



Sunnybank Special School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Continue whole school processes for curriculum implementation and building teacher capability in Australian Curriculum Version 9 In Literacy/ English and Numeracy / Maths</p>	<p style="text-align: center;">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></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <p>English Level of Achievement: >90% C and above</p> <p>SOS Teaching Staff: >95% “I feel confident embedding Aboriginal and Torres Strait Islander perspectives across English / Literacy”</p> <p>Whole School CARP</p>	<p>AIP measurable/desired outcomes:</p> <p>ICP Data School Opinion Survey SORD Data ReportingData</p>
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> - Beginning teachers and teachers new to Special School meeting with Principal and planning meeting HOD/C - Trained Mentor Teachers - Literacy and Numeracy Internal Coaches 		<p>Responsible officer(s):</p> <p>Principal Deputy Principal HOD-C</p> <p>Resources:</p> <p>Special Education Curriculum Cluster (SECC) HOD-C Professional Learning Community (PLC)</p>					
<p>School priority 2: Refine the analysis and interpretation of data to inform pedagogical practice in Literacy / English and Numeracy / Maths at a whole school level, sector level and class level</p>	<p style="text-align: center;">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></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <p>SORD data will be used to inform all three levels of planning – school, sector and class.</p>	<p>AIP measurable/desired outcomes:</p> <p>SORD data used during data converstations (sector/class) Student informed ICP decisions</p>
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <p>SORD PD Online SORD coaching with regional SORD Champion (Jean Rapkins) Interrogation of SORD with leadership team Investigation of Literacy / English and Numeracy / Maths SORD data with Literacy and Numeracy coaches and class teacher</p>		<p>Responsible officer(s):</p> <p>Principal Deputy Principal HOD-C Literacy and Numeracy Coaches</p> <p>Resources:</p> <p>Régional SORD Champion – Jean Rapkins SORD data</p>					
<p>School priority 3: Explore and enhance community partnerships focusing on school community support and First Nation Priorities.</p>	<p style="text-align: center;">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></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> - Acknowledgement and Respect of local history, community, values and languages 	<p>AIP measurable/desired outcomes:</p> <p>Embedding First Nation perspective into the curriculum through alignment planning.</p>
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> - The creation of Sunnybank State Special School Reconciliation Action Plan (RAP) - Valuing First Nations cultures and voice in our school-wide approach for engagement and learning 		<p>Responsible officer(s):</p> <p>Principal Deputy Principal - RAP First Nation Education Officer HOD/ C</p> <p>Resources:</p> <p>Department of Education Crossing Cultures 1 – Big Picture Department of Education Crossing Cultures 2 – Cultural Perspectives Department of Education <i>Equity and Excellence</i> <i>Narragunnawali: Reconciliation in Action</i></p>					
<p>Approvals 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 12-03-2024</p>							