



BUNDABERG SPECIAL SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement






Culture and inclusion

School priority 1		Curriculum, Pedagogy and Capability – Reading through the Australian Curriculum <ul style="list-style-type: none">Improve student outcomes for reading through a consistent approach to the teaching of Systematic Synthetic Phonics <p>Why- moving away from a balanced literacy approach a reading focus will better suit the context of our school- moving from Australian Curriculum English version 8 to version 9.</p>	Phase D, I	<div>Developing – D Implementing – E Embedding – E Reviewing – R</div>	School priority 2	Behaviour Pedagogy and Wellbeing <ul style="list-style-type: none">Implement targeted multi-tiered systems of support for students and staff within the PBL/Case Management framework. <p>Why - Promote a shared accountability and collaborative framework with clear expectations to support student and staff wellbeing and engagement. Provide a proactive and preventative framework resulting in students and staff feeling safe, supported and valued.</p>	Phase D, I	<div>Developing – D Implementing – E Embedding – E Reviewing – R</div>		
Link to school review improvement strategy:		<p>6.1 Refine the whole school CARP to reflect the changing demands of the Australian Curriculum, ensuring full coverage of all learning areas</p> <ul style="list-style-type: none">Whole school planning including strategic planning of English curriculum and literacy general capabilitiesExplicit focus on changes to teaching readingAligning literacy program to reflect identified evidenced-bases practices for teaching of reading <p>8.1 Collaborative identify, support, and communicate agreed pedagogical practices and quality assure consistent application and improved outcomes for students</p> <ul style="list-style-type: none">2024 literacy pilot group – reviewing literacy program and evidenced-based practices for teaching of readingRealigning the whole school approach to literacy instruction to reflect identified evidenced-based practices for teaching of readingCollectively identifying reading pedagogies			Link to school review improvement strategy:			<p>3.1 Review and refine the whole-school approach for PBL Tiers 2&3 for individual behaviour support.</p> <ul style="list-style-type: none">PBL Tier 2 – PBL Curriculum, Coaching and MentoringPBL Tier 3 – Individual Behaviour Supports <p>7.3 Strengthen teachers' capability to recognise the full range of adjustments and strategies that support individual student access to learning and systematically document as evidence of NCCD decisions</p> <ul style="list-style-type: none">Differentiated teaching and LearningConsistent data collection systems <p>8.2 Enhance a culture of leaders modelling effective practices, coaching, mentoring and providing feedback to further support the consistent use of effective pedagogical practices.</p> <ul style="list-style-type: none">Collaborative and Intentional Leadership – PBL and Case management		
Strategy/ies		<p>Build staff capability of evidence-based pedagogical practices required for teaching reading in the Australian Curriculum– systematic synthetic phonics, Simple View of Reading, Scarboroughs Reading Rope</p> <p>Align the whole school approach to literacy to reflect evidenced-based pedagogical practices and the instruction of systematic synthetic phonics</p>			Strategy/ies		<p>Develop and implement targeted multi-tiered systems of support within the PBL/Case Management framework in the dimensions of Educational Achievement, Engagement, Attendance and staff and student wellbeing.</p> <p>Provide coaching, mentoring and professional learning to deepen all staff's capacity to collaboratively identify and implement proactive, focused and intensive interventions and levels of support.</p>			
Actions Including Responsible officer(s)		Resources			Actions Including Responsible officer(s)		Resources			
<p>Review and refine the whole school approach to literacy instruction:</p> <ul style="list-style-type: none">document systematic synthetic phonics reflecting PLD scope and sequence and resourcing (first year of instruction) HODC Sarahbuild staff knowledge and capability of systematic synthetic phonics through school delivered professional development, collegial support/knowledgeable others, access to selected resources to support the instruction of systematic synthetic phonics HODC Sarah, CAP Mentor Ash, DP's Sharyn and Rob, Principal Lee-Ann, Knowledgeable others Ro, Nikki, Kylie B, Karen, Cass, Josey and Lisa Fengage all students in appropriate phonics instruction All staffcollaboratively