

# Geebung Special School

## 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement





Wellbeing and engagement



Culture and inclusion

Optional cover page -				
<b>School priority 1:</b> Augmentative and alternate communication is used to increase student voice and engagement in school life.	<b>Monitoring</b> <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
	Term 1	Term 2	Term 3	Term 4
<b>Strategies:</b> - Maintain a clear picture of the communication competencies of the school professional community. - Formulate a systemic approach to upskilling staff with the intention to move every staff member continuing to grow 1 step along the continuum of skills: 1. Novice to proficient 2. Proficient to Lead - Engage SLPs for targeted PD following staff Self-Assessment				
<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>- <u>Students can:</u> access their chosen method of communication and express their thoughts. (Social, Academic and practical context)</li> <li>- <u>Teachers can:</u> recognise and implement the most appropriate form of AAC to support/enable student engagement</li> <li>- <u>Teacher Aides can:</u> utilise directed forms of AAC to support student student engagement.</li> <li>- <u>School leaders can:</u> Identify systemic actions that enhance the communication capabilities of all members of the GSS community. (targeted deployment of resources based on evidence of success)</li> </ul>				
<b>AIP measurable/desired outcomes:</b>  Completions of regular <i>instructional observations</i> (Week 3,6,9) from leadership team looking for evidence of “A” standard of practice.  All focus students will lift 1 level within their target ROCC domain.  Increase capability and confidence as evidenced in staff data upon completion of the communication self-assessment. (Completed at the end of Semester 1 and 2)  Enhanced student engagement in learning				
<b>Actions:</b> - Staff to complete a self-assessment check list that systematically identifies at a group and at an individual level what skills currently exist within the staff.  - Concepts and skills common to many staff's improvement journey will be the focus of whole school staff meetings occurring weeks 1-4-7 of each term.  - Fortnightly teacher aide meetings will focus on developing concepts associated with AAC.  - Age specific and developmental skills will be focused on during sub-school meetings on weeks 2,5 and 8.  - Peer to Peer observation and feedback to occur twice a year (minimum) targeting communication practices.  - Individual coaching and modelling of specific skills and techniques will be provided to staff through targeted intensive support by school based SLT - DPs and HOD-C to collaborate with staff during class visits  - Staff will complete the self-assessment tool at the end of semester one and two or as required.  - Leadership team will undertake regular classroom visits seeking to identify indicators of student and staff progression around AAC competency.  - Application of the Communication Professional development roadmap.				
<b>Responsible officer(s):</b>  <i>Strategic Leadership:</i>  Principal  <i>Operational Leadership:</i>  Upper School DP – Johan Venter  Speech Language Pathologist				
<b>Resources:</b> <ul style="list-style-type: none"> <li>- Dedicated staff meeting time</li> <li>- 0.6 School purchased Speech Language Therapist.</li> <li>- AITSL - Teacher self-evaluation tool</li> <li>- self- assessment tool (specifically designed by Geebung Special School)</li> <li>-</li> </ul>				

<b>School priority 2:</b> Extend teachers knowledge and understanding of the Australian Curriculum (version 9) through deliberate and targeted collaboration and co-design in planning, teaching and learning sequences and moderation processes.		<b>Monitoring</b> <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>- <u>Students can:</u> Students meaningfully engaged in the most appropriate learning experiences.(ROCC Level, AAP,AC access point)</li><li>- <u>Teachers can:</u> design, implement and refine experiences based on students next step in learning.</li><li>- <u>Teacher Aides can:</u> support students to enage in individual learning with a clear understanding of how this specifically relates to the next steps in learning.</li><li>- <u>School leaders can:</u> Identify systemic actions that support the impelentation of the Australian Curriculum (v9) at Geebung Special School . (targeted deployment of resourses based on evidence of success)</li><li>- </li></ul>	<b>AIP measurable/desired outcomes:</b> Checking for understanding during each phase of the teaching and learning cycle through professional conversation and observations.  SOS: Increase in student achievement in literacy as reflected in reporting and associated data sets. Refer to school data plan.
		Term 1	Term 2	Term 3	Term 4		
<b>Strategies:</b> <ul style="list-style-type: none"><li>- Simple, clear and accessible articulation of the expected curriculum that is familiar to all staff (CARF)</li><li>- Continue systems of collaboration during the planning, teaching, assessing, moderation and reporting phase.</li><li>- Development of a curriculum reference group that is representative of all sectors of the school.</li></ul>							
<b>Actions:</b> Information associated with the curriculum of Geebung Special School is articulated at multiple levels. <ul style="list-style-type: none"><li>- Whole School - Staff meetings</li><li>- Small Group - Year level teaching team meetings</li><li>- Individual - Curriculum drop-in meetings</li></ul> Multiple opportunities are created to allow year level groups to work together <ul style="list-style-type: none"><li>- Fortnightly NCT teaching team release time</li><li>- Year level teaching team meetings every third week</li><li>- Twice termly learning data conversations release time</li><li>- HPT meeting systems (structure – whole school, sector (lower/upper), year level teaching teams)</li></ul> Individual release time for teachers to observe or be observed by peers seeking specific improvement.							
<b>Responsible officer(s):</b>  <i>Strategic Leadership:</i>  Principal  <i>Operational Leadership:</i>  HOD-C-Narelle Crisp  Early Year DP-Lenore Fox  Teaching and Learning Reference Group						<b>Resources:</b> <ul style="list-style-type: none"><li>- FTE and purchased time to allow dedicated release time for year level teaching teams and individual teachers.</li><li>- Membership to expert professional groups which demonstrate industry best practice.</li><li>- </li></ul>	
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
 <b>Principal</b>		<b>P&amp;C/School Council</b>		 <b>School Supervisor</b>			