

# Investing for Success

Under this agreement for 2022

Clifford Park Special School will receive

**\$130,765\***

Our Investing for Success (I4S) funds will be used to support our school's Strategic Plan. Targets in this I4S period reflect our Annual Improvement Priorities for 2022.

## This funding will be used to support the following Improvement Priorities:

<p><b>Improvement Priority One:</b></p> <p>Student data is used to plan for student achievement academically and socially with tailored supports and reasonable adjustments that meet their learning needs.</p>	<p><b>Baseline – Short Term Measure:</b></p> <ul style="list-style-type: none"> <li>- Teachers develop Individual Curriculum Plans, at the beginning of each semester, based on assessment and reporting data.</li> <li>- Curriculum leaders develop and use a suite of documents that support the implementation of unit plans from all eight learning areas from Years 7 to 10.</li> <li>- Year 11 and 12 senior curriculum is reviewed for rigour and precision.</li> </ul> <p><b>Comparison – Medium Term Measure:</b></p> <ul style="list-style-type: none"> <li>- Teachers plan differentiated units, selecting adjustments that will not impact the integrity of the unit, its alignment to the relevant Achievement Standard and the summative assessment.</li> <li>- Reading achievement is monitored using the Literacy Continuum and lead decisions to assess against the Achievement Standard through a student's ICP, based on student readiness.</li> </ul> <p><b>Monitoring - Long Term Measure:</b></p> <ul style="list-style-type: none"> <li>- Ensure moderation processes, in line with the stages of moderation including the planning stage, after assessment before grading, after assessment is graded and after reporting, is continuously implemented school wide.</li> </ul>
<p><b>Improvement Priority Two:</b></p> <p>Build a capable workforce that is committed to improving learning outcomes for students.</p>	<p><b>Baseline – Short Term Measure:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning Communities for literacy and Augmentative and Alternative Communication (AAC) assist with the creation of knowledge and practice in regards to students who access Highly Individual Curriculum.</li> <li>- Professional Learning Community created to implement a Scan and Assess model for the Annual Performance Review process for every employee group.</li> </ul> <p><b>Comparison – Medium Term Measure:</b></p> <ul style="list-style-type: none"> <li>- Coaches engage with teachers to build capacity through collaboration.</li> <li>- Curriculum leaders support teachers through mentoring and coaching models.</li> </ul> <p><b>Monitoring – Long Term Measures:</b></p> <ul style="list-style-type: none"> <li>- Continue the implementation of 'Planning meetings' for all teachers to support the enactment of tailored supports for every student.</li> <li>- Improve knowledge of, and support teacher's use of Pedagogical Approaches to address the learning needs of all students.</li> </ul>