identify and create school specific resources required for all students to engage with and access systematic synthetic phonics instruction All staffpurchase specific resources required for reading instruction including decodable texts aligned to phonic sequence of learning HODC Sarah, CAP Mentor Ash, Librarian Sarah L, BM Paula, Principal Lee-Ann <p>Update the school data plan:</p> <ul style="list-style-type: none">removal of data collection and assessments that do not align with current evidenced-based reading instruction HODC Sarahidentify required data collection for capturing and monitoring student progression in explicit phonics instruction HODC Sarah, CAP Mentor Ash,		<p>PLD resources:</p> <ul style="list-style-type: none">decodable reader sets aligned to PLD SSP scope and sequence – FOUNDATION \$5000Year 1/2 \$5000 (required 2026)staff texts for blending, segmenting, sequence, writing \$5000 (completed in 2024 budget)iPad apps TBCSwitches \$250Magnetic whiteboards \$500Stationary budget \$1000 <p>Staffing:</p> <ul style="list-style-type: none">TRS x2 per term allocated for PD release including data conversationsBuilding Capabilities timetabled release time (.4 FTE)			<p>Multi-Tiered System of Supports with PBL/Case Management</p> <ul style="list-style-type: none">form and articulate the Tiers 2 and 3 Case Management teams DP's Sharyn and Robrefine the Leadership vision with clear roles and responsibilities DP's Sharyn and Rob, Principal Lee-Ann, collaborate with staff to identify possible proactive and preventative responses/strategies to promote staff and students feeling safe, supported and valued DP's Sharyn and Rob, Principal Lee-Ann,collaborate with staff to develop Tiers 2 and 3 Case Management action plan DP's Sharyn and Rob and all staffdevelop, document and implement Tiers 2 and 3 Case Management systems and processes, including screening, multi-level prevention systems and interventions, data-based decision making and progress monitoring, DP's Sharyn and Rob, Case Managers and identified staffdevelop and document Tiers 2 and 3 interventions in the dimensions of Educational Achievement, Wellbeing and Engagement, and Attendance DP's Sharyn and Rob, Case Managers and identified staffbuild staff knowledge and capability through delivery of PD focused on Disability Specific knowledge, TeamTeach (responses) and PBL Curriculum (teaching) DP's Sharyn and Rob and identified staffalign building capability sessions with Leadership coaches/Case Managers to support all staff engaging with students requiring Tier 2 and 3 support and interventions DP's Sharyn and Rob and identified staffengage with Matt Potter – Head of Program – Multi-Tiered Systems to build knowledge and capability of the Leadership team to lead Case Management through MTSS DP's Sharyn and Rob, Principal Lee-Ann, PBL Coach, WHS Advisor, Transition Mentor, CAP Mentorschedule regular Tier 2 and 3 Case Management meetings (with identified staff, stakeholders as necessary and Case Managers) and Case Review Meetings (Case Managers and leaders) DP's Sharyn and Rob, Principal Lee-Ann,		<ul style="list-style-type: none">Building Capabilities timetabled release time (.4 FTE) to engage with coaches and Case ManagersMatt Potter – MTSSIncrease/maintain 2nd DP 0.5 FTE (workplace reform)Team Teach Annual Refresher x 2 staff membersTRS x4 per term allocated for PD release to train new staff – Team TeachTRS x4 per term – PBL Tier 1 Coach to attend Networking meetings			
<div>End Term 4</div>	Measurable outcomes	<ul style="list-style-type: none">100% of students have baseline data recorded on OneSchool Mark BooksIncrease from 88% agreement to 91% - 'I have access to relevant professional development' (SOS Data)Increase from 79.6% agreement to 82% – 'Staff are well supported at this school'Decrease from 55% to 51% students accessing HIC Curriculum LevelsIncrease from 45% to 49% students accessing DYLP Curriculum levelEnglish learning area achievement – 90% of students receiving a 'C' or above			<div>End Term 4</div>	Measurable outcomes	<ul style="list-style-type: none">100% of staff with identified students have participated in Case Management processes and supports100% of data (OneSchool majors) identified students accessing Tier 2 and Tier 3 level of supportsIdentified students receiving Tier 3 supports reduce OneSchool majors to 2-5 majors within 1 semester (2 cycles of data)Increase from 72% agreement to 75% - 'I feel this school is a safe place in which to work' (SOS Data)Increase from 75.5% agreement to 78%– 'The wellbeing of employees is a priority at this school' (SOS Data)Increase from 79.6% agreement to 82% – 'Staff are well supported at this school'			
