

Red Hill Special School State School Annual Implementation Plan 2021

School Improvement Priorities 2021

Improvement priority Intentional Collaboration: Learn and work together to address priorities, measure impact and build expertise for improved student outcomes		
Actions	Targets	Responsible Officer/s
Further embed a culture of coaching using knowledgeable others (KOs) to build staff capacity in priority areas including communication, CVI, comprehensive literacy instruction and student wellbeing.	<ul style="list-style-type: none"> All staff to engage in peer coaching training through school purchased lead coach Targeted coaching for knowledgeable others by lead coach in order to build capacity of all staff and improve student outcomes 	Leadership team Lead Coach Knowledgeable Others (KOs)
Establish an agreed formalised observation and feedback process focussing on the teaching of reading, communication, and analysis of data (e.g. classroom walkthroughs, peer observations)	<ul style="list-style-type: none"> All teaching staff are involved in feedback / feed forward processes implemented throughout the school and engage in agreed formalised observations to assist reflection on, and improvement in, their professional practice 	All staff Leadership team Knowledgeable Others (KOs)
Continue to implement fortnightly cycles of Deep Learning Groups (DLGs) and Communities of Practice (COPs (communities of practice) as vehicles to drive improvement	<ul style="list-style-type: none"> Staff capability and improvement of practice is reflected by improvements in student outcomes 	All Staff Lead coach
Improvement priority: Precision within Curriculum and Pedagogy Identify and utilise evidence based pedagogical approaches to deliver the curriculum for student learning		
Actions	Targets	Responsible Officer/s
Identify and implement the precise pedagogies relevant to our learners to deliver the Australian Curriculum and Senior School Curriculum.	<ul style="list-style-type: none"> Teachers are able to articulate and explain the relevant school pedagogies and frameworks; <ul style="list-style-type: none"> - Universal Design for Learning - Age-appropriate pedagogies - Communication for Interaction - Comprehensive Literacy Instruction All students experience growth in one or more of the following areas: Communication, AC level, Literacy/ numeracy diagnostics 	Knowledgeable Others Leadership team
Collaboratively determine the age equivalent content to provide the context for learning	<ul style="list-style-type: none"> Plan and implement age equivalent curriculum context for Science, HPE and Geography Rigorous Before, After, After, End model of moderation and planning of the AC 	Teachers DPs
Collaboratively review senior schooling to ensure planning is individualised, age-appropriate, and supports the continuity of learning in order for students to engage in life beyond school.	<ul style="list-style-type: none"> Senior Schooling Curriculum framework and SET plan processes developed and implemented that effectively aligns with student strengths, interests and curriculum goals to support successful post school transitions 	Teachers Leadership team
Improvement priority: Student and staff wellbeing Identify and enact evidence-based approaches to support student and staff wellbeing		
Actions	Targets	Responsible Officer/s
Establish a Wellbeing PLC to create a RHSS wellbeing framework to support staff and students.	Student behaviour data decreases due to staff capability and understanding of evidence-based frameworks to support student engagement such as: <ul style="list-style-type: none"> - Berry St Education Model - Zones of Regulation - PBL (Positive Behaviour for Learning) 	All staff

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

Principal - Rachel Dougherty

P and C / School Council - Gerard Reardon

Assistant Regional Director - Hugh Goodfellow

