[Pine Rivers Special School]
[2026] ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

School priority 1	Pedagogy – Inquiry Learning	Monitoring				School priority 2	Reading	Monitoring			
	Embedding a consistent approach of inquiry based learning in each sector (P-12 & specialists) to improve A-E achievement in Maths.	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*					*Improve oral language and early reading outcomes for ALL students through explicit teaching aligned to the Simple View of Reading.*	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*			
		Term 1 Walkthrough Data W5 & 10	Term 2	Term 3 Walkthrough Data W5 & 10	Term 4			Term 1 Walkthrough Data W5 & 10	Term 2	Term 3	Term 4 Walkthrough Data W1 & 4

Brighter Futures - Strategic Anchors	Aligned to Strategic Anchor 2 – "Strengthen inquiry-based learning to deepen engagement, communication, and collaboration." Responds to School Review Domain 8: Implementing Effective Pedagogical Practices and Domain 6: Leading Systematic Curriculum Implementation. Focus on consistent language, structure, and enactment of inquiry pedagogy across P–12, incorporating the principles of Learning, Learner, and Curriculum.	Brighter Futures - Strategic Anchors	Aligned to Strategic Anchors 3 and 4 – "Deliver high-impact reading instruction through the Simple View of Reading & the Reading Rope" and "Advance communicative competence for every student using the ROCC framework." Responds to School Review Domain 7: Differentiating Teaching and Learning and Domain 8: Implementing Effective Pedagogical Practices.
Link to school improvement strategy:	Based on SORD data showing **variable A–C achievement in Maths across Sectors**, and aligned to the Department's emphasis on **measurable student outcomes** and **instructional leadership practices** the school will narrow its focus to: **A targeted cohort: students with potential for upward shift** **A targeted learning area: Maths** This ensures depth over breadth—consistent with 2026 AIP considerations on limiting priorities and splitting complex priorities into discrete, manageable work.	Link to school improvement strategy:	Based on SORD and ROCC data indicating variability in oral language capability and early reading achievement across sectors, and aligned to the Department's emphasis on measurable student outcomes and instructional leadership practices, the school will narrow its focus to: **A targeted cohort: students requiring explicit development in oral language to access early reading** **A targeted learning area: English** This strategic focus prioritises depth over breadth by strengthening the foundational language skills required for reading success through: • explicit teaching aligned to the Simple View of Reading • differentiated instruction informed by ROCC profiles • consistent use of AIR and Explicit Vocabulary Instruction This approach supports improved access to reading for identified learners and aligns with the 2026 AIP intent to move from broad provision to targeted impact, ensuring instructional leadership practices directly influence student communication and reading outcomes.
Strategy/ies	1. Review the **Collegial Engagement Framework** to build teacher capacity 2. Develop and publish a **single, streamlined Inquiry Look-Fors Tool** 3. Implement a **Pedagogy PLC** (with representatives from each Sector), focusing on Maths inquiry tasks and A–E evidence. 4. **Build capacity** through **Watching Others Work (WOW)** across Sectors (DP/HOT&L) using the WOW Reflection Tool 5. Use data from WOWs, and collaborative planning to monitor the consistency and impact of inquiry pedagogy. 6. Refine **moderation processes** using Learning–Learner–Curriculum (Principles of Pedagogy) for this specific cohort.	Strategy/ies	1. Establish a **Reading & Oral Language PLC (with representatives from P-12)** using inquiry cycles. 2. Build leadership capability of teaching reading within a special school settings. 3. Build teacher and TA capability by Implementing SLP-led professional development in the Simple View of Reading (Theory) & the Big 6 Framework (Practical) 4. Establish consistent explicit teaching practices in Oral Language (Shared Reading & Explicit Vocab Instruction) 5. TAs deliver research-based interventions for oral language. 6. **Build capacity** through **Watching Others Work (WOW)** across Sectors (DP/HOT&L) using the WOW Reflection Tool 7. Teachers Utilise the ROCC goal to inform differentiated teaching of reading for each learner.