	Success criteria	<p>Behaviourally:</p> <p>Students have:</p> <ul style="list-style-type: none">participated in uninterrupted explicit SSP lessons four times per week.read and spell words using their phonemic knowledge and skills <p>Teachers have:</p>				Success criteria	<p>Behaviourally:</p> <p>Students have:</p> <ul style="list-style-type: none">demonstrated calm and safe behaviour whilst engaging in the school communityinteracted calmly and safely using AAC and/or other communication supports to share thoughts, feelings and ideas whilst in the classroom environment			

	<ul style="list-style-type: none">- explicitly taught the Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12) (<i>observables: positive SSP focused interactions, multi-sensory approach, alignment of IT resources, posters and visuals to current SSP sequence, AAC use, age-appropriate texts, adjusted texts, accessible classroom environment, activities and resources aligned to SSP sequence</i>)- assessed and recorded student diagnostic data to OneSchool mark books for Alphabet sounds, Phonemic awareness, Phonics based spelling and Early reading,- articulated their students' current level of working within the PLD scope and sequence,- Facilitated targeted data conversations about their students current phonemic and phonetic knowledge and skills with classroom Teacher Aide and Leadership team once per term <p>Teacher Aides can:</p> <ul style="list-style-type: none">- supported the explicit teaching the Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12) (<i>with above mentioned observables evident</i>)- share positive SSP focused interactions with the students at their current level of working, within the PLD scope and sequence,- Supported the completion of student diagnostic assessments,- Participated in focused phonemic and phonetic data conversations with classroom teacher, <p>Leadership team have:</p> <ul style="list-style-type: none">- positively shared their expertise and model the explicit teaching of phonemic and phonetic skills- timetable and schedule building Capabilities timeslots to support the upskilling of teachers or teacher aides in explicitly teaching SSP- Completed one walkthrough during Term 1 and two walkthroughs per term in Terms 2, 3 and 4 with a focus SSP, phonemic and phonetic explicit teaching- created a whole school data wall that all teachers have contributed to for each of their students- Scheduled data conversations into the professional development calendar allocated during one sector meeting per term.- Participated in targeted data conversations about students current phonemic and phonetic knowledge and skills with teachers once a term accessed through Building Capabilities or TRS.			<p>Teachers have:</p> <ul style="list-style-type: none">- planned, documented and implemented learning opportunities that motivate and encourage students to participate calmly- interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allow processing time and model the use of AAC and/or visuals- Participated with Case Management processes and implement recommended targeted intervention supports- lead focussed conversations with Sector staff about current targeted intervention strategies in use with identified students- utilised targeted building capabilities sessions with coaches and mentors to build capability with current prevention and intervention strategies- utilised current plans and documentation for identified students located on SharePoint PBL Central <p>Teacher Aides have:</p> <ul style="list-style-type: none">- supported the implementation of appropriate learning opportunities that motivate and encourage students to participate calmly- interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allowing processing time and model the use of AAC and/or visuals- participated with Case Management processes- participated in focussed conversations with Sector staff about current prevention and intervention strategies in use with identified students- utilised targeted building capabilities sessions with coaches and mentors to build capability with current prevention and intervention strategies- utilised current plans and documentation for identified students located on SharePoint PBL Central <p>Leadership Team have:</p> <ul style="list-style-type: none">- documented the Tiers 2 and 3 Case Management processes, with agreed roles and responsibilities, and have shared these on SharePoint PBL Central- participated in and diarised data-informed Tiers 2 and 3 Case Management meetings (with internal and external stakeholders) to implement and review targeted interventions- participated in and diarised data-informed Tiers 2 and 3 Case Management meetings to review current cases- scheduled and delivered mentoring and coaching sessions (to support the implementation of tailored intervention strategies) through Building Capabilities Timetable- scheduled and delivered TeamTeach training, PBL Curriculum upskilling and disability specific PD to identified staff- Completed one walkthrough during Term 1 and two walkthroughs per term in Terms 2, 3 and 4 with a focus on tailored supports and interventions				
