

**Pine Rivers Special School  
2025 ANNUAL IMPLEMENTATION PLAN**

<b>School priority 1: Pedagogy</b> Developing a whole school systematic approach of inquiry-based learning to empower teachers to employ effective pedagogies.	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Inquiry based learning is embedded through:<ul style="list-style-type: none"><li>Refine whole school approach documented and shared language of pedagogy (“Tuning in, Investigations, Reflection”)</li><li>P-12 moderation processes are embedded have the 3 principles of pedagogy (learning, learner, curriculum) through a consistent template</li><li>TA and teacher meeting and collab planning schedules</li><li>Walkthroughs, WOWs and formalised observations (Leadership, Teachers &amp; TAs)</li></ul></li></ul>	<b>AIP measurable/desired outcomes</b>  100% of teachers will be able to identify the shared language of Inquiry Based Learning (“Tuning in, Exploration, Reflection”)  100% of class and specialist teachers “case manage” a student through a clear and consistent moderation processes focused on the learner, learning, curriculum.  100% of classroom teachers WOW to develop and share their understanding of Inquiry-Based learning  <b>Stretch Goal:</b> 100% of teachers WOW to develop and share their understanding of Inquiry-Based learning								
<b>Strategy/ies:</b> <ul style="list-style-type: none"><li>Utilise the Inquiry Cycle to develop a Collegial Engagement Framework to build teacher capability.</li><li>Identify key aspects of Inquiry and a shared language consistent from P-12 and implement within Collaborative Planning (shared focus “Tuning in, Exploration, Reflection”</li><li>Embed moderation processes to incorporate 3 Principles of Pedagogy – Learning, Learner and the Curriculum</li><li>Formalise Watching others Work (modelling, observations and reflections), for inquiry-based learning</li><li>Refining collaborative planning sessions using the 5 Questions for Teachers (Teacher Clarity) with a focus on: Pedagogy.</li></ul>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>										
<b>Actions:</b> <ul style="list-style-type: none"><li>Collab Planning teams develop and review an Inquiry Cycle – Research Based practices Inquiry-Based Learning</li><li>Develop and Implement an Action Plan (Inquiry Cycle) &amp; Budget to align with coaching model</li><li>Implement Watching others Work within Collab Planning teams and across P-12</li><li>Data Informed Leadership Learning Walks &amp; Talks – to assess the P-12ness of inquiry-based learning</li><li>Teachers and TAs set SPG goals around Inquiry-based learning</li></ul>					<b>Responsible officer(s):</b> <i>SLT &amp; DPs, HOTLs – Action Plan</i>	<b>Resources:</b> <ul style="list-style-type: none"><li><i>HOD-T&amp;L</i></li><li><i>Increase in DP time</i></li><li><i>Professional Development</i></li><li><i>Improve Requisitions process</i></li><li><i>Pedagogy Empowerment Centre – resources and storage facilities</i></li><li><i>Teacher release time – 90 mins per class teacher</i></li><li><i>Staff meeting schedules – specialist teachers and Year 11-12</i></li></ul>								
<b>School priority 2: Communication</b> Empowering student voice by; utilising a data informed, targeted approach to ensure students have access to robust communication systems to engage in learning.	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Safe, Engaging and Challenging Classrooms</li><li>Students have access to and utilise communication systems to give them agency within their communities</li></ul>	<b>AIP measurable/desired outcomes:</b> <i>100% of students will have a data informed (ROCC) communication goal recorded in their PLR (by the end of Term 3) with progress notes recorded.</i>  <i>100% of students in Year 1 &amp; 70% of Tier 3 HIC students have an identified communication system. 100% of Year 12 students will graduate with a communication passport.</i>  <i>35.3% of students working at a DYLP level, Sem2, 2024 -&gt; 40% DYLP Sem 2, 2025</i>								