**Queensland  
Government**

## Our initiatives include

Initiative	Evidence-based
Implementation of 'Planning meetings'.	<ul style="list-style-type: none"> <li>• Assessment and Moderation Hub <a href="https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/curriculum/develop-planning.html">https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/curriculum/develop-planning.html</a></li> <li>• Department of Education, Assessment and Moderation in Prep to Year 10, Revised May 2018.</li> <li>• P-12 Curriculum, Assessment and Reporting Framework <a href="https://education.qld.gov.au/curriculum/stages-of-schooling/p-12">https://education.qld.gov.au/curriculum/stages-of-schooling/p-12</a></li> </ul>
Implementation of Mentoring and Coaching support including: - Professional Learning Communities - Curriculum leaders - Coaches	<ul style="list-style-type: none"> <li>• Breakspear, S; 2017 Improvement Sprints into Action. QELI.</li> <li>• Department of Education. Intentional Collaboration website. <a href="https://learningplace.eq.edu.au/cx/resources/file/2c485fce-bcd3-4252-a246-0f1d2f0aa429/1/index.html">https://learningplace.eq.edu.au/cx/resources/file/2c485fce-bcd3-4252-a246-0f1d2f0aa429/1/index.html</a></li> <li>• Dr Pete Stebbins and Alistair Kerr; iTeams; Inhouse Publishing; 2014</li> <li>• DuFour, R; DuFour, R; Eaker, R &amp; Many, T; Learning By Doing – A Handbook for Professional Learning Communities at Work; 2006, Solution Tree, United Kingdom</li> <li>• Hattie, J, 2015. What Works Best in Education: The Politics of Collaborative Expertise. Pearson. Australia.</li> <li>• Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do! Corwin, California, US.</li> </ul>
Professional learning to increase knowledge in regards to pedagogical approaches and data processes.	<ul style="list-style-type: none"> <li>• Archer, L &amp; Hughes, C, 2011, Explicit Instruction – Effective and Efficient Teaching. The Guilford Press, NY.</li> <li>• Department of Education. Selecting evidence-based practices. <a href="https://qed.qld.gov.au/">https://qed.qld.gov.au/</a></li> <li>• Dr Annette Baturo, QUT, Developing Mathematics Understanding Through Cognitive Diagnostic Assessment Tasks.</li> <li>• Early Start <a href="https://learningplace.eq.edu.au/cx/resources/file/71cd5855-a6c2-474d-a353-b097208c12da/1/docs/infographic.pdf">https://learningplace.eq.edu.au/cx/resources/file/71cd5855-a6c2-474d-a353-b097208c12da/1/docs/infographic.pdf</a></li> <li>• Expand Modules – Two Way Street.</li> <li>• Fisher, D; Frey, N &amp; Hattie, J; Visible Learning for Literacy- Implementing the practices That Work Best to Accelerate Student Learning, Corwin, California US.</li> <li>• Heggarty, M, 2016. Phonemic Awareness: The Skills They Need to Help Them Succeed. Literacy Resources. US</li> <li>• Jane Farrall Consulting; <a href="http://www.janefarrall.com.au">www.janefarrall.com.au</a></li> <li>• ROCC The Roadmap of Communicative Competence. Assessment and Data Collection Tool (online tool).</li> <li>• Sheldon and Mussellwhite (2015); Comprehensive Literacy Instruction for Students with Angelsman Syndrome; Chapter 9.</li> <li>• Sheldon and Erikson (2020); Emergent Literacy Instruction for Students with Significant Disabilities in the Regular Classroom.</li> <li>• Sheldon and Erikson, Karen A and Koppenhaver, David A (2019): Comprehensive Literacy for All – Teaching Students with Significant Disabilities to Read and Write.</li> <li>• YuMi Deadly Centre; Numeracy 1a of the General Capabilities; Queensland University of Technology, Kelvin Grove, Queensland.</li> </ul>

## Our school will improve student outcomes by

Improvement Priorities	Actions	Costs
<p><i>Improvement Priority One:</i> Student data is used to plan for student achievement academically and socially with tailored supports and reasonable adjustments that meet their learning needs.</p>	<ol style="list-style-type: none"> <li>1. Teachers attend Planning Meetings with Curriculum Leaders and are replaced in their classrooms by substitute teachers.</li> <li>2. Teachers attend Conferencing sessions with their coach.</li> <li>3. Additional teacher aides support classrooms with learners engaging in Highly Individualised Curriculum and who require Alternative and Augmentative Communication.</li> <li>4. Senior curriculum: PATH supports (Planning Alternative Tomorrows with Hope).</li> </ol>	<p>SBS Credits and Usage I4S (Cost Centre 207012).</p> <p>I4S Resources to employ substitute teachers when classroom teachers conference (Cost Centre 207012).</p> <p>I4S Resources to engage teacher aides (Cost Centre 207012).</p> <p>I4S resources to employ teacher aide (Cost Centre 207012).</p> <p><b>\$100,000 full outlay for this Improvement Priority</b></p>
<p><i>Improvement Priority Two:</i> Build a capable workforce that is committed to improving learning outcomes for students.</p>	<ol style="list-style-type: none"> <li>1. Universal Design for Learning (UDL) Professional Development - CAST.</li> <li>2. Attendance at Literacy for All: Comprehensive Literacy Instruction for Students with Disabilities including Complex Communication Needs (five day course).</li> <li>3. Sounds Write (phonics program) workshops (SPELD) for teachers (four days).</li> <li>4. Purchase of Sympodd + Boardmaker.</li> <li>5. Consumables (for PODD).</li> <li>6. Phonemic awareness training (Heggarty).</li> <li>7. Coaches participate in professional learning to improve their knowledge base and coaching skills.</li> </ol>	<p>\$1,700 school cost.</p> <p>\$5,000</p> <p>\$836 per person who attends.</p> <p>\$3,360 + \$2,960</p> <p>Ongoing costs associated with purchasing of PODD materials/training.</p> <p>Annual membership \$230 - \$137 per person who attends.</p> <p>Costs to be determined.</p> <p><b>\$30,765 full outlay for this Improvement Priority</b></p>

*Corina Searchfield*

**Corina Searchfield**  
Principal  
Clifford Park Special School



**Michael De'Ath**  
Director-General  
Department of Education



**Queensland  
Government**