

Investing for Success



Under this agreement for 2021

Darling Point Special School will receive

\$ 66838.00

This funding will be used to

- Expand student agency by linking the Australian Curriculum, General Capabilities, and the Guide to Individual Learning (GIL) to the OECD 2030 vision, through authentic experiences and opportunities for students to engage with meaningful and relevant ways of working; and teachers setting individual goals that improve student engagement, life quality, and self-determination through agile ways of learning.
- Extend adoption and use of the Brigance and ABLES assessment systems for more accurate goal setting for ICP and Curriculum Plans, taking account of life quality, self-determination and student agency priorities as promoted in the school's curriculum framework. to deliver informed strategies that provide a high rate of learning progress and generalisation for all students.
- Enhance application of ipsative data processes to facilitate regular and meaningful tracking of student progress towards learning achievement and generalisation of knowledge and skills for all students.
- Extend individualised, explicit teaching of literacy, communication and numeracy knowledge and skills including catering for students' needs alongside functionally relevant and authentic plans relevant to each student's individual short- and long-term pathways, with contextualised links to the Australian Curriculum, General Capabilities and the Guide to Individual Learning (GIL).
- Increase the frequency, density and intensity of evidence-based practices so that all students' life quality, agency and learning is maximised through teaching and therapy options linked to goals within individual and class non-linear multi-element plans with multi-modal robust communication systems embedded across contexts, sensory and movement needs supported, and individual positive supports provided by all staff in all contexts.
- Expand existing transdisciplinary practices, informed by the full range of evidence-based practices, and across all staff including other agency professionals, so students' individual learning needs are documented in their non-linear and individual curriculum plans and met through teaching.
- Develop teachers' and teacher aides' skills to implement applied neuroscience strategies so that students, when their sensory, emotional, social, cognitive, movement and communication needs are met, and knowledge and skills are enhanced, have inclusive opportunities for presence, access, participation and achievement towards their hopes and aspirations.
- Expand the use of neuroscience, disability-specific and community-based principles and strategies including age-appropriate pedagogies for teaching across all areas of learning.
- Monitor and evaluate progress including the:
 - Proportion of teachers engaged in, and quality of, evidence-informed conversations regarding Brigance data and work samples, with peer buddies as per the school's Annual Implementation Plan (AIP).
 - Extent of teachers, teacher aides and therapist reporting improvement in frequency and increased usage of applied neuroscience strategies to enhance multimodal robust communication to promote students' communication functions across academic and social interactions.
 - Extent of teacher and therapist use of student evidence and data to inform strategies, differentiation, expansion of language, underlying movement and sensory repertoires, and other components of students' individual non-linear multi-element plans.
 - % of students whose data and evidence are moderated for differentiation, portfolios and reporting.
 - % of students demonstrating progress in ICP goals, personal and social capabilities and engagement.
 - % of teachers and teacher aides reporting high levels of, or improvements in, self-efficacy.



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Our initiatives include

- Embed a wraparound coaching model, based on the bespoke coaching course delivered by the school's scholar-in-residence, to incorporate neuroscience principles, including the use of lesson study and other evidence-informed methods. This model aims to improve learning achievement, generalisation, and progress as well as student engagement alongside collective teacher and therapist self-efficacy. The initiative will be supported by a Deputy Principal, the scholar-in-residence, and active engagement by coaches, lead teachers and therapists.
- Develop and support teachers and therapists to:
 - Adopt systems of assessment, moderation and reporting so that teachers and therapists effectively gather and moderate evidence from Brigance and ABELS tools and students' work samples.
 - Achieve quantitative and qualitative data to inform goal setting within ICPs.
 - Design and implement agile mechanisms for ipsative data gathering and analysis.
 - Design authentic learning opportunities that focus on life quality and self-determination aligned to the Australian Curriculum and Guide for Individual Learning.

Our school will improve student outcomes through

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| • Targeted professional learning and coaching in neuroscience strategies, multimodal robust communication systems, key movement and sensory processing repertoires that underpin communication for all students: | \$11000.00 |
| ○ Provide mentoring and coaching to enhance teachers' knowledge, capabilities and self-efficacy in the application and use of assessment tools, data analysis, moderation and reporting applied to each student's learning goals. | \$19000.00 |
| ○ Explicit and differentiated teaching of literacy, communication and numeracy using evidence-based practices. | |
| • Targeted professional learning and coaching in the applicability of neuroscience and multimodal strategies to meet emotional, social, cognitive, movement and communication needs | \$11500.00 |
| • Expansion of transdisciplinary practices. | \$ 5000.00 |
| • Expansion of real-life learning options including embedding neuroscience, disability-specific and community-based principles across learning phases. | \$12000.00 |
| • Equipment and resources to support the identified communication, movement, sensory, social and emotional needs of each student. | \$10000.00 |
| • School leaders and teachers publish information to report on the implementation and outcomes of these initiatives. | \$ 338.00 |

References

ABLES: <http://www.arc-ots.com/ABLES/home.php>

BRIGANCE:

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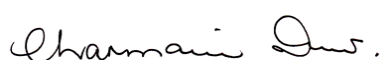
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