

# Investing for Success

Under this agreement for 2021  
 Caboolture Special School will receive

**\$110,478\***

## This funding will be used to

Target	Measures
<p><i>Our students will be able to communicate effectively so they are able to successfully engage within their learning and their wider school community.</i></p>	<p>Our School Vision for Communication is: <i>“Every student <u>deserves</u> to <u>share</u> their voice and to be <u>empowered</u> to access <u>meaningful</u> communication.”</i></p> <p><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>- School data plan outlines assessment tools and timelines for systematic data collection determining student levels and communication modes.</li> <li>- 85% of students identified as accessing an Individual Curriculum Plan (ICP) on High Individualised Curriculum Plan.</li> <li>- Communication Matrix data for all students entering Prep, students on High Individualised Curriculum and ROCC Profiles for all students across curriculum levels Prep and Year Level Partial.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>- Balanced Literacy assessment battery (Transitional Literacy Assessment Tool TLAT/ ERSI/BRI DWS , Communication Matrix and ROCC data for individual students</li> <li>- Comparison of ICP on Highly Individualised Curriculum Plan across all curriculum areas</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Student Communication Profile cards updated each semester, or at major transition intervals</li> <li>- Teacher planning documents include differentiation in at least three Learning Areas for communication based on information from tracking in the Communication Matrix, ROCC data</li> </ul>
<p>All students regularly attending school, actively and positively engaged in their learning across all environments in their school community.</p> <p>Increase the percentage of students working from ICPs who move to a higher achievement level.</p>	<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>- Balanced Literacy assessment battery (Transitional Literacy Assessment Tool TLAT, ELB/ /BRI DWS) data cards for individual students</li> <li>- 15 % students working in Year Level Partial – Prep to Year 1.</li> <li>- 85% students working in Highly Individualised Curriculum Levels 1b to 1d</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>- English A-E equivalent 5 point scale for YLP/ Prep levels, HIC two point scale- Semester 2, 2020 to Semester 2, 2021 and student goals in their ICP.</li> <li>- Distance travelled compared historically (by student) for same length of teaching time (1 year) using available appropriate battery of assessment under Balanced Literacy, GTMJs and data collection in DWS levels.</li> </ul>



	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Planned professional development in Balanced Literacy linked to current units of work in the Australian Curriculum.</li> <li>- Student engagement &gt; 75%– through attainment of individual goals in Individual Curriculum Plans.</li> <li>- Student portfolios provide evidence of achievement for each semester of unit work.</li> </ul>
Increase student active engagement in learning throughout the school day, utilising a range of pedagogies that respond to individual learners needs.	<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>- Student behaviour data from OneSchool – tracked by the Big 5 – OneSchool data and monitored by the PBL Team.</li> <li>- School attendance data commencing Semester 1 2021.</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>- PBL staff and parent surveys, SET/ EBS data.</li> <li>- Parents, Staff and School Opinion Survey data from 2020 to School Opinion survey 2021.</li> <li>- Targeted Professional Development and embedding the School PBL Matrix and Guidelines for Managing Student behaviour accompanying the weekly focus lesson.</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Staff professional learning, SET/ EBS, PBL team fortnightly monitoring and reporting data to the school community.</li> <li>- Student engagement and behaviour monitored alongside specific pedagogies in AAP.</li> </ul>

### Our initiatives include

Initiative	Evidence Base
<p>Age Appropriate Pedagogies (AAP) utilised in conjunction with communication modes across all classes (including Intensive Interaction, key word signing, PODD, Proloqou2Go, visual supports and Balanced Literacy strategies).</p> <p>Balanced Literacy strategies appropriate to the stage of development for students - evident across all classrooms with ongoing professional development for teachers and teacher aides to support literacy teaching and learning in the Australian Curriculum.</p> <p>Fidelity to the Positive Behaviour for Learning (PBL) Tier 1 programme in the school across all classrooms and areas of the school – data driven weekly focus lessons.</p>	<p><b>Age Appropriate Pedagogies</b>  <a href="https://earlychildhood.qld.gov.au/earlyYears/Documents/foundation-paper.pdf">https://earlychildhood.qld.gov.au/earlyYears/Documents/foundation-paper.pdf</a></p> <p><b>Balanced Literacy</b>            Erickson, Karen A., Koppenhaver, David  <i>Comprehensive Literacy for All : Teaching students with significant disabilities to read and write</i>            Paul H. Brookes Publishing Co. Maryland. 2020</p> <p><a href="http://www.janefarrall.com/literacy/">http://www.janefarrall.com/literacy/</a>  <a href="https://www.med.unc.edu/ahs/clds/">https://www.med.unc.edu/ahs/clds/</a>  <a href="https://www.angusrobertson.com.au/books/comprehensive-literacy-for-all-karen-erickson-david-koppenhaver/p/9781598576573?gclid=EAlaIQobChMI9PXAslp5wIVkYiPCh0ICwM-EAkYASABEgI9VfD_BwE">https://www.angusrobertson.com.au/books/comprehensive-literacy-for-all-karen-erickson-david-koppenhaver/p/9781598576573?gclid=EAlaIQobChMI9PXAslp5wIVkYiPCh0ICwM-EAkYASABEgI9VfD_BwE</a></p> <p><b>Positive Behaviour for Learning</b>  <a href="https://behaviour.education.qld.gov.au/positive-behaviour-for-learning">https://behaviour.education.qld.gov.au/positive-behaviour-for-learning</a></p>






### Our school will improve student outcomes by

Actions	Costs
Additional Speech therapy day each week across the school year.	\$22,000
Augmentative and alternative communication – assessment tools, subscriptions, maintenance of Ipad Apps	\$2,050
Professional development days for teachers for moderation processes	\$12,000
Professional development days for teacher aides – PBL, Australian curriculum, Communication	\$6,803
School funded staffing – maintenance of student data records	\$9,601
PBL Team release for Team Teach, Classroom Profiling	\$6,000
PBL – school resources and school contribution	\$3,900
Reboot school resources and subscription	\$1,500
Community Liaison-student engagement, PBL, Australian Curriculum–indigenous	\$15,750
Age Appropriate Pedagogies – school resources and professional development	\$4,000
Balanced Literacy- professional resources and texts, literacy displays, student texts	\$ 3,221
Curriculum – resource current units of work across all Learning Areas	\$18,153
Curriculum – indigenous perspectives – inclusion and engagement	\$4,000
Curriculum – SECC subscription	\$1,500
Total:	\$110,478



**Elizabeth Devonshire**  
Principal  
Caboolture Special School



**Tony Cook**  
Director-General  
Department of Education



**Queensland  
Government**