

Investing for Success

**Under this agreement for 2021
Innisfail State College will receive**

\$641121

This funding will be used to

- To strengthen staff understanding of and commitment to implementing Positive Behaviour for Learning – PBL with fidelity, while accessing regional support staff in training and development and quality assurance of processes and procedures.
- Collaboratively develop and implement a whole school approach to writing using moderation as the vehicle to support the identification of the writing demands across the learning areas, build teacher capability and ensure line of sight from the assessment task and unit of work to classroom pedagogy.
- Maintain 100% QCE/QCIA attainment.

Our initiatives include

- Professional development for leadership, PBL team and classroom teachers in effective classroom management practices. \$45250
- Support the student services team to develop, implement, monitor and review focused and intensive interventions including a model for structured complex case management.
- Utilise budgetary process to source physical resources to support student and teacher understanding of the whole school behaviour process. \$35000
- Professional development and planning time to build teacher capability in the three levels of planning and moderation cycle. \$8846
- Implement a whole school writing initiative.
- Provide students with the skills to identify the demands of their assessment tasks including identification of the cognitive demands via modelled lessons and exemplars.
- Provide students with access to teaching and learning activities aligned to their level of learning readiness.

Our school will improve student outcomes by utilising 2020 IAS carryforward (\$236001) and 2021 IAS allocation (\$641121): \$877122

<ul style="list-style-type: none"> • Providing teacher planning meeting times to ensure rigorous and consistent curriculum planning occurs. Engagement of additional three teachers to ensure this work is completed. 	<ul style="list-style-type: none"> • \$324141
<ul style="list-style-type: none"> • Employing an additional Deputy to drive the work needed to align our curriculum to the Australian curriculum. 	<ul style="list-style-type: none"> • \$148385
<ul style="list-style-type: none"> • Providing additional funds to employ a Deputy to develop and implement a whole school behaviour program. 	<ul style="list-style-type: none"> • \$15000
<ul style="list-style-type: none"> • Employing a part-time Vocational Education and Training co-ordinator to oversee the further 	<ul style="list-style-type: none"> • \$52866



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expansion of certificate courses to years 10, 11 & 12 students.	
<ul style="list-style-type: none"> Continuing to employ two teacher aides to work as academic coaches to support identified year 11 & 12 students at risk of disengagement and/or not achieving a QCE. 	<ul style="list-style-type: none"> \$97000
<ul style="list-style-type: none"> Employing an additional academic junior teacher aide and youth support co-ordinator to work with year 7-10 students to support disengaged and at-risk junior students. 	<ul style="list-style-type: none"> \$62000
<ul style="list-style-type: none"> Providing additional funding for HOSES to provide support for an inclusive curriculum and to expand the program to support all students with learning difficulties. 	<ul style="list-style-type: none"> \$8634
<ul style="list-style-type: none"> Employing one Youth Support Co-ordinator and school Chaplain to support at-risk students. 	<ul style="list-style-type: none"> \$80000

Principal name

Principal *Tanya Martin*
 School name *Innisfail State College*

School council chair name

School council chair *Les Maule*
 School name *Innisfail State College*



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Under this agreement for 2021

Innisfail State College – Diverse Learning Centre will receive

\$26,749

This funding will be used to

Communication is a major focus of everything we do in the DLC – being one of or three pillars. Up to now, we have focussed on meeting the needs of students who are mainly non-verbal.

Handwriting/drawing is also a form of communication. It also assists our students to develop fine motor skills.

1. Handwriting is an element of the English Syllabus. It has been identified that all of the students in the DLC have varying degrees of ability in this area and their needs are more than would be able to be met in the regular English Syllabus delivery. Therefore, we have decided to allocate time outside of the English allocation during the week for intensive lessons for all students.
 - a. Students: Abilities range from not wanting to/being interested in touching a writing implement or even to scribble to some writing ability to those with badly formed letters, often difficult to read and these students find it arduous to write. Computers are used at times to overcome this with students who are able to identify their letters.
 - b. Develop and implement a handwriting programme for all students – from those with no skills or knowledge to those who have some very basic writing skills
 - c. Using Chain of Evidence and Inquiry Process to:
 - i. Identify each teacher's knowledge and prior experiences (survey)
 - ii. Identify an evidence based approach to suit the students in the DLC
 - iii. Identify where each student is using 6 elements of Tederescu approach - baseline
 - iv. Complete PD for all teachers initially at Twilight Afternoon
 - v. Establish agreed timetable for the programme
 - vi. Purchase additional resources and writing implement types to use in the programme to make up student relevant learning packages
 - d. Short term – PD completed (4/3/21), program timing established through collaboration with staff at Twilight Session in Term 1. Teacher survey collated and student levels identified.
 - e. Short/medium term – resources purchased that meet the identified levels of all students and packages made up – Term 1
 - f. Medium term – Terms 2-4 – program is implemented with monitoring end of each term
 - g. Long term – Term 4 – end of year review with amendments implemented for 2022 and beyond. The programme becomes an established part of the curriculum delivery in the DLC
2. Provide additional teacher aide support to increase one to one or one to two learning episodes with students to increase engagement in Australian Curriculum subject based lessons and to support the handwriting programme.
 - a. Assist teachers and existing aides in the classroom providing specific targets for individual or pair activities with students.
 - b. Identify the students who require more intensive teaching to participate more fully in their AC subject/learning area lessons and handwriting programme.
 - c. Continue to use established communication strategies for each student.
 - d. Continue the training of aides to use appropriate visuals for students throughout the day.
 - e. Continue the upskilling of AUSLAN skills in teacher aides. AUSLAN signing is used to support the visual being used.



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3. Improvement objectives:

- a. Teacher knowledge and skills enable them to teach the necessary skills to all levels from PD and ongoing collegial support in teams
- b. Students demonstrate a willingness to use handwriting/scribble/drawing beyond their baseline as an additional communication strategy
- c. Baseline improvement monitored each term – published and discussed to confirm the next term's targets for each student.
- d. Students opt to use a writing instrument – pen, chalk, crayon (of various shapes), pencil (various sizes with and without pencil grips) for early writing to writing for communication.
- e. Program reviewed at end of Term 4

Our initiatives include

Instruction: Use this space to outline the evidence-based initiatives you will implement to address prioritised problems of practice and achieve your targets.

- Handwriting Programme – *Write from the Start* – Ion Teodorescu and Lois M Addy

Additional teacher aide support to implement the programme with the wide range of starting points for students to enable an individual/pair approach.

Our school will improve student outcomes by

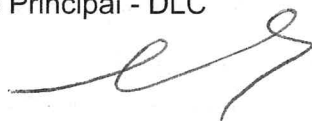
- ACTIONS:
 - Create a Problem of Practice using Chain of Evidence and Inquiry Process
 - Survey staff for previous experience
 - PD for staff – teachers initially then aides to support the programme
 - Baselining students against the 6 elements of the programme
 - Establish programme organisation, resources for different levels of students
 - Monitor each term
 - Review at end of 2021 to continue in 2022 with amendments/modifications

• Teacher aide hours (12 hrs per week for 40 weeks:	\$20000
• Resources	\$6000
• Catering for PD and PD resources	\$749

TOTAL	\$26749
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Lois Laidlaw
Associate Principal - DLC



Principal name Tanya Martin
Principal
Innisfail State College

School council chair name
School council chair *Les Maule*
INNISFAIL STATE COLLEGE



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