	<p>Artefacts</p> <ul style="list-style-type: none">- Completion of the Reading through the Australian Curriculum – Reading modules- PD Calendar – scheduled data conversations, Walk Throughs, Twilight sessions- School Data Plan- Building Capabilities Timetable for Teachers and Teacher Aides- OneSchool Markbooks instruction guide and Data exports- Bundaberg Special School SSP Teaching and Learning Sequence for Prep to Year 2 and Years 3 to 12.- Whole School Data Wall- SOS Survey Data for 2025		<p>Artefacts</p> <ul style="list-style-type: none">- PD Calendar – scheduled data conversations, Walk Throughs, Twilight sessions- SOS Survey Data for 2025- Building Capabilities Timetable for Teachers and Teacher Aides- Documented Tier 2 and 3 Case Management Processes – shared on PBL Central (SharePoint)- Documented Roles and Responsibilities for Case Management processes- Documented Behaviour Plans, Safety Plans, Tier 2 Plans. etc for all data identified students					
	<p>Measurable outcomes</p>	<p>Success criteria</p>	<p>Artefacts</p>	<p>Monitoring</p>	<p>Measurable outcomes</p>	<p>Success criteria</p>	<p>Artefacts</p>	<p>Monitoring</p>
End Term 1	<p>Action data plan:</p> <p>Baseline data recorded on OneSchool</p> <p>-Yr3-Yr12 Alphabet sounds, Phonemic awareness (blending & segmenting), Early reading screen</p> <p>-Prep-Yr 2 Bridge Literacy assessment</p>	<p>Behaviourally:</p> <p>Students:</p> <ul style="list-style-type: none">- participated in explicit SSP lessons four times per week.- use their phonemic awareness to blend three phonemes and segment CVC words <p>Teachers:</p> <ul style="list-style-type: none">- explicitly taught the Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12) Term 1- articulate their student's current level of working within the PLD scope and sequence.- Assessed and recorded student diagnostic data to OneSchool mark books for Alphabet sounds, and Phonemic awareness – blending three phonemes and segmenting CVC words (Years 3-12)- Observed and recorded student literacy and beginning reading behaviours engagement using the Bridge Literacy assessment (Prep-Year 2)- engaged in data conversations about their students with classroom Teacher Aide and Leadership team once per term <p>Teacher Aides:</p> <ul style="list-style-type: none">- Supported explicitly teaching the Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12).- Engage with the students at their current level of working, within the PLD scope and sequence.- Supported the completion of student diagnostic assessments: Alphabet sounds, and Phonemic awareness – blending three phonemes and segmenting CVC words (Years 3-12)	<p>PLD SSP scope and sequence</p> <p>BSS SSP teaching and learning sequence for Early Years and Foundation (modelled off PLD program)</p>	<p>Green –on track</p> <p>Yellow – underway</p> <p>Magenta – yet to commence</p>	<p>PBL/Case management process is documented and shared with staff.</p> <p>Invitations for support and Building Capability process is document and shared with staff.</p> <p>2x staff meetings scheduled with Priority 2 focus</p> <p>1x staff meeting scheduled with support from Matt Potter.</p> <p>Student behaviour Data shared at Admin. Meetings weekly</p>	<p>Behaviourally:</p> <p>Students:</p> <ul style="list-style-type: none">- Engage in new routines and transitions to identified learning areas- Engage with new/ identified teaching teams for new year- Student has access to AAC and or communication supports <p>Teachers:</p> <ul style="list-style-type: none">- Are aware of the process for requesting support of identified students- interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allow processing time and model the use of AAC and/or visuals- Know your student: utilised previous/current plans and documentation for identified students located on SharePoint PBL Central <p>Teacher Aides:</p> <ul style="list-style-type: none">- Are aware of the process for requesting support of identified students- interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allow processing time and model the use of AAC and/or visuals- Supported by class teacher to know students: utilised previous/current plans and documentation for identified students located on SharePoint PBL Central <p>Leadership team:</p> <ul style="list-style-type: none">- Form and articulate the Tiers 2 and 3 Case Management teams DP's Sharvn and Rob.	<p>MTSS/PBL Documents – Processes, including templates</p> <p>Walkthrough Agenda</p> <p>Data Conversation Agenda</p>	<p>Green –on track</p> <p>Yellow – underway</p> <p>Magenta – yet to commence</p> <p>Complete end of each term</p>

