Under the agreement for 2015
Rosella Park School will receive

$27,554*  

*Estimated on 2014 data. Actual funding will be determined after 2015 enrolment data is finalised.

This funding will be used to

- Focus on enhancing Augmentative and Alternative communication (AAC) systems for students with complex communication needs, as identified on our school based communication benchmarking tool.
- Increase the engagement of students in the early years and junior secondary years in the area of numeracy through the use of YUMI Deadly Maths, looking specifically at applying algebra and geometry in a special education setting.
- Improve teacher capability and teacher pedagogy of literacy and numeracy through focused coaching and professional development to improve student performance.

Our strategy will be to

- Ensure all students with a complex communication need are using appropriate devices and/or communication systems and adaptive technologies to access the curriculum. Student data summary should be plotted on school based communication benchmark tool and literacy and numeracy tracking data to illustrate distance travelled.
- Pre and post-test all students using YUMI Deadly Maths to collect benchmark and distance travelled data.
- Utilise classroom walkthroughs, based on the Australian Professional Standards, to give teachers an opportunity to self-reflect, as well as receive direct feedback on the teaching and learning programs in classrooms.

Evidence:
- Showers, Beverly & Joyce, Bruce 1982, ‘The Coaching of Teaching’, Educational Leadership vol. 40, no. 1, pp4-8, 10;
- Jensen, B & Reichl, J 2012, Implementing a performance and development framework, Grattan Institute, Independent submission. The Grattan Institute independently prepared this report and was not commissioned by AITSL
Our school will improve student outcomes by

- Actively participating in the Yumi Deadly Maths program for a 2 year period, with the first year funded by the great results project
- Conduct an audit of current technologies and their use in classrooms
- Implementing a professional development program that focuses on building staff capacity to assist students with disabilities to adopt and functionally use a communication system, as well as additional critical communication skills that enhance student participation in all learning programs
- Employing a Speech Language Pathologist one day a week for a term to formalise individual communication systems for students
- Providing coaching structures for improving classroom practice through professional conversations about classroom observation data

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively participating in the Yumi Deadly Maths program</td>
<td>$10,000</td>
</tr>
<tr>
<td>Conduct an audit of current technologies and their use in classrooms</td>
<td>$1,500</td>
</tr>
<tr>
<td>Implementing a professional development program</td>
<td>$6,500</td>
</tr>
<tr>
<td>Employing a Speech Language Pathologist one day a week</td>
<td>$5,600</td>
</tr>
<tr>
<td>Providing coaching structures for improving classroom practice</td>
<td>$3,954</td>
</tr>
</tbody>
</table>

Kate Russ
Principal
Rosella Park School

Dr Jim Watterston
Director-General
Department of Education, Training and Employment