

Innisfail State College - Diverse Learning Centre

# 2021 Annual Implementation Plan



## Improvement Priority 5. Australian Curriculum Progresses

#### **Targets**

All learning areas are being implemented and timetabled across the year/s as required.

DLC QCIA policy and procedures in line with QCAA requirements will be established with Year 11 and 12 Student Curriculum Plans aligned to subject classes and ISP goals.

Strategy:	Release time provided for teachers to complete Year/Band Plans a least one days each per term in addition is extra NCT.	nd Unit Plans th	roughout each term - at
Actions		Timeline	Responsible Officer(s)
Teachers templates	complete 2021 Year/Band Plans and Semester Unit Plans using designed in 2020.	Term 2	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi
Strategy:	Continue development of assessment plans leading to sharing of st	ubject/learning a	area moderation.
Actions		Timeline	Responsible Officer(s
GTMJs are	e completed for all assessment tasks identified in unit plans.	Term 1	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi



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# 2021 Annual Implementation Plan



### Improvement Priority 6. Communication

#### **Targets**

Students are identified for inclusion in the 2021 Intensive Interaction programme following baseline video completion. Students will be allocated to teachers to video interaction for 10 minutes to share as per roster at whole staff meeting using documented assessment and moderation approach.

All students will be assessed with a communication level using one of three assessments through teachers providing evidence to Speech Pathologists.

Two chat boards will be located in the playground along with one mobile board to enable staff and students to engage in conversations during breaks and before school and/or for outside lessons.

Actions		Timeline	Responsible Officer(s)
Baseline vi about inclu	deos are viewed on roster at staff meeting tri-weekly and decisions sion in the programme made by whole staff.	Term 1	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Rohana Purcell, Madeleine Torrisi
All teacher Boards for	s will prepare visual resources, including individual symbols, ALS general use and subject use supported by AUSLAN signing.	Term 1	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi
	I be trained to use the chat boards to encourage students to initiate ons or requests.	Term 2	Lois Laidlaw, Leesa Marturia, Aimee Morrison
	eards to be available in all classrooms for classroom conversation. A ocation will be established for each classroom.	Term 1	Lois Laidlaw, Leesa Marturia, Aimee Morrison



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### Improvement Priority 6. Communication

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Two chat boards will be located in the playground along with one mobile board to enable staff and students to engage in conversations during breaks and before school and/or for outside lessons.

Strategy:	All teaching staff work with AT-AAC and SPL to identify goals for development of their teaching strategies using the Progression Line for working with students who are non-verbal in subject classes and activities outside the classroom.		
Actions		Timeline	Responsible Officer(s)
	ill observe lessons with teachers using Progression Line as a guide and pals teachers will work on for the next observation.	Ongoing	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Rohana Purcell, Madeleine Torrisi
	hers will practise new skill and prepare visual resources to ensure participation of all student in the class.	Ongoing	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Rohana Purcell, Madeleine Torrisi

## Improvement Priority 7. Handwriting

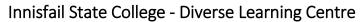
### **Targets**

All students will progress their handwriting skills during 2021

Strategy:	y: Teachers complete a survey to identify their current skills and background with Handwriting development		
Actions		Timeline	Responsible Officer(s)
	ner identified to complete survey and collate information to identify int for PD in the Write from the Start Programme	Term 1	Angela Cristaudo, Lois Laidlaw



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### Improvement Priority 7. Handwriting

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Targets	
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All students will progress their handwriting skills during 2021

Strategy: All teachers involved in PD to loars the Write from the Start approach to teaching handwriting being cognican

Strategy:	All teachers involved in PD to learn the Write from the Start approach to of each student's baseline skills, knowledge and usage of handwriting.	teaching h	andwriting being cognisant
Actions		Timeline	Responsible Officer(s)
	D afternoon where all teaching staff will engage in PD to learn the he programme	Term 1	Gianna Bannon, Debbie Blennerhassett, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Kathy Patrick, Rohana Purcell, Madeleine Torrisi
Student le	vels identified following PD across the 6 elements	Term 1	Gianna Bannon, Debbie Blennerhassett, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Kathy Patrick, Rohana Purcell, Madeleine Torrisi
Strategy:	Programme implemented from Term 2 with monitoring each term and r	eview at the	end of 2021 for 2022.
Actions		Timeline	Responsible Officer(s)
	process in place with baselines for each student established and data each month during the term.	Term 2	Gianna Bannon, Debbie Blennerhassett, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Kathy Patrick, Rohana Purcell, Madeleine Torrisi



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# 2021 Annual Implementation Plan



# Improvement Priority 8. Behaviour within a Restrictive Practices Environment identified in College Code of Conduct for DLC

#### Targets

Teachers complete Individual Behaviour Management Plans in conjunction with parents and document in Support Provisions in OneSchool.

Behaviour Management Plans are discussed at staff meetings to ensure consistent approach for students in all subject classes and outside environments.

Review at end of 2021 on the implementation of this programme.

Strategy:	The DLC will finalise its inclusion in the College Code of Conduct.	1/3/3	
Actions		Timeline	Responsible Officer(s)
	chool matrix will be adjusted to suit the levels of the students in the nserted into the College Code of Conduct.	Term 1	Lois Laidlaw, Leesa Marturia
	processes including the high school flowchart will be modified to suit the ne DLC students to provide an appropriate path for students with high s.	Term 2	Lois Laidlaw, Leesa Marturia
	ager teachers will discuss the revised processes with parents at 2 ICP meetings early Term 3.	Term 3	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi

#### Endorsement

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

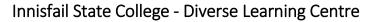
Principal

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# 2021 Annual Implementation Plan



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A ation -		Timeline	Bananaihla Officer(s)
Actions	200 (10) (8) (8) (9) (9) (9)	Timeline	Responsible Officer(s)
Documen	ts available digitally for staff to access.	Term 1	Lois Laidlaw
Teachers individual	organise meetings with parents of identified students to develop the plans.	Term 2	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi
Strategy:	Teachers have Professional Development of writing up behaviour rep	oorts on One S	School.
Actions		Timeline	Responsible Officer(s)
Template for Individual Behaviour Management Plans for DLC developed collaboratively with staff.		Term 1	Lois Laidlaw, Leesa Marturia
Strategy:	Individual Behaviour Management plans are stored in Support Provis parent meeting throughout the year.	ions and revie	wed at each semester
Actions		Timeline	Responsible Officer(s)
establishe	lents who require the Individual Behaviour Management Plans are d, case manager teachers will complete and share with parents information for all staff as appropriate.	Ongoing	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page,