	<ul style="list-style-type: none">- Supported the observation and recording of student literacy and beginning reading behaviours using the Bridge Literacy assessment- engaged in data conversations with classroom teacher. <p>Leadership team:</p> <ul style="list-style-type: none">- Demonstrate the behaviours that support teachers to enact/explicitly teach- Building Capabilities timetable supports the upskilling of teachers or teacher aides – blending and segmenting- Completed frequent walkthroughs- Data conversations have been added to the professional development calendar allocated during one sector meeting per term.- Engaged in data conversations with teachers about their students once a term accessed through Building Capabilities or TRS.- Host a parent information session to inform and share the whole school approach to teaching reading					<ul style="list-style-type: none">- refine the Leadership vision with clear roles and responsibilities DP's Sharyn and Rob, Principal Lee-Ann,- build staff knowledge and capability through delivery of PD focused on Disability Specific knowledge, TeamTeach (responses) and PBL Curriculum (teaching) DP's Sharyn and Rob and identified staff- collaborate with staff to identify possible proactive and preventative responses/strategies to promote staff and students feeling safe, supported and valued DP's Sharyn and Rob, Principal Lee-Ann,- develop, document and implement Tiers 2 and 3 Case Management systems and processes, including screening, multi-level prevention systems and interventions, data-based decision making and progress monitoring. DP's Sharyn and Rob, Case Managers and identified staff- Completed one walkthrough in Term 1, identifying student engagement and access to learning environment and AAC/communication systems		
End Term 2	<p>Action data plan</p> <p>Data recorded on OneSchool</p> <p>-Yr1-Yr2 Alphabet sounds</p> <p>-Yr 3-12 Early reading screen, Phonics based spelling</p> <p>-Prep-Yr 2 Bridge Literacy assessment</p> <p>Behaviourally:</p> <p>Students:</p> <ul style="list-style-type: none">- participated in explicit SSP lessons four times per week.- use their phonemic awareness to engage with reading (decoding) decodable texts and writing (encoding) <p>Teachers:</p> <ul style="list-style-type: none">- explicitly taught the Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12) Term 1- plan and facilitate beginning reading use decodable texts aligned to the PLD scope and sequence- Assessed and recorded student diagnostic data to OneSchool mark books for Early reading and phonics based spelling (Years 3-12), and alphabet sounds (Yr1-2)- Observed and recorded student literacy and beginning reading behaviours engagement using the Bridge Literacy assessment (Prep-Year 2)- engaged in data conversations about their students with classroom Teacher Aide and Leadership team once per term <p>Teacher Aides:</p> <ul style="list-style-type: none">- Supported explicitly teaching the Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12)- Engage with the students at their current level of working, within the PLD scope and sequence, using decodable texts- Supported the completion of student diagnostic assessments: Alphabet sounds (Yr1-2), Early reading and phonics based spelling (Years 3-12)- Supported the observation and recording of student literacy and beginning reading behaviours using the Bridge Literacy assessment (Prep-Yr2)- engaged in data conversations with classroom teacher. <p>Leadership team:</p> <ul style="list-style-type: none">- Demonstrate the behaviours that support teachers to enact/explicitly teach- Building Capabilities timetable supports the upskilling of teachers or teacher aides – early reading and phonics based spelling, writing/dictation, alphabet sounds- Completed frequent walkthroughs- Data conversations have been added to the professional development calendar allocated during one sector meeting per term.- Engaged in data conversations with teachers about their students once a term accessed through Building Capabilities or TRS.	