



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 and Unit Plans throughout each term - at least one day each per term in addition is extra NCT.	
Actions	Timeline	Responsible Officer(s)
Teachers complete 2021 Year/Band Plans and Semester Unit Plans using templates 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 subject/learning area moderation.	
Actions	Timeline	Responsible Officer(s)
GTMJs are completed for all assessment tasks identified in unit plans.	Term 1	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi



Innisfail State College - Diverse Learning Centre

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.

Strategy:	15 mins baseline videos are taken for all new students for review at allocated staff meeting in Term 1.	
Actions	Timeline	Responsible Officer(s)
Baseline videos are viewed on roster at staff meeting tri-weekly and decisions about inclusion in the programme made by whole staff.	Term 1	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Rohana Purcell, Madeleine Torrisi
All teachers will prepare visual resources, including individual symbols, ALS Boards for general use and subject use supported by AUSLAN signing.	Term 1	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi
All staff will be trained to use the chat boards to encourage students to initiate conversations or requests.	Term 2	Lois Laidlaw, Leesa Marturia, Aimee Morrison
A3 chat boards to be available in all classrooms for classroom conversation. A common location will be established for each classroom.	Term 1	Lois Laidlaw, Leesa Marturia, Aimee Morrison



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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.

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)
AT-AAC will observe lessons with teachers using Progression Line as a guide and agree to goals teachers will work on for the next observation.	Ongoing	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Rohana Purcell, Madeleine Torrisi
Class teachers will practise new skill and prepare visual resources to ensure maximum 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: Teachers complete a survey to identify their current skills and background with Handwriting development.

Actions	Timeline	Responsible Officer(s)
Lead teacher identified to complete survey and collate information to identify starting point for PD in the Write from the Start Programme	Term 1	Angela Cristaudo, Lois Laidlaw





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2021 Annual Implementation Plan



Improvement Priority 7. Handwriting

Targets

All students will progress their handwriting skills during 2021

Strategy: All teachers involved in PD to learn the Write from the Start approach to teaching handwriting being cognisant of each student's baseline skills, knowledge and usage of handwriting.

Actions	Timeline	Responsible Officer(s)
Twilight PD afternoon where all teaching staff will engage in PD to learn the details of the programme	Term 1	Gianna Bannon, Debbie Blennerhassett, Angela Cristaudo, Leesa Marturia, Helen Morrison, Coby Page, Kathy Patrick, Rohana Purcell, Madeleine Torrisi
Student levels 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 review at the end of 2021 for 2022.

Actions	Timeline	Responsible Officer(s)
Monitoring process in place with baselines for each student established and data recording 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.

Actions	Timeline	Responsible Officer(s)
The high school matrix will be adjusted to suit the levels of the students in the DLC and inserted into the College Code of Conduct.	Term 1	Lois Laidlaw, Leesa Marturia
Additional processes including the high school flowchart will be modified to suit the needs of the DLC students to provide an appropriate path for students with high level needs.	Term 2	Lois Laidlaw, Leesa Marturia
Case Manager teachers will discuss the revised processes with parents at Semester 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


 P and C / School Council


 ARD FNQ





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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:	Collect samples of documents and approaches to share with teachers at staff meeting to accept as the DLC version.		
Actions	Timeline	Responsible Officer(s)	
Documents available digitally for staff to access.	Term 1	Lois Laidlaw	
Teachers organise meetings with parents of identified students to develop the individual plans.	Term 2	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi	
Strategy:	Teachers have Professional Development of writing up behaviour reports on One 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 Provisions and reviewed at each semester parent meeting throughout the year.		
Actions	Timeline	Responsible Officer(s)	
Once students who require the Individual Behaviour Management Plans are established, case manager teachers will complete and share with parents collecting information for all staff as appropriate.	Ongoing	Gianna Bannon, Angela Cristaudo, Leesa Marturia, Coby Page, Rohana Purcell, Madeleine Torrisi	

