



Beenleigh Special School Annual Implementation Plan 2019



Differentiated Teaching and Learning/An Expert Teaching Team – Alternative and Augmentative Communication (AAC)

Strategy: Develop and embed a consistent pedagogy related to high and low-tech alternative and augmentative communication systems which is appropriately resourced and consistently monitored to improve student engagement and access to learning.

Actions	Targets	Timelines	Responsible Officer/s
Develop and embed a consistent pedagogy related to high and low-tech alternative and augmentative communication systems focused on Key Word Signing, Proloquo2Go, core word boards and PODD books.	Whole school utilises PODD books, core word boards and KWS to support student communication.	Term 1 – 4	Head of Curriculum AAC Coach SLP
Employ consultant Amanda Hartmann to observe classroom practice and school environment, and provide feedback and deliver professional development focused on improving practice and student outcomes.	Amanda Hartmann works with school one day per fortnight in Term 1-4.	Term 1-4	Principal
Utilise Investing for Success funds to build capacity in AAC through professional development and AAC Coach role.	100% of staff participate in AAC focused professional development activities.	Term 1 – 4	Head of Curriculum AAC Coach SLP
Provide professional development, mentoring and support on PODD and AAC to support program implementation.	100% of staff participate in AAC focused professional development activities.	Term 1 – 4	Head of Curriculum AAC Coach Amanda Hartmann
Utilise Inquiry Cycle to develop and embed a Coaching, Observation and Feedback process to be utilised across the school in AAC.	Developed, aligned to school timelines and implemented.	Term 1 - 4	Head of Curriculum/ AAC Coach
Establish an AAC Professional Learning Community focused on building an AAC accessible school environment.	PLC meets every fortnight.	Term 1 – 4	Amanda Hartmann AAC Coach
AAC identified as a whole school priority in DPPs.	100% of staff have a DPP goal focused on Literacy.	Term 1 & 3	Leadership Team
Share best practice in AAC through Facebook, You Tube and presenting at local, state and interstate conferences.	Regular updates via Facebook and You Tube. Present at 2019 AGOSCI and QASEL conferences.	Term 1 – 4	AAC Coach Leadership Team

Differentiated Teaching and Learning/An Expert Teaming Team – Mathematics

Strategy: Develop and implement a whole school approach to Maths which is appropriately resourced, consistently monitored and individually tracked to maximise student learning.

Investigate a tracking tool to document student performance/collection of data for highly individualised learners accessing Mathematics through Numeracy 1a	100% of teachers are collecting data to track achievement from early stages in Numeracy Continuum (Numeracy 1a).	Term 1 – 4	Head of Curriculum
Provide professional development, mentoring and support on differentiation in Maths and Whole School Mathematics Framework.	100% of staff participate in Maths focused professional development activities.	Term 1 – 4	Head of Curriculum
Provide professional development in the utilisation of Early Start (Numeracy) materials and data to inform teaching practice.	100% of teachers are trained in administering Early Start (Numeracy) tools and collection of data. 100% of students have Maths diagnostic data.	Term 1 – 4	Head of Curriculum
Purchase resources to support the implementation of Maths aligned to collected data.	All teachers have required resources to implement Maths curriculum.	Term 1 – 4	Head of Curriculum



Effective Pedagogical Practices/An Expert Teaching Team

Strategy: Document and provide support to enact a collaboratively developed, evidence-based pedagogical framework.


Actions	Targets	Timelines	Responsible Officer/s
Finalise whole school pedagogical framework inclusive of document to support framework contents.	Completed by end of Term 1.	Term 1	Leadership Team
Build staff knowledge of whole school pedagogical framework through professional development.	100% of teachers participate in professional development activities.	Term 1	Leadership Team
Implement a cycle of Peer Coaching developed and implemented across the school utilising the Growth Coaching and feedback model to build staff capacity in Maths, Balanced Literacy and AAC.	100% of teachers complete 1 Peer Coaching and feedback session per term.	Term 1 – 4	Leadership Team

Endorsement

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

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Principal

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P & C President



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