<p>PLD SSP scope and sequence</p> <p>BSS SSP teaching and learning sequence for Early Years and Foundation (modelled off PLD program)</p>	<p>Shade cell at the end of each term after reflection based on progress.</p>	<p>2x staff meetings scheduled with Priority 2 focus</p> <p>Student behaviour Data shared at Admin. Meetings weekly</p> <p>100% of data-identified students and staff receive Tier 2/3 supports</p>	<p>Behaviourally:</p> <p>Students:</p> <ul style="list-style-type: none">- demonstrated calm and safe behaviour whilst engaging in the school community- engage in modelled AAC interactions to share thoughts, feelings and ideas- Engage in Tier 1 Universal support <p>Teachers:</p> <ul style="list-style-type: none">- planned, documented and implemented learning opportunities that motivate and encourage students to participate calmly, evidenced through Tier 2 Targeted Support Plans- participated with Case Management processes for data-identified students and implement recommended targeted intervention supports- interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allow processing time and model the use of AAC and/or visuals- lead focussed conversations with Sector staff about current targeted intervention strategies in use with identified students- utilised targeted building capabilities sessions with coaches and mentors to build capability with current prevention and intervention strategies- utilised current processes and documentation for identified students located on SharePoint PBL Central <p>Teacher Aides:</p> <ul style="list-style-type: none">- supported the implementation of appropriate learning opportunities that motivate and encourage students to participate calmly, following the Tier 2 Targeted Support Plans- interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allowing processing time and model the use of AAC and/or visuals- participated with Case Management processes- participated in focussed conversations with Sector staff about current prevention and intervention strategies in use with identified students- utilised targeted building capabilities sessions with coaches and mentors to build capability with current prevention and intervention strategies- utilised current plans and documentation for identified students located on SharePoint PBL Central <p>Leadership team:</p> <ul style="list-style-type: none">- participated in and diarised data-informed Tiers 2 and 3 Case Management meetings (with internal and external stakeholders) to implement and review targeted interventions- participated in and diarised data-informed Tiers 2 and 3 Case Management meetings to review current cases- scheduled and delivered mentoring and coaching sessions (to support the implementation of tailored intervention strategies) through Building Capabilities Timetable- scheduled and delivered TeamTeach training, PBL Curriculum upskilling and disability specific PD to identified staff- Completed one walkthrough during Term 1 and two walkthroughs per term in Terms 2, 3 and 4 with a focus on tailored supports and interventions	<p>MTSS/PBL Documents – Processes, including templates</p> <p>Walkthrough Agenda</p> <p>Data Conversation Agenda</p> <p>Targeted Tier 2 Behaviour Plans</p> <p>Tier 2 Core 3 Data collection</p> <p>Tier 1 whole school solution plan</p>	<p>Shade cell at the end of each term after reflection based on progress.</p>	

<p>Action data plan</p> <p>Data recorded on OneSchool</p> <p>-Yr 3-12 Early reading screen, Phonics based spelling</p> <p>-Prep-Yr 2 Bridge Literacy assessment</p>	<p>Behaviourally:</p> <p>Students:</p> <ul style="list-style-type: none"> - participated in explicit SSP lessons four times per week. - use their phonemic awareness to engage with reading (decoding) decodable texts and writing (encoding) <p>Teachers:</p> <ul style="list-style-type: none"> - explicitly taught the <i>Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12) Term 3</i> - plan and facilitate beginning reading use decodable texts aligned to the PLD scope and sequence - diagraphs - Assessed and recorded student diagnostic data to OneSchool mark books for Early reading and phonics based spelling (Years 3-12) - Observed and recorded student literacy and beginning reading behaviours engagement using the Bridge Literacy assessment (Prep-Year 2) - engaged in data conversations about their students with classroom Teacher Aide and Leadership team once per term <p>Teacher Aides:</p> <ul style="list-style-type: none"> - Supported explicitly teaching the <i>Bundaberg Special School SSP Teaching and Learning sequence for Early Years (P- Year 2) and Foundation (Years 3-12)</i>. - Engage