Redcliffe Special School
2024 ANNUAL IMPLEMENTATION PLAN

⭐ Educational achievement   🌐 Wellbeing and engagement   🙌 Culture and inclusion

Empowered Students **Skilled** Team **Inclusive** Community

Optional cover page -

School priority 1:	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Educational Achievement: **Develop consistent whole school evidenced based pedagogical practices in the area of Literacy to improve learning outcomes for all students.**	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				Develop consistent whole school evidenced based pedagogical practices in the area of Literacy to improve learning outcomes for all students.	**S1** 100 % of teachers implementing literacy focussed lessons
	Term 1	Term 2	Term 3	Term 4		

Strategy/ies:
1. Develop Literacy Framework incorporating SSP approach along with other elements of literacy development.
2. Implement morning SSP streamed sessions across school
3. Build staff capability to effectively deliver phonics program for students working at phase 1 and above
4. Build staff capability to effectively deliver phonics program for students with complex sensory and communication needs

Long term measurable/desired outcomes continued:

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

AIP measurable/desired outcomes continued:

S1 Every Teacher consistently implementing RSS pedagogy for SSP in targeted literacy groups.

S1 100% students assessed using SSP screener and data analysis

S1 Streaming timetable and data analysis in place for semester 2

S1 Termly data literacy conversations including staff to identify targeted coaching and next steps for learning

S2 Move from 9% of students who identify as ATSIL achieving an A in English to 20% achieving an A

S2 Move from 87% of students achieving C or above in English to 95% of students achieving a C or above in English

---

Actions:
1. **Data Literacy– using literacy screener tools aligned with scope and sequence**
T1: teachers to complete assessment on all learners and analyse data sets to develop targeted phonics instruction. Share process/groupings with staff and request feedback.

Develop streaming timetable (share with teachers for feedback). Streaming groups can include just Teacher or Teacher aides to allow for smaller groups with targeted instruction.

T2: implement morning streamed sessions across school. (allow for teacher feedback sessions).
Support additional staff to complete assessments/ review data.
T3: Assess learners end of T3, review streaming timetable.
T4: Assess learners, review data to review growth
2. **Build Teacher & Teacher Aide Capability to effectively deliver phonics program for students at *Phase 1 and above***
T1: Whole school PD on SFD.

Resources available for all staff including lesson format, videos and plan to follow.
In class modelling of morning literacy session with targeted phonics program.
T2: Observations, targeted coaching and mentoring to support implementation.

Accountable Officer
Principal Marcus Donaldson

Responsible officer(s):
Head of Department Curriculum Rebecca Kroes

Resources:
Budget Action Plan
Literacy Hub progressions & screener
Strategic Literacy Action group
HODC/Literacy coach/ teaching expert/ SLP

Queensland Government

T3: Follow coaching and mentoring plan with identified teachers and teacher aides.
T4: Complete class observations and provide feedback

3.Build Teacher & Teacher Aide capability to deliver phonics program for students *with complex sensory and communication needs*
T1: Develop resources. Identify classes/learners with complex needs. Provide in class modelling.
T2: Observe, provide feedback and additional specific resources for complex learners.
   Develop coaching and mentoring plan.
T3: Follow coaching and mentoring plan with identified teachers and teacher aides.
T4: Complete class observations and provide feedback

4.Implement whole school approach to Literacy at RSS
Develop Literacy Framework draft incorporating SSP approach along with other elements of literacy development
Stocktake of current resources in school (determine if can be utilised, how they can be or decommissioned). Purchase resources required for implementation T1 2024 (Dandelion readers, workbooks, printing)

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.*				*I* 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 and communication partner within school.
	Term 1	Term 2	Term 3	Term 4		

Strategies:

1. Develop core team to lead strategic direction
2. Provide ongoing professional development with Amanda Hartmann (focus on AAC communication partner strategies)
3. Enact Collegial Engagement Framework (peer observations, peer mentoring, instructional rounds)
4. Explore tools and processes for monitoring student progress
5. Staff acknowledgement strategy & awareness raising to contribute to positive AAC culture
6. Resources audit – Environmental – Physical
7. Build team of 'Communication Champions' through mentoring/ coaching

Long term measurable/desired outcomes:

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

AIP measurable/desired outcomes:

S1 All classrooms display and use effectively agreed AAC "must haves."

S1 All staff indicate they are "an **effective" communication partner** for all students" in self evaluation

S1 Through enacting the collegial engagement framework leaders will ensure line of sight of effective communication practices through instructional rounds and giving staff feedback on being an **effective communication partner once per semester**.

S2 Reduction of students on a Highly Individualised Curriculum plan with 5 or more behaviour incidents from 65% to 50 %.

S2 Attendance to move from 79.5% in 2023 to 85% in 2024

S2 Aboriginal and Torres Strait Islander attendance to move from 75% in 2023 to no gap of 85% in 2024

Actions:

1.Utilise Knowledgeable Others

Utilise Amanda Hartmann as external stakeholder. Meet twice termly around priority to monitor actions and plan for next steps. Develop "RSS 5 Golden Rules" for AAC. Develop promotional material eg. Five Golden Rules for AAC, Staff Training Videos of Practice.

Accountable Officer:
Principal: Marcus Donaldson

Responsible officer(s):
 Deputy Principal: Kirsten Maclean

Resources:
Budget Action Plan

External Expert-Amanda Hartmann

AAC related resources-IPADS, PODDS, Classroom must haves

2.**Create RSS Communication Database**		
Use information from Student Communication Data Base to determine staff professional learning needs. Create professional development plan for year drawing on student data / feedback from external coach. Focus on frequent engagement with AAC topics and making it fun (experiential tasks). Teacher aide - Mentoring/ Mentors		
3. Enact Collegial Engagement Framework		
Instructional Rounds – twice yearly. Strategic team to review artefacts from past Instructional Rounds to monitor evidence of change over time. Use 2023 Observation Tool again Term 1 2024.		
4.ROCC Assessment Trial		
Review whole school communication data base termly. Strategic Team to prioritise students without established communication system and link with families. Research and consider - ROCC assessment. Trial assessment with target group of teachers (early adopters). Develop strategy for implementation across the school.		
5. **Communication Action Team**		
Develop an 'Communication Action Team' that is keen to promote AAC across the school. Develop a calendar of actions for the year – focus on 'experiential learning' (doing) rather than goal setting. Provide motivational opportunities for modelling use of AAC through curriculum / meaningful events. Develop explicit plan for staff acknowledgement & good news sharing – who, when, how? Social media – increase exposure to AAC on social media and information sharing platforms (Share Point, G Drive, Facebook, Newsletter, email).		
6. Mentoring and Coaching		
Identify key staff across school to engage in mentoring through Gradual Release Model. Develop staff training videos to share with staff. Develop explicit plan for Teacher Aide capacity building.		
7. Resource Allocations		
Develop consistent process for allocation of iPads with appropriate communication apps		

Approvals

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

Principal   **P&C/School Council**   **School Supervisor**