attend workshop with Dave Evans and Gail Williams<br>Attend SECC Conference   | Heather Peens                                       |

### Priority 3. Whole-of-school assessment and data collection

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| <b>Strategy:</b> Frequent monitoring of student progress through MDSS's School-wide Data Analysis. Toolkit 1 continues to sets targets to focus attention.<br>GROWTH coaching will be used to monitor through the Action Learning Cycle of Professional Learning conversations for use in Co-Coaching. |                               |
| <b>Actions</b>   | <b>Responsible Officer(s)</b> |
| Implement Data Wise Improvement Process which focuses on data capture, records, literacy, analysis, and action engaging GROWTH coaching conversations with teachers  | Suzanne Proud                 |

#### Priority 4. Consistent classroom pedagogical practices

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| <b>Strategy:</b> Adopt / adapt / develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice. Explicit instruction, RAMR, Intensive Interaction and Four Blocks will be embedded into practice. |                                  |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>    |
| Teachers have professional conversations with peers around elements of explicit instruction specifically checking for understanding and achieving active and successful participation for all students  | Darleen Harvey,<br>Heather Peens |

#### Priority 5. Workforce performance development

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| <b>Strategy:</b> Embed processes where staff regularly discusses their teaching with the principal or other school leader  |   |
| <b>Actions</b>   | <b>Responsible Officer(s)</b>                     |
| Coffee Table conversations with teachers to focus on 'narrow and sharp' strategy<br>Coaching GROWTH conversations with HOC and DP to take place twice per term                     | Heather Peens,<br>Suzanne Proud,<br>Sheina Treuel |
| <b>Strategy:</b> Using aitsl Looking at Classroom Practice resource (Toolkit 3) for improving classroom practice that is aligned to Australian Professional Standards for Teachers |   |
| <b>Actions</b>   | <b>Responsible Officer(s)</b>                     |
| Using aitsl 'Looking at Classroom Practice' toolkit 3 members will support teachers to observe one another and talk about their practice   | Faye Manttan,<br>Sheina Treuel                    |
| 2 teachers to train in MBT program<br>Mentor new graduates   | Leearna Petryk,<br>Jenelle Whittaker              |

#### Priority 6. Using assistive and adaptive technologies to improve learning outcomes

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| <b>Strategy:</b> Explore an integrated service model approach to structure educational, medical, paramedical and mental health services  |                                 |
| <b>Actions</b>   | <b>Responsible Officer(s)</b>   |
| FFS SLP to provide PD using PODD low tech and Proloquo2go on iDevices.<br>SLP to provide key signing PD supported with iDevice training programs<br>Staff encouraged to use multimodal communication       | Maria Archer,<br>Leonie Wheeler |
| <b>Strategy:</b> As part of the IPS projects Integrated Support Service Delivery to be developed. SLP, OT, Physio and music therapist to be employed using Investing 4 Schools on a fee for service basis. |                                 |
| <b>Actions</b>   | <b>Responsible Officer(s)</b>   |
| Integrated Support Service Delivery-Statement of Operation to be developed.<br>Visit to Port Phillip Specialist School to meet with Professor Carl Parsons<br>Approach him to become a 'critical friend'   | Leonie Wheeler                  |

### Priority 7. Using Kolher's Taxonomy for transition programing

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| <b>Strategy:</b> Adopt and adapt Kohler's collaborative framework to enhance the delivery of meaningful and relevant educational programs. Establishment of a clearly defined direction to support personalised learning and transition pathways. |   |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>   |
| All senior school students to have a P.A.T.H. in place.<br>Training in the development of plans to take place in Mackay for secondary staff   | Monica Bugeja,<br>Heather Peens,<br>Leearna Petryk,<br>Leonie Wheeler |
| <b>Strategy:</b> Post School Pathways Expo to be established to share relevant information with the community in preparation NDIS.  |   |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>   |
| Connect with TCLC that is presently part of the trial to determine impacts on services offered to the school.   | Sheina Treuel   |

### Priority 8. Supporting Independent Public Schools

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| <b>Strategy:</b> Build upon the autonomy and enhanced local governance that comes with IPS status   |  |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |
| School Council to engage in an Induction program that covers the Governance Practice Framework  | Beck Lancashire,<br>Suzanne Proud,<br>Sheina Treuel,<br>Leonie Wheeler |
| <b>Strategy:</b> IPS Project Co-ordinator role established to lead the projects. 'Working Together' IPS initiatives including Integrated Support Service Delivery.                |  |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |
| Develop the HUB digital magazine to engage parents, families, carers and students.<br>Provide information pertinent to the disability sector                                      | Leonie Wheeler   |
| Collaborate with service providers to build a productive pathway to post school life.<br>Using an 'Social Venturing Eco-system' to support social participation in the community. | Sheina Treuel,<br>Leonie Wheeler                                       |

### Priority 9. Implementing the Discipline audit recommendations

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| <b>Strategy:</b> Using School Wide Positive Behaviour Support (SWPBS) Tier 2 readiness checklist the school will embed KidsMatter program 'You Can Do it' and '123 Magic' into practice. |                               |
| <b>Actions</b>   | <b>Responsible Officer(s)</b> |
| PBS team to explore 'You Can Do It' program  | Suzanne Proud                 |
| <b>Strategy:</b> NCIV PD to be delivered to staff.   |                               |
| <b>Actions</b>   | <b>Responsible Officer(s)</b> |
| Staff member to be trained in being able to deliver MAPA   | Suzanne Proud                 |

### Priority 10. Headline Indicators identified attendance rate as an issue that needs further attention

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| <b>Strategy:</b> Put into place a strategy of following up student absences.   |                               |
| <b>Actions</b>   | <b>Responsible Officer(s)</b> |
| DP to pull up absentee report weekly and follow up with teachers the reasons to these absences.<br>Teachers to contact families when students are absent for more than one day | Suzanne Proud                 |


**Priority 10. Headline Indicators identified attendance rate as an issue that needs further attention**

**Strategy:** Provide PD with Ken Warren looking at relationships and resilience. Embed the school's values into the Staff Meeting awards (acknowledgement and recognition). Nominate a staff member who espouses our values.

| Actions  | Responsible Officer(s)                              |
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| Health and Wellbeing Committee to support staff morale through weekly yoga classes | Lorraine Condon,<br>Heather Peens,<br>Leeama Petryk |

**Endorsement**

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

  
Principal

  
P and C / School Council

Assistant Regional Director