



# Investing for Success

Under this agreement for 2019,  
Red Hill Special School will receive:

**\$38 849.00**

## This funding will be used to

| Target  | Measures   |
|---|--|
| Increase the percentage of students with identified individual communication systems, to enable them to engage actively with the Australian Curriculum. | <p>Baseline:</p> <ul style="list-style-type: none"> <li>• 2018-2019 data collection communication levels - school data wall;               <ul style="list-style-type: none"> <li>○ 51% remained on same level</li> <li>○ 11% decreased one level</li> <li>○ 14% increased one level</li> <li>○ 24% were new students</li> </ul> </li> <li>• Monitoring data tracking of student cohorts accessing Australian Curriculum through a highly individualised curriculum level and a different year level partial;               <ul style="list-style-type: none"> <li>○ 2018 English semester 2- 16% students DYLP</li> <li>○ 2018 English semester 2- 84% student HIC</li> </ul> </li> </ul> |

## Our initiatives include

| Initiative  | Evidence Base  |
|---|--|
| Engagement of SLP to collaboratively work with parents, teachers and identified students to assess, establish and review individual communication systems.                            | Sharrat, L and Fullan, M (2012). Putting FACES on the Data: What great leaders do! Corwin, Thousand Oaks, CA.  |
| Provision of consultancy and coaching through Caroline De Hennin - DoE coach to lead school wide initiatives including, case management, feedback cycles and communities of practice. | Sharrat, L (2018). Clarity: What Matters Most in Learning, Teaching & Leading. Corwin, Thousand Oaks, CA   |
| Provision of expert professional development by Haylee Parfett and Janelle Sampson for all staff on October Pupil Free Day.   | Sharrat, L and Fullan, M (2012). Putting FACES on the Data: What great leaders do! Corwin, Thousand Oaks, CA.  |
| Scan and assess of school wide communication resources and personalised AAC systems.  | Lynch, Y, McLeary, M., Smith, M (2018). Instructional Strategies used in direct AAC Interventions with Children to support graphic symbol learning: A systematic review: Child Language Teaching and Therapy, 0265659018755524 |

## Our school will improve student outcomes by

|  |             |
|--|-------------|
| Engagement of DoE SLP additional 0.2 fraction (totalling 0.6 FTE) to identify individual communication systems as identified by Haylee Parfett AAC consultant in Term 3 2018. This additional engagement will include provision of mentoring, coaching and strategies for teachers in developing individualised communication systems. | \$17,468.51 |
| Haylee Parfett and Janelle Sampson Consultancy- October pupil free day- to build staff capability through targeted professional development for staff in AAC and literacy.   | \$3,088.46  |
| Purchase of school based AAC systems- 50 X 20 cell and 50 X 12 cell.   | \$11,000.00 |
| Engaging a DoE coach to work with the leadership team to build capacity through a whole school approach to communities of practice, case management, learning walks and feedback cycles.   | \$1,764.00  |
| Engagement of Teacher Aide to assist staff capability through specialist AAC resource development.   | \$5,528.03  |

**Rachel Dougherty**  
A/Principal  
Red Hill Special School

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

\* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



**Queensland  
Government**