with the students at their current level of working, within the PLD scope and sequence - diagraphs - Supported the completion of student diagnostic assessments: Early reading and phonics based spelling (Years 3-12) - Supported the observation and recording of student literacy and beginning reading behaviours using the Bridge Literacy assessment (Prep-Yr2) - engaged in data conversations with classroom teacher. <p>Leadership team:</p> <ul style="list-style-type: none"> - Demonstrate the behaviours that support teachers to enact/explicitly teach - Building Capabilities timetable supports the upskilling of teachers or teacher aides – early reading and phonics based spelling – diagraphs, alphabet sounds - Completed frequent walkthroughs - Data conversations have been added to the professional development calendar allocated during one sector meeting per term. - Engaged in data conversations with teachers about their students once a term accessed through Building Capabilities or TRS. 	<p><i>PLD SSP scope and sequence</i></p> <p><i>BSS SSP teaching and learning sequence for Early Years and Foundation (modelled off PLD program)</i></p>	<p>2x staff meetings scheduled with Priority 2 focus</p> <p>Student behaviour Data shared at Admin, Meetings weekly</p> <p>100% of data-identified students and staff receive Tier 2/3 supports</p> <p>Evaluate progress of MTSS and refine behaviour implementation</p>	<p>Behaviourally:</p> <p>Students:</p> <ul style="list-style-type: none"> - demonstrated calm and safe behaviour whilst engaging in the school community - engage in modelled AAC interactions to share thoughts, feelings and ideas - Engage in Tier 1 Universal support <p>Teachers:</p> <ul style="list-style-type: none"> - planned, documented and implemented learning opportunities that motivate and encourage students to participate calmly, evidenced through Tier 2 Targeted Support Plans - participated with Case Management processes for data-identified students and implement recommended targeted intervention supports - interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allow processing time and model the use of AAC and/or visuals - lead focussed conversations with Sector staff about current targeted intervention strategies in use with identified students - utilised targeted building capabilities sessions with coaches and mentors to build capability with current prevention and intervention strategies - utilised current processes and documentation for identified students located on SharePoint PBL Central <p>Teacher Aides:</p> <ul style="list-style-type: none"> - supported the implementation of appropriate learning opportunities that motivate and encourage students to participate calmly, following the Tier 2 Targeted Support Plans - interacted with a calm measured tone, positive body language, smiling eyes, using proximity/personal space, allowing processing time and model the use of AAC and/or visuals - participated with Case Management processes - participated in focussed conversations with Sector staff about current prevention and intervention strategies in use with identified students - utilised targeted building capabilities sessions with coaches and mentors to build capability with current prevention and intervention strategies - utilised current plans and documentation for identified students located on SharePoint PBL Central <p>Leadership team:</p> <ul style="list-style-type: none"> - participated in and diarised data-informed Tiers 2 and 3 Case Management meetings (with internal and external stakeholders) to implement and review targeted interventions - participated in and diarised data-informed Tiers 2 and 3 Case Management meetings to review current cases - scheduled and delivered mentoring and coaching sessions (to support the implementation of tailored intervention strategies) through Building Capabilities Timetable - scheduled and delivered TeamTeach training, PBL Curriculum upskilling and disability specific PD to identified staff - Completed one walkthrough during Term 1 and two walkthroughs per term in Terms 2, 3 and 4 with a focus on tailored supports and interventions 	<p><i>MTSS/PBL Documents – Processes, including templates</i></p> <p><i>Walkthrough Agenda</i></p> <p><i>Data Conversation Agenda</i></p> <p><i>Targeted Tier 2 Behaviour Plans</i></p> <p><i>Tier 2 Core 3 Data collection</i></p> <p><i>Tier 1 whole school solution plan</i></p>	
<p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <div> <div>Principal</div> <div></div> </div> <div> <div>P&C/School Council</div> <div></div> </div> <div> <div>School Supervisor</div> <div></div> </div>						