2024 Annual Implementation Plan

Strategy 1 (EIA): Communication Capability - *Doing even more in 2024*

Improvement Strategy	Behavioural Indicators	Resources	Measurable targets
Build the capability of teaching staff as effective communication partners.	➤ Students are confident communicators who see their system as their voice ➤ Students are communicating across their school day with a range of adult and peer partners in various contexts using their personalised systems ➤ Teaching staff know student goals and are implementing strategies developed from individual "Communication - Student Access and Adjustment Plan" ➤ Teaching staff are confidently modelling and using AAC systems	Additional SLP time purchased Dedicated TA for AAC production Professional learning (AGOSCI, PODD Training) Internal professional learning Release time for observation and feedback Assistive technology hardware and software ROCC subscription	✓ *Increase in Domain 5 ROCC levels* ✓ *Increase on all markers on Communication Partner Confidence survey*

What part do I play?

Leadership + SLP roles	Teacher roles	Teacher aide roles	Therapist roles
Term 1: Provide opportunities for targeted professional learning and peer feedback ("watch others") Term 2: Engage in observation and feedback ("watch me") on student communication goals Term 3: Support teachers to complete ROCC assessment Term 4: Reflect on success, including EIA, and plan for 2025 utilising review recommendations	Term 1: Engage in professional learning (including observation and feedback) and use data to create student goals and monitor progress Term 2: Continue to monitor progress and ensure student systems are available at all times Term 3: Complete ROCC assessments and select a target goal from Domain 5 Term 4: Reflect on success and review "Communication - Student Access and Adjustment Plan"	Term 1: Know student goals and engage in targeted professional learning to support progress Term 2: Ensure student systems are available at all times and support data collection Term 3: Reflect and develop professional learning plan to identify options for development in the area of student communication Term 4: Support data collection and reflect on success	Term 1: Optimise positioning and equipment to support communication access Term 2: Review positioning and equipment to support communication access Term 3: Review positioning and equipment to support communication access Term 4: Reflect on success and plan for 2025

Strategy 2: Curriculum - *Engaged and challenged learners*

Improvement Strategy	Behavioural Indicators	Resources	Measurable targets
Improve student achievement in the P-10 Australian curriculum learning areas of English and Mathematics and the senior QCIA.	➤ Students are achieving C and above in English and Mathematics ➤ Teacher are identifying early achievers and extending them to A and B targets ➤ Teachers are engaging in the moderation cycle and making adjustments to ensure students are tracking to achieve goals ➤ Teacher aides know student goals and are engaging in targeted professional learning ➤ Teachers are identifying at-risk students and enacting interventions ➤ Leadership team are ensuring that the planning is enacted throughout the moderation cycle (including monitoring data), in sector meetings and in data conversations	Head of Department – Curriculum IT for curriculum teacher Sector planning days (2 per year) Professional learning: SECC, Speedy PD Release time for observation and feedback Disability specific adaptations and equipment: Braille, large print, switching, tactile resources Dedicated TA for Orientation and Mobility Dedicated DeafBlind+ team Dedicated class team meeting time, staff meetings	✓ *> 95% of students achieving C and above in English and Mathematics (SORD).* ✓ *All Year 12 students receiving a QCIA.*

What part do I play?

Leadership roles	Teacher roles	Teacher aide roles	Therapist roles
Term 1: Provide sector planning days and engage in data conversations to support student goal setting and understanding of HICP (ACv9) Term 2: Provide opportunities for moderation cycle, including targeted sector meetings Term 3: Provide opportunities for professional learning for DYLP (ACv9) Term 4: Reflect on success and plan 2025 with review recommendations	Term 1: Use data to inform unit planning and individual student goal setting and monitor progress Term 2: Continue to engage in moderation cycle to award LoAs Term 3: Use data to inform unit planning and individual student goal setting and monitor progress Term 4: Continue to engage in moderation cycle to award LoAs	Term 1: Know student goals and engage in targeted professional learning and team meetings to support progress Term 2: Celebrate student learning and support data collection Term 3: Know student goals and engage in targeted professional learning and team meetings to support progress Term 4: Support data collection and reflect on success	Term 1: Optimise positioning and equipment to support curriculum access Term 2: Review positioning and equipment to support curriculum access Term 3: Review positioning and equipment to support curriculum access Term 4: Reflect on success and plan for 2025

Endorsement: This plan was developed in consultation with the school community and meets identified school needs from the School Strategic Plan 2021 to 2024 (based on school review findings) and systemic requirements of the Equity and Excellence strategy.

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