


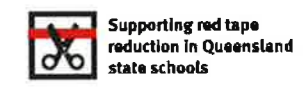


End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Increase in uptake in accessing collegial engagement sessions to build communication partner capability of all staff <p>Improved student outcomes through SSP diagnostic data</p> <ul style="list-style-type: none"> 100% of students working within the Literacy General Capabilities engaged SSP lessons. 100% of HICP student literacy engagement data monitored, discussed and identified next steps to increase individual student engagement behaviours. 100% of students in Secondary and Senior have baseline data recorded on OneSchool Mark books - Collecting baseline data for Phonics sequence Year 1. 100% of Teachers in Junior and Primary reviewed and compared SSP Termly diagnostic baseline data from 2025 to 2026 to inform next steps in learning <p>School Wide Targets above in Prep – Year 10 English (Literacy)</p> <ul style="list-style-type: none"> Students achieving 'C' and above – 95% Students achieving 'A' and 'B' – 50% 	End of Year Success Criteria	<p>Performance:</p> <p>Improved student outcomes demonstrated through:</p> <ul style="list-style-type: none"> Reduction from 20% to 5% of marker* students receiving N in any learning area. Semester 2 2025 – Semester 2 2026 Reduction from 10% to 5% of all students receiving a D, E or N in behaviour in Semester reports. Semester 2 2025 – Semester 2 2026 50% reduction in office referrals for individual marker students. Baseline referral to Tier 1 maintenance. <p>* marker students are those who have been identified by OneSchool Data on the PBL Tiers of support framework</p>
		Measures	<p>Behaviour</p> <p>100% of students have:</p> <ul style="list-style-type: none"> Participated in daily review and explicit SSP instruction Participated in literacy instructional routines Had access to language rich environments using visual resources or AAC to engage in all aspects of literacy instruction <p>100% of teaching staff have:</p> <ul style="list-style-type: none"> Developed and/or deepened their knowledge of using AAC to support literacy instruction and effective communication partners Developed and taught consistent instructional routines x4 per week Explicitly taught differentiated phonics instruction and language skills to all students, with a focus on vocabulary using visual resources or AAC <p>Leadership team have:</p> <ul style="list-style-type: none"> Developed staff knowledge of instructional routines and consistent, low variance approaches to literacy instruction Provided upskilling and mentoring in AAC instruction and engagement Completed two walkthroughs in Terms 2,3 and 4 with a focus on literacy instruction, effective communication use and language rich learning environments. Completed data conversations once per term with teachers, comparing SSP data and literacy engagement behaviours 	Measures
	Artefacts	<p>HICP engagement behaviours data wall/tracking document (year level manilla folder data walls)</p> <p>BSS whole school approach to instructional routines</p> <p>OneSchool markbooks – diagnostic data</p> <p>PLD Scope and sequences</p>	Artefacts	<p>MTSS Procedure documents – PBL, Team Teach, Complex Case, Collegial Engagement, OVA, Professional Engagement, AAC</p>
<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> Shared literacy resources – PLD resources, scope and sequence Use of marker students Teacher release time during work hours to engage in professional engagement opportunities 				
<p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal  P&C/School Council  School Supervisor </p>				





Supported Valued Accountable

Bundaberg Special School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

Multi-Tiered Systems of Support

School priority 1	Curriculum, Pedagogy and Capability – Reading through the Australian Curriculum Developing whole school approach and explicit instructional routines for teaching reading.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				School priority 2	Increasing student engagement through consistent, quality teaching and learning Strengthen teaching expertise and confidence to deliver evidence-based practice.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<ul style="list-style-type: none"> 2.1 Develop formalised data conversations focused on enhancing teachers data literacy to effectively monitor student progress and reflect on the impact of their teaching 4.1 enhance the suite of ICT resources to support student and staff access to communication and curriculum 7.1 systematically build the capacity of staff members as confident student communication partners 8.1 Collaborative identify, support, and communicate agreed pedagogical practices and quality assure consistent application and improved outcomes for students 					Link to school improvement strategy:	<ul style="list-style-type: none"> 5.1 Implement collegial engagement with fidelity to enhance identified pedagogical practices. 7.1 Systematically build the staff capacity as confident student communication partners. 8.1 Identify, support and communicate agreed pedagogical practices and quality assure consistent implementation. 				
Strategies	<p>To improve student literacy outcomes through word reading and language comprehension through:-</p> <ul style="list-style-type: none"> Embedding- Simple view of reading and Scarborough’s reading rope through focussed areas of language comprehension (background knowledge, vocabulary, grammar and syntax). Embedding- the consistent use of AAC within instructional routines. Expanding- Phases of Systematic synthetic phonics instructions. 					Strategies	<p>To increase student engagement through sustainable, well documented and consistently enacted school procedures including:</p> <ul style="list-style-type: none"> Exploring – Data-informed, Functions of behaviour, Disability-specific practices Experimenting – Complex Case, OVA procedures Embedding – Team Teach Practices, Collegial Engagement Framework, Consistent use of AAC Expanding- PBL, OneSchool Reporting 				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> Embedding- increasing strategic language comprehension through instructional routines with low variance approaches to the teaching of lower level language skills (Background knowledge, vocabulary knowledge and grammar and syntax). HOD-C, C&P Mentor, All staff Embedding- the modelling of AAC pathways for key vocabulary from focussed texts. (add mapping to actions teachers) HOD-C, C&P Mentor, All staff, SLP Expanding- documentation of systematic synthetic phonics reflecting PLD scope and sequence and resourcing (first year of instruction- Year 1 program) HOD-C 		<p>PLD resources:</p> <ul style="list-style-type: none"> - iPad apps \$300 - Switches \$250 - Magnetic whiteboards \$500 - Stationery budget \$1000 <p>Staffing:</p> <ul style="list-style-type: none"> - TRS x2 per term allocated for PD release including data conversations - Professional Engagement timetabled release time (.4 FTE) 				<ul style="list-style-type: none"> Exploring – weekly data review (PBL Coach/DP’s), scheduled sector meeting feedback (Leadership team), invitations for support (DP’s) Experimenting – pilot Complex Case procedures (GO/DP’s), and operationalise BSS OVA Incident support and response guide (HSA) Embedding - provide whole-school Team Teach induction, training and implementation (HSA/DP), enact the Collegial Engagement Framework with fidelity, AAC prioritised and documented in all Behaviour Plans (DP’s/GO) Expanding - ensure OneSchool reporting includes Team Teach and PBL strategies (Behaviour Specific Feedback, Corrective Feedback, Opportunities to respond AAC (Principal/PBL Coach/DP’s)) 		<ul style="list-style-type: none"> Team Teach Training and refreshers. 2x trainers, TRS GO/Social Worker 1 FTE C&P Mentor .4 HSA .2 PBL Coach Coaching/mentor release time – professional engagement .4 PD budget allocation for disability-specific learning. Access to regional Ed. Qld support – Intensive Behaviour, PBL, Wellbeing, Autism, Restrictive Practice, 			