<b>Strategy/ies:</b> <ul style="list-style-type: none"><li>Develop Communication Action Plan with DP, SLPs and HODTL</li><li>Whole School communication data audit to identify the baseline for PRSS</li><li>Develop ROCC lead learners to support the collation of ROCC data (to inform students goals and differentiated teaching and learning)</li><li>Coaching with SLP (Bree-Year 12), (Hannah - new staff), (HODTL - Year 1) new and established teachers and professional development for teachers and teacher aides</li><li>Increase teacher capacity to record the quality differentiation and individualised supports for Personalised Learning Records on OneSchool</li><li>Utilise PBL data to hold Complex Case Meetings with a clear agenda for Communication with families and communities</li><li>Leadership team review Academic Data with year level teams</li></ul>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>										
<b>Actions:</b> <ul style="list-style-type: none"><li>Refining Student Data Cards to incorporate communication data sets</li><li>Develop a bank of exemplar PLR adjustments for Communication</li><li>Leadership team model the wearing and use of PODDs and communication devices TAs are wearing PODDs and modelling</li><li>Scheduled staff meetings (both teachers and teacher aides) to support the development of communication</li><li>Engaging parents/carers in communication discussions and goal setting at collaborative meetings once per term</li><li>Build data literacy of the leadership team to utilise SORD as a data analysis tool (special school)</li></ul>					<b>Responsible officer(s):</b> <b>All Staff</b> <i>Principal, DP, HOD T&amp;L, class teacher feedback</i>  <i>DP, HOD T&amp;L, HOD – SS</i>	<b>Resources:</b> <ul style="list-style-type: none"><li><i>HOD T&amp;L</i></li><li><i>ROCC lead learners</i></li><li><i>Proloquo – sufficient site licences</i></li></ul>								
<b>School priority 3: Wellbeing</b> Empowering teams to utilise data sets to refine school systems of support and cultivate a positive school community.	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> Calm & Predictable Classrooms  Continued positive trend of SOS data related to staff wellbeing	<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"><li><i>100% of staff review their team HPT data and participate in a monthly debrief.</i></li><li><i>3% Increase in SOS data “Student behaviour is well managed at this school” (staff response)</i></li><li><i>10% increase in Tier 1 student behaviour data (12 month data cycle) students:</i></li></ul> <table><tr><td></td><td>2024</td><td>End of Semester 1</td><td>End of Semester 2</td></tr><tr><td><i>Whole School Tier 1</i></td><td>67%</td><td>70%</td><td>80%</td></tr></table>		2024	End of Semester 1	End of Semester 2	<i>Whole School Tier 1</i>	67%	70%	80%
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<b>Strategy/ies:</b> <ul style="list-style-type: none"><li>Develop team action plans in response to data analysis</li><li>Reviewing and refining Tier 1 Classroom Essential Skills - Walkthroughs (Term 1, Term 3)</li><li>Systematic review of data sets and reflection; HPT, PBL, MYHR, TFI to inform “Next steps”</li><li>Define roles and responsibilities to improve consistent responses from Coaches and DPs (empowering teachers)</li><li>Multi-Tiered systems of support for behaviour across P-12 – FBAs, Behaviour Plans, Interventions, stakeholder meetings, complex case meetings</li></ul>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Responsible officer(s):</b>  <i>SLT &amp; DPs,PBL Coaches – Action Plan</i>	<b>Resources:</b> <ul style="list-style-type: none"><li><i>Roles and responsibilities checklist</i></li><li><i>Pulse survey &amp; PBL data</i></li><li><i>Possum Suit</i></li><li><i>PBL team</i></li><li><i>Team Teach Facilities</i></li><li><i>Staff Handbook review and development</i></li></ul>								
<b>Actions:</b> <ul style="list-style-type: none"><li>Develop Duty Officer Roles – reflect and review</li><li>Develop and implement reflection processes for end of day</li><li>Document and communicate roles and responsibilities</li><li>Calendar of Professional Development and staff meeting schedule - PBL, Team Teach, Disability Specific, PACE Model and Trauma Informed Practices, Understanding of disability and “equity verse equality”</li><li>Develop consistent Tier 3 response team plan &amp; Complex Case Management</li><li>Coaching of teachers and teacher aides to build their capability to support student engagement</li></ul>														

**Approvals**

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

Principal



School Supervisor

