Redcliffe Special School

2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

School priority 1: Literacy	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Educational Achievement: Build a sustainable, school-wide literacy framework and culture that supports individualised literacy growth and prepares students for post-school settings.	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				Build a sustainable, school-wide literacy framework and culture that supports individualised literacy growth and prepares students for post-school settings.	**S1** 100% students assessed by week 8
	Term 1	Term 2	Term 3	Term 4		**S1** All teachers enact feedback directly related to improved student outcomes through M1.5 and Instructional Rounds
Strategies: 1. Build Teacher Capability to deliver Phonics & Literacy to all students using provided resources 2. Literacy Mentoring to build teacher capability 3. Shared Reading implementation 4. Build Data Literacy for teachers to identify next steps for learning					Creation of a Literacy framework that includes the RSS pedagogy for the delivery of Systematic Synthetic Phonics (SSP) RSS Literacy framework embedded and enacted. Knowledgeable others to lead mentoring and coaching for classroom staff in the area of Literacy.	**S2** Move from 94.3% of students achieving C or above in English to 96% of students achieving a C or above in English **S2** The percentage of school leavers in paid employment or volunteering to be maintained at 20% **S2** Phonics screener data. 75% of students to show improvement across or within phase levels

Actions:	Responsible officer(s):	Resources:
1. Build staff Capability to deliver Phonics & Literacy to all students using provided resources Staff capability development through SFD Literacy presentation and modules on reading portal Continue development of RSS Literacy framework incorporating new elements from signposts document Students supported to engage in literacy sessions differentiated for their level of understanding Ensure SharePoint is updated with latest information to support lessons Update and release models to support SSP Lessons for different learners following sequence from the Reading Portal. Videos of practise of different stages of lessons and learners created by the Literacy team and shared on SharePoint. Sound cards and wall display resources for all classes Additional readers sourced Develop icons and graphic organisers for teacher shared reading (reading portal resources – to be innovated on for RSS setting) **2. Literacy Mentoring to build teacher capability** Coaching and mentoring plan developed. Model lessons and provide observation and feedback on request. Follow coaching and mentoring plan with identified teachers and teacher aides. Complete class observations and provide feedback. Use data from T1 to support teaching. **3. Shared Reading implementation** Develop language comprehension through strategic shared and dialogic reading of curriculum texts page (signposts) Review simple view of reading & language comprehension in professional conversations Engage with reading portal supports including modules 1 – 3. Teachers supported with text selection and lesson sequence - intentional teaching of background knowledge Teachers to use consistent scaffolds to teach language comprehension such as icons and graphic organisers In class mentoring conducted by Mentor Teacher Community of practice group to build whole school approach through Book Club **4. Data Literacy for teachers to identify next steps for learning** Teachers will identify and monitor student's current level of knowledge and next steps for learning. "How to" sessions on how to differentiate and administer the Literacy Hub screening assessment tool. Teachers to complete screening assessment on all learners using Literacy Hub resources. Teacher meeting on how to analyse data and support students' different literacy and learning needs. Develop streaming timetable for Year 9 –10. Implement morning streamed sessions for year 9 – 10 classes. Support additional staff to complete assessments and review data. Instructional rounds completed Assess learners end of T3 with Literacy Hub resources, review streaming timetable.	Principal, Deputy Principals, HODC & Mentor Teacher	SSP monitoring/ assessment tool HODC, SLP (data analysis) Mentor teacher Teacher/Aide release time (AIP time)

Queensland Government

School priority 2:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Culture & Inclusion: **Support the development of staff capability to be effective communication partners and apply high-yield differentiation practices to include all students.**	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				Individualised Communication systems will be available for all students. PODD and Proloquo2go resources will be available for all students who require it.	**S1** All students have access to an effective communication system 100% of the time at school and engage with an effective communication partner
	Term 1	Term 2	Term 3	Term 4		

Strategies:

1. Core team to lead strategic direction (Amanda Hartmann, DP, SLP, HOD-C, Communication Mentor Teacher).
2. Provide ongoing professional development with Amanda Hartmann (focus on AAC communication partner strategies)
3. Enact Collegial Engagement Framework
4. Monitor staff engagement and confidence levels
5. Embed tools and processes for monitoring student progress
6. Staff acknowledgement strategy & awareness raising to contribute to positive AAC culture
7. Resources audit
8. School Proloq2Go Profile completed

Embed the strategic direction set by the Communication Action Team inclusive of leaders, knowledgeable others and classroom staff to lead and steer the implementation of communication at RSS.

All students have an identified communication system

S1 All teachers enact feedback directly related to improved student outcomes through M1.5 and Instructional Rounds.

S2 Reduction of students on a Highly Individualised Curriculum plan with 5 or more major behaviour incidents from 61% in 2024 to 50 %.

S2 100% of nonspeaking school leavers have an established communication system and transition plan in place.

Actions:	Responsible officer(s):	Resources:
1. Core team to lead strategic direction (Amanda Hartmann, DP, SLP, HOD-C, Communication Mentor Teacher) Utilise Amanda Hartmann as external stakeholder. Meet twice termly around priority to monitor actions and plan for next steps. Develop "RSS motto" for using AAC. Develop promotional material. **2. Provide ongoing professional development with Amanda Hartmann (focus on AAC communication partner strategies)** Use information from ROCC assessments to determine staff professional learning needs. Create professional development plan for year drawing on student data and feedback from external coach. Focus on frequent engagement with AAC topics and making it fun. Develop staff training videos of practice. Identify key staff across school to engage in mentoring through Gradual Release Model. Build a team of 'Communication Champions' through mentoring. Develop staff training videos Develop explicit plan for Teacher Aide capacity building. **3. Enact Collegial Engagement Framework** Instructional Rounds –Strategic team to review artefacts from past Instructional Rounds to monitor evidence of change over time. Embed process for mentoring drawing on themes identified in whole school ROCC data. **4. Monitor staff engagement and confidence levels** Use Mentimeter reflection tool for monitoring staff capability. Engage staff in survey at key points throughout the year including mid-year and end of year review. **5. Embed tools and processes for monitoring student progress** Develop ROCC 'Experts' that can support teachers and strategic team with data analysis moving forward Align use of assessment data with Communication Profile documentation **6. Staff acknowledgement strategy & awareness raising to contribute to positive AAC culture** Develop an AAC action team to promote AAC across the school Develop a calendar of actions for the year. Provide motivational opportunities for modelling use of AAC through curriculum & school events Develop explicit plan for staff acknowledgement & good news sharing Increase exposure of AAC on social media and information sharing platforms **7. Resources audit** Develop consistent process for allocation of iPads with appropriate communication apps **8. School Proloq2Go Profile** Document plan for updating School Proloquo2Go Profile and for distribution to staff	Principal, Deputy Principals, HODC & Mentor Teacher	Additional purchase of DOE SLP time Additional purchase of SLP consultant: Amanda Hartmann HODC, SLP Mentor Teacher Teacher and Teacher Aide release time

Approvals

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

Marcus Donaldson   F. Webber   [signature]

Principal   P&C/School Council   School Supervisor