Red Hill Special School
2025 ANNUAL IMPLEMENTATION PLAN (AIP)

Educational achievement | Wellbeing and engagement | Culture and inclusion

read and thrive in 2025

Realising the potential of every student

School priority 1	**READ and THRIVE**	Phase: Implementing
Link to school strategic plan priorities:	Our Teaching Our Learning Enviroment	
Link to school review improvement strategy:	Domain 8: Review and further develop the set of agreed high-yield teaching strategies available to teachers aligned to the EIA. Domain 7: Document a whole-school referral and case management process for students requiring additional support.	
Strategy:	Implement evidence-informed pedagogical approaches for core instruction time to maximise student achievement and engagement.	

Actions including Responsible officer(s)		Resources

• Embed instructional routines for systematic synthetic phonics to develop word reading skills
   o Explore pedagogical approaches and reasonable adjustments to instructional routines
   o Review classroom observation, feedback and collegial engagement practices
   o Refine processes for leadership learning walks
• Refine our Multi-Tiered System of Supports (MTSS) to enhance student wellbeing and engagement in learning.
   o Implement Class Needs Analysis meetings: multi-disciplinary approach to case-management to prioritise learning needs
   o Document a whole-school referral and case management process for students requiring additional support
	Principal, DP, HOD-C, Learning Leader - Reading
	
	Principal, DP, HOD-C, Learning Leaders (Engagement & PBL)
		• Targeted professional learning through Learning Leaders: Reading, Engagement, PBL (Differentiated support for all staff)
		• Sounds-Write resourcing and training for teachers
		• Decodable readers and resources for word reading
		• Therapists
		• Additional teacher FTE to support a whole school approach to moderation processes to align curriculum, pedagogy, assessment, and reporting.

End Term 4	**Measurable outcomes**	• 100 % students engaged (level 3 and above) in high yield learning opportunities
		   o DYLP students (target group) – 12 months growth in Sounds-Write data
		   o HICP students at/above sound level for learning focus in literacy progressions
		• Reduction in recorded behaviour incidents (escape/avoid activities) during morning session

	Success criteria	**Behaviourally:** • Leadership team maintain purposeful visibility to ensure maximised student achievement and engagement. • Teachers demonstrate confidence in all elements of instructional routines for systematic synthetic phonics • Teachers utilise evidence from a range of data to inform effective pedagogical approaches to personalise engagement in learning • Teacher aides will support engagement and deliver individualised learning opportunities in systematic synthetic phonics • Therapists have delivered individualised support for engagement in core learning activities and established a case management referral process • Students show high levels of engagement in core learning activities
	Artefacts	Data walls (engagement in reading, Sounds-Write) Documented processes for: • Instructional routines in reading • Class needs analysis • Case Management Referral Process • Whole school approach to moderation and pedagogies

	Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	• Student baseline reading data collection • 5 new teachers Sounds Write trained • 100% students have ready to learn plans • 100% all students have recorded engagement behaviours	**Behaviourally:** • Leadership team establish systems and processes to minimise disruptions to instruction and communicate to school community • Teachers develop understanding of their learners and begin implementing instructional routines for the systematic sequential phonics program • Teachers are developing shared language of their beliefs around pedagogy through moderation processes • Teacher aides develop understanding of their learners, and engage in professional learning opportunities • Therapists assist with establishing a supportive learning environment through positioning for learning and supporting self-regulation • Students will have completed baseline data and explore a range of regulation tools in learning environments	- Baseline Data assessments - Documented engagement behaviours and class scale for all students - Monitoring and Moderation Data	
End Term 2	• 100% of Teachers are using baseline data to inform teaching and learning • 100% of teachers have participated in class needs analysis meetings	**Behaviourally:** • Leadership team will build the data literacy of teaching staff to analyse and respond to data • Teachers will use data to refine instructional routines for the systematic sequential phonics program for targeted interventions • Teachers will participate in watching others work opportunities to encourage reflection and improve teaching and learning • Teacher aides are using AAC to support students' participation in learning • Therapists will have responded to class needs analysis for intensive support for student access for communication, regulation and learning • Students will have participated in targeted interventions with increasing engagement in core learning time	-Data Wall -Monitoring and Moderation Data -Class Needs Analysis -CCD	.
End Term 3	• 100% of teachers monitoring and measuring the evidence of impact for improvement • Teachers are participating in the trial of the case management referral process to determine supports for Tier 2 and 3 students	**Behaviourally:** • Leadership team will participate in learning walks to collect valuable insights into both teaching strategies and student engagement to support ongoing improvement. • Teachers providing a range of adjustments to instructional routines for systematic synthetic phonics for targeted interventions • Teachers will develop a sequence of learning as part of unit planning that includes the different types of pedagogies that will be employed to meet the diverse learning needs of students • Teacher aides will be familiar with instructional systematic sequential phonics routines • Therapists will refine class needs analysis and begin to trial the case management referral process • Students will utilise a range of tools and strategies to engage in the systematic sequential phonics instructional routine	-Draft case management referral process -Unit plans -Monitoring and Moderation Data - Learning Walk data / information	.

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

[signature]

Principal	P&C/School Council	School Supervisor