

Investing for Success

Snapshot report

Under the Investing for Success Agreement for 2017 Clifford Park Special School received

\$78 935

Our full 2017 agreement can be found at: <https://clifparkspecs.eq.edu.au>

Our school initiatives are on track to meet our targets

During 2017, we focused on maximising the benefits of this funding for our students. After reviewing our 2017 *Investing for Success* agreement, it is clear that we are on track to meet our targeted student outcomes.

I4S funding in 2017 was used to support the enactment of our two Explicit Improvement Priorities:

1. *Students will achieve their reading and/or literacy expectations*
2. *Students will engage in age equivalent maths contexts through specialised and explicit pedagogies.*

We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented include:

- Initiative 1: Evidence of Learning Professional Learning Community (PCL) leads the implementation of data processes within the school.
Evidence of Learning processes were consistently implemented throughout the school. The Literacy Continuum and the Communication Matrix were introduced and they formed the basis of our Evidence of Learning processes for each student. Teachers also used evidence of learning to support consultation processes with stakeholders.
- Initiative 2: Professional Learning for all staff regarding Evidence of Learning processes – increase knowledge, skills and competencies on assessment literacy.

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Through the use of Peer Feedback Coaches, teachers engaged in professional learning regarding assessment literacy. Each term teachers were able to engage individually or in a small team using a conferencing process. The conferencing process provided the basis for professional conversations about student work.

- Initiative 3: Attendance and professional learning processes instigated from Lyn Sharratt's Leading Learning Collaborative.

We have continued to implement Lyn Sharratt's parameters. Our major achievement was the new Clifford Park Special School Data Wall that shows each student's face and their individual literacy expectations. Each student now has precise and measureable reading and/or literacy expectations. As well as recording the attainment of the expectation and the next step in learning, recording of reading and/or literacy expectations were also recorded on OneSchool and were reported to stakeholders at the end of the semester.

- Initiative 4: Increase confidence of teachers to deliver the RAMR (Reality, Abstraction, Mathematics, Reflection) cycle through coaching and feedback.
The Maths Professional Learning Community has met regularly throughout the year. They have gained skills in writing maths age equivalent learning content, implementing units and collecting evidence of learning in mathematics. The YuMi maths pedagogy has been strongly supported through feedback from the Maths PLC.
- Initiative 5: Engage with external networks to improve knowledge and understanding of mathematics.

Teachers have engaged in professional learning through external networks around age-equivalent maths content and the Numeracy 1a continuum. Feedback regarding the professional learning that has been accessed has been positive and has strengthened the delivery of stronger pedagogical processes at Clifford Park Special School.