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources

1. Implement professional learning communities and team-based action research to strengthen teacher clarity and inquiry facilitation. The PLC will review whole-school Approach to Pedagogy documents (with a focus on inquiry ensure uses the common language of "**Tuning In, Exploration, Reflection**.")
 2. Refine **Walkthrough** "Look fors" Tool (students/teachers/TA behaviours) to improve teacher clarity.
 3. Leadership team participate in WOWs on how they are leading maths inquiry across sectors.
 4. Leadership team build teacher capability utilising the collegial engagement framework through:
    a. ACDPs, collaborative planning, year level team meetings, Walkthroughs, WOWs, lesson observation, coaching, mentoring and reflection (define each focus on
 5. Build capacity of teachers through WOW create a teacher led data and celebration wall from WOW in the Collab Planning Hubs
 6. Continue to implement collaborative planning sessions with all year level teams
 7. HOTLs to review moderation processes **(Learning, Learner, Curriculum)** and implement in collaborative planning session with year level teams.
 8. DPs lead Data Informed (using Next Steps from Walkthroughs) to monitor "P–12ness" and impact of inquiry practice (incorporate Leadership Data Wall for Walkthrough Data)
 9. HOTLS lead A-E and moderation data (Maths) in Collab Planning and with the SLT
 10. Celebrate the data with teams (achievements of AIP at end of year and midpoint check in)
	• Pedagogy Empowerment Centre resources and storage
	 • Professional Collaboration with teams
	 • HOD–T&L support and increased DP time
	 • Teacher and TA staff meeting schedules
	 • Access to professional readings and Inquiry Learning exemplars
		• PLC explores the Simple View of Reading in the special context eg. reading data sets (literacy hub and community partnerships).
		 • Leadership team – engagement with masterclass and CLCs
		 • During PFDs and allocated staff meetings, teachers and teacher aides will engage in active research and professional learning around the Simple View of Reading including the use of AIR and Explicit Vocab Instruction to support oral language development.
		 • Teachers and TAs – have an ACDP goal focussed on oral language component of the big 6.
		 • Develop Walkthrough "Look fors" Tool for Oral language to improve teacher clarity.
		 • Leadership team participate in WOWs on how they are leading maths inquiry across sectors.
		 • TAs will deliver explicit small group shared reading or vocab instruction lessons utilising AIR and EVI.
		 • Parents/Carers – share reading support materials in newsletters.
		 • Use the PLR Communication Goal, informed by ROCC data, to design and implement targeted strategies that support students' communicative competence.
			• HOD-T&L and SLP coaching allocation
			 • ROCC framework resources and data tools
			   • (literacy hub tools).
			 • AAC systems (PODDs, Proloquo) and site licences
			 • Professional development: Oral Language and Reading integration
			 • Teacher release for coaching and data analysis sessions

End of Year Success Criteria	Measures	Performance: By the end of 2026: • **80% of students** will demonstrate a *measurable growth* in Maths A–E for DYLP • **A minimum 10% increase** in the proportion of ALL students achieving **C or above** (or equivalent ICP pathway evidence). • **100% of teachers implementing Inquiry** will show improvement against the school's Inquiry "Look-Fors" in Terms 1–4 walkthroughs. These measures clearly respond to the *chain of evidence* model and to concerns raised about AIPs that rely on adult behaviours rather than student outcomes	End of Year Success Criteria	Measures	Performance: By the end of 2026: • 20% Improvement in walkthrough data (AIR & EVI) and teacher confidence ratings across the year (T1–T4). • 60% of students will achieve their ROCC goal of teachers are teaching reading through the use of AIR &/or EVI • 100% of students accessing Year 1 curriculum level complete the Year 1 Phonics Check (Term 3)

	Observable Behaviour		**Observable Behaviours**
	Students • Ask questions, explore, and explain thinking using own communication system • Produce inquiry artefacts (photos, video, work samples) aligned to Tuning In → Exploration → Reflection. **Teachers** • Use the common Inquiry sequence (Tuning In, Exploration, Reflection) in *every* Maths/inquiry block. • Explicitly articulate inquiry prompts and model thinking aloud. • Gather and annotate inquiry evidence for identified cohorts. **Teacher Aides** • Scaffold questioning using AAC/light-tech supports. • Prompt student reflection using consistent visuals and scripts. **Leaders** • Maintain purposeful visibility (Walkthroughs W5 & W10) • Monitor sector inquiry implementation through the Data Wall • Provide feedback aligned to the three Instructional Leadership practices: *setting clear goals, communicating goals, monitoring student progress*		**Students** • Use AAC/communication systems during shared reading. • Demonstrate vocabulary growth and oral retell progress (aligned to Big 6). **Teachers** • Explicitly teach vocab, phonological/oral skills, and comprehension using modelling, visuals, and retrieval practice. • Embed oral language routines in every reading session. • Data responsive teaching linked to ROCC and Year 1 Phonics Screening **Teacher Aides** • Implement oral language intervention strategies linked to PLR goals utilising AIR or EVI • Reinforce AAC or multimodal communication in reading routines. **Leaders** • Monitor oral language implementation through walkthroughs and SLP coaching cycles. • Analyse SORD (Semesterly) + ROCC trends (Annually) with Lead Learners.
Artefacts	• Inquiry Learning Framework document (P–12) • Collegial Engagement Framework (Inquiry-based) • Moderation templates and evidence samples • WOW/learning walk observation records	**Artefacts**	• ROCC and Reading data dashboards • PLR exemplars with Oral Language goals • Family engagement meeting notes and resources • Coaching schedules and reflective journals

Reduction of red tape in day-to-day work, planning and processes include:

- **Streamline Planning & Templates -** Align P–12 frameworks and templates into one cohesive planning model to reduce duplication.
- **Maximise Collaborative Release Time -** Use shared release blocks for lead learners, planning, coaching, and moderation to combine effort and reduce repetition.
- **Focus PLCs on What Works -** Direct PLCs toward high-impact strategies informed by data, replacing trial and error with evidence-based practice.
- **Collaborate Across Special Schools -** Partner with other special schools to share resources, templates, and proven practices that reduce workload.
- **Stay Focused, Go Deeper -** Maintain continuity of priorities year-to-year, building depth and expertise instead of shifting focus.

Supporting red tape reduction in Queensland state schools
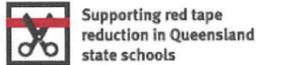
Approvals

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

Principal _[signature]_

School Supervisor

Queensland Government