This funding will be used to

- Support every student accessing a different year level curriculum as identified in their Individual Curriculum Plan (ICP) will achieve a ‘C’ standard or better against the relevant Guide to Making Judgement (GTMJ) aligned to the General Capabilities and the Year-level Achievement Standards.
- Develop understanding of the Guide to Individual Learning (GIL) within the Senior School Staff Cohort.
- Collect literacy data for all year 10 and 11 students to measure progress & inform reporting processes.
- Create senior school curriculum which aligns with the GIL and Guide to Making Judgement (GTMJ) for each school based subject.
- Streamline Senior School processes in creating a direct link from SET Plans to the students Individual QCIA Curriculum Plans.

Our Initiatives Include

Selected Initiatives:

- Develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by designing and supporting processes for robust intra-school moderation.
- Develop a shared understanding of ‘data literacy’ and support teachers and leadership teams to effectively use data to inform targeted teaching.
- Develop a whole school approach to balanced literacy to support the teaching of literacy across all year levels.
- Provide professional development and coaching to develop teachers’ understandings of the content of the Australian Curriculum; specifically English and the Literacy General Capabilities.
- Revisit, revise the school pedagogical framework and embed it as the shared language of teaching and learning.
- Build teacher capability in gathering data and using this evidence to determine the different year-level curriculum students are operating to support the development of challenging but achievable Individual Curriculum Plans.
- Develop senior school teachers knowledge and understanding of the GIL and how to utilise this curriculum framework.
- Revise current Curriculum Plans to align with students SET Plans and curriculum outcomes.

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.
• Create a data base through OneNote to track subjects/ Certificate Courses delivered to all individual students from years 10, 11 & 12.
• Increase teachers’ capabilities to create and use GTMJ to support reporting of students achievements.

Our school will improve student outcomes by

Specific Actions:
• Upskill teachers in the use of OneSchool so that all teachers are using the developmental maps markbook, Individual Curriculum Plans, differentiation placemat, and dashboard functionality.
• Upskill senior school staff in the use of the GIL and the linkages this has with SET Plans, Individualised QCIA Curriculum Plans and school reporting.
• Master teacher to build teacher capability of using a balanced literacy program through modelling and couching with the Lifestyle Access classes.
• Embed literacy and numeracy learning goals from the GIL directly into all senior school based subjects.
• Employ a literacy coach to build teacher capability in teaching the balanced literacy approach.
• Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning.
• Use the literacy tools identified in the schools Data Plan to inform teaching, learning, resourcing, and to track progress.
• Employ a speech language pathologist (additional .2 FTE) to assess all Prep students and teacher-referred students and to develop structured oral language programs for implementation by teachers and monitor student progress.
• Purchase assistive technology (AAC) to support and enhance student learning across all sectors of the school.
• Teacher aides to be provided with professional development and be trained in use of PODD
• Provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
• Develop, resource and implement a professional development and coaching program to support teachers in data gathering, collation, and analysis to effectively use this data to inform their practice and enhance student outcomes.
• Allocate TRS to support year level moderation and cross-year moderation working groups, twice a term.

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