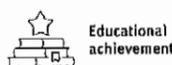


SUNNYBANK STATE SPECIAL SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

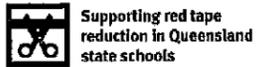


School priority 1	Systematically implement personalised, data-informed explicit teaching with a strong focus on early reading (phonics, phonemic awareness, vocabulary and comprehension) to improve instructional precision and lift student literacy outcomes.	Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				School priority 2	Foster an environment where effective communication is the cornerstone of our community, culture and practices.	Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<p>Domain 5 - Building an expert teaching team</p> <ul style="list-style-type: none"> Systematically enact differentiated induction processes to provide beginning and new staff with ongoing support in understanding the school's teaching and learning expectations and ways of working. Collaboratively develop a professional learning plan, aligned to school priorities and staff needs, to support continuous improvement and professional growth. <p>Domain 7 - Differentiating teaching and learning</p> <ul style="list-style-type: none"> Refine case management approaches, with a focus on purposefully using data and collaborating with stakeholders, to improve student learning, engagement and wellbeing outcomes. 					Link to school improvement strategy:	<p>Domain 3 - Promoting a culture of learning</p> <ul style="list-style-type: none"> Collaboratively refine internal and external communication protocols to enhance consistency in sharing information and celebrations across the school community. <p>Domain 7 - Differentiating teaching and learning</p> <ul style="list-style-type: none"> Strengthen staff knowledge and understanding of reasonable adjustments to support a whole-school approach to differentiated teaching and learning. 				
Strategy/ies	<ul style="list-style-type: none"> Build staff capability through a targeted professional learning plan focused on data-informed differentiated teaching and evidence-based explicit reading instruction, including the implementation of systematic synthetic phonics as well as a deep understanding of the reading position statement (policy for teaching reading through the Australian Curriculum across all learning areas). Implement processes that ensure the rigour of all teaching and learning programs to ensure the intended First Nations perspectives are successfully embedded Systematically enact processes for teachers to collaboratively co-plan contextually appropriate literacy aligned to the Australian Curriculum v9, fostering strong student engagement in teaching and learning. 					Strategy/ies	<ul style="list-style-type: none"> Purposefully cultivate communication practices to enhance all interactions and learning experiences Create leadership and communication development opportunities for all staff and students to strength student voice, build communication confidence and discover new strengths and talents in all. Know each student, and their communication needs, to support positive and confident transitions into, through and beyond school. Embed AAC and communication supports across the whole school so that every student has access to a communication system and skilled communication partners in every learning environment Presume competence and uphold high expectation for all students, recognising that every learner can develop communication skills – even when we may not yet see consistent evidence of this 				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> Engage with Australian Curriculum V9 to build an understanding of how components of reading are taught through the Australian Curriculum. Systematically enact processes to develop a whole school explicit instructional routine for teaching reading/phonics. Provide systematic synthetic phonics and word study to teach word reading. Strengthen processes for collaboratively analysing a range of data sets, to monitor the effectiveness of initiatives and interventions. Strengthen teacher capabilities in the provision of data informed differentiated practices to ensure growth for all students. 		<p>Physical Resources/Artefacts:</p> <ul style="list-style-type: none"> Curriculum Committee/reference group for whole school systematic approach to reading/phonics. Unit alignment planners with a focus on reading/phonics. Whole school data plan. Teacher release time to allow data conversation with HOD/C. Literacy Hub, Reading Eggs and Fast Phonics. <p>Financial resources:</p> <ul style="list-style-type: none"> Budget allowance to support data conversation meetings. PD budget allocation for training purposes including TRS. SSSS Differentiated Collegial Engagement Framework. SORD Data – Leadership team to access. School purchase SLP. 				<ul style="list-style-type: none"> Review and strengthen communication practices collaboratively, ensuring AAC supports both expressive and receptive communication through student message-sharing and visual supports for understanding. Establish school-wide communication processes that embed AAC and ensure all students have consistent supports and skilled communication partners across learning environments. Build key teacher capability in communication through clear roles, responsibilities, and ongoing instructional coaching, ensuring staff continually strengthen their knowledge and ability to teach communication effectively across all learning environments. Develop a Communication Framework aligned to the communication philosophy of the school 		<p>Physical Resources/Artefacts:</p> <ul style="list-style-type: none"> Communication Working Party Action Plan Access to ROCC and associated data wall School based Communication data base School based communication resource bank e.g., symbols, core word boards, alternate pencils Purchase of additional iPads to support staff and student modelling of AAC Human Resources Purchased SLP time (0.1 FTE) for communication coaching Development of "Communication Champions" <p>Financial Resources:</p> <ul style="list-style-type: none"> PD budget allocation for training purposes including TRS. Budget allocation for purchase of communication resources/ tools. 			



End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> 100% of teachers enacting the whole school explicit instruction of reading/phonics. Teachers will be able to understand how the simple view of reading can be used to, identify the areas of strength and challenges a student may have in reading and how to integrate this into the Australian Curriculum and classroom pedagogical practices (explicit instruction, age appropriate pedagogies). Teachers have an understanding that reading requires a deep knowledge of systematic synthetic phonics and the Australian Curriculum. Teachers have an understanding of evidence informed and differentiated instruction. 	End of Year Success Criteria	Measures	<p>Performance:</p> <p>Increase student access to appropriate communication systems as evidenced by:</p> <ul style="list-style-type: none"> 100% Emergent or Conventional communicators to have access to a personal communication system at all times 100% students receiving C or better in English and Maths - HIC & DYLP 20% reduction in incidents involving physical aggression by students with complex communication needs Communication guidelines completed and being accessed by staff All emergent and conventional communicators to have ROCC data profile Increase in the use of multimodal communication (including personal communication systems) in non-classroom environments Teachers have access to multimodal communication systems including core word boards, ALD's, PODDs, iPads Increase in the number of staff indicating they are confident in using AAC with students
	Artefacts	<p>Behaviour</p> <p>Students can/will: actively engage in meaningful learning and know/have access to their 'voice'.</p> <p>Teachers can/will: Use data to identify individual student access points and use data sets to inform planning</p> <p>Leadership team can/will: provide targeted and ongoing professional development opportunities for teachers to ensure they have the knowledge and skills necessary for effective curriculum delivery. Build capability in utilising SORD as a data tool.</p>		Artefacts	<p>Behaviour</p> <p>Students can/will: actively engage in meaningful learning and know/have access to their 'voice' and will demonstrate increased independence in using communication displays, devices and assistive technologies to support their communication needs to access the curriculum</p> <p>Teachers can/will: Use data to identify individual student access points and use data sets to inform planning.</p> <p>Wear and model appropriate modes of communication across all contexts of the day</p> <p>Leadership team can/will: provide targeted and ongoing professional development opportunities for teachers to ensure they have the knowledge and skills necessary for effective curriculum delivery. Build capability in utilising SORD as a data tool.</p>
	Artefacts	<p>Curriculum meeting</p> <p>SORD Data</p> <p>Data Plan</p> <p>Data Conversation</p> <p>ROCC</p>		Artefacts	<p>Communication Action Plan</p> <p>ROCC</p> <p>School based communication data base</p> <p>School based communication resource bank</p> <p>Data conversations</p> <p>Data plan</p>

- Reduction of red tape in day-to-day work, planning and processes include:**
- De-implementation of identified diagnostics.
 - Provide clear expectations and ready to go resources including marking guides and templates across all core areas.
 - Ready to go resources for communication support.



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