

2026 Annual Implementation Plan

for improving student outcomes

Croydon Special Developmental School (5210)



Submitted for review by Christine Pillot (School Principal) on 30 January, 2026 at 05:35 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 31 January, 2026 at 06:50 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Embedding	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Evolving	Evolving	Evolving	Embedding	Evolving

Future planning for 2026	<p>In all areas we have made good progress this year. In 2026, we will continue to implement each of the KIS to further embed this work. Literacy - Build on use of AAC and staff capacity for modelling, Literacy assessments, Shared Reading and moving on to Writing focus. Continue to build on implementation of Structuring Functional Independence framework in all classrooms.VPC - Continue to align curriculum planners with VPC content and requirements. Build on assessment tools. Build teacher capacity to provide applied learning opportunities which embed the VPC content.MTSS - Continue to develop student referral pathways, re-visit Student Mental Health Planning Tool, further embed SWPBS.Community Engagement - Continue to implement Community Engagement Action Plan.Student Engagement - Further promote Student Voice and Agency for all students in relation to their goals, learning and SSG meetings. PLCs - continue to implement and embed PLC's within our collaborative planning teams in 2026, teachers will continue to build on their knowledge and capacity to follow the PLC inquiry process. Input from PLC coach will be faded as ITL and section team competency and capacity to lead and implement PLC inquiry process increases.</p>
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
Improve learning outcomes for all students.	Yes	<p>Learning growth – Individual Education Plan (IEP) Learning Goals</p> <ul style="list-style-type: none"> By 2027, increase the percentage of students achieving their IEP learning goals (3 or above on the 5 point scale) from 29.5% (2023) to 65% 	Further develop and embed the pedagogy, curriculum, and approaches for the teaching of literacy.	Yes
		<p><u>School Staff Survey (SSS)</u> By 2027, increase the percentage positive endorsement for the factors:</p> <ul style="list-style-type: none"> <i>Collective responsibility</i> from 63% (2022) to 70% <i>Seek feedback to improve practice</i> from 43% (2022) to 55% <i>Understand how to analyse data</i> from 29% (2022) to 55% <i>Moderate assessment tasks together</i> from 14% (2022) to 55%. 	Develop and embed assessment practices to measure learning growth and inform teaching and learning.	Yes
		<p><u>Student Attitudes to School Survey (AtoSS)</u> By 2027, increase the percentage positive endorsement for the factors:</p> <ul style="list-style-type: none"> <i>My teacher helps me to understand things</i> from 78% (2023) to 85% <i>My teacher helps me to do my best</i> from 61% (2023) to 70% <i>My teacher expects me to do well at school</i> from 89% (2023) to 92% <i>I am good at learning</i> from 83% (2023) to 87%. 	Work with stakeholders and embed the use of the improvement cycle to build a culture of continuous improvement.	No

Strengthen student wellbeing and engagement across the school community.	Yes	<u>School Staff Survey (SSS)</u> By 2027, increase the percentage positive endorsement for the factors: <ul style="list-style-type: none"> • <i>Parent and community involvement</i> from 52% (2022) to 60% • <i>Promote student ownership of learning</i> from 86% (2022) to 88%. 	Further develop processes to strengthen student voice and agency including the use of communication tools.	Yes
		<u>Student participation in Student Support Group (SSG) Meetings</u> By 2026, increase the percentage of Secondary and Transition students participating in SSG meetings from 28% (2022) to 55%.	Strengthen parent and community partnerships and involvement.	No
		<u>Parent Opinion Survey (POS)</u> By 2027, increase the percentage positive endorsement for the factors: <ul style="list-style-type: none"> • <i>Student agency and voice</i> from 67% (2022) to 75% • <i>Parent participation and involvement</i> from 80% (2022) to 88% • <i>Student motivation and support</i> from 70% (2022) to 78%. 	Embed multi-tiered systems of support for wellbeing.	Yes
		<u>Behavioural incidents</u> By 2027, decrease the average per student percentage of reported schoolwide universal major and minor incidences from 7.2% to 6.0%.		
		<u>Student Attitudes to School Survey (AtoSS)</u> By 2027, increase the percentage positive endorsement for the factors: <ul style="list-style-type: none"> • <i>I know the emotions I feel</i> from 67% (2023) to 75% 		

		<ul style="list-style-type: none">• <i>I know where to get help if someone hurts me or I feel upset</i> from 78% (2023) to 85%• <i>I feel safe at this school</i> from 72% (2023) to 80%• <i>My teacher thinks my ideas are good</i> from 61% (2023) to 70%• <i>I feel like I belong at this school</i> from 67% (2023) to 75%.		
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Define actions, evidence of change and tasks

Goal 1	Improve learning outcomes for all students.	
KIS 1.a	Further develop and embed the pedagogy, curriculum, and approaches for the teaching of literacy.	
Actions	<ul style="list-style-type: none"> - Continue to embed the whole-school, literacy approach, Comprehensive Literacy for All. - Continue to strengthen the implementation and consistent practice of the Structuring Functional Independence (SFI) framework across all classes. 	
Evidence of change	<ul style="list-style-type: none"> - Shared planners and shared resources. - Phonics Plus box sets used during explicit phonics teaching with students working at Foundation to level 2 in Primary. - Literacy assessments embedded in unit planners. - Literacy-based ICT tasks and resources developed. - Literacy-specific SFI resources developed and distributed supporting the SFI model. - Increased positive endorsement in Staff Opinion Survey and AToSS. - Documented further student progress towards VPC achievement. - Further rollout and collection of signed ICT Acceptable Use Agreement. 	
Tasks	People responsible	
Continue to develop a bank of resources for shared reading and literacy based ICT .	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	
Review the Phonics Plus scope and sequence and resources on Arc and plan for the explicit teaching of phonics and phonemic awareness using a systematic synthetic phonics approach for students working at Foundation to level 2. Document curriculum provision for students who are working towards phonics, (FL A-D learners).	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	
Professional learning opportunities for teachers on the WwATC (Writing with all tools Continuum).	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	
Align the careers curriculum with the cycle planners.	<input checked="" type="checkbox"/> Careers leader/team	

		<input checked="" type="checkbox"/> Curriculum co-ordinator (s)
Engage with literacy and communication consultant to co-facilitate PL and work with teachers to model and coach throughout year with a focus on Shared Reading, including Phonics and Systematic and Synthetic Phonics, and Writing.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)
Literacy PL throughout year to have a secondary focus on SFI, FISO 2.0 and Croydon SDS Teaching and Learning Model.		<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
KIS 1.b	Develop and embed assessment practices to measure learning growth and inform teaching and learning.	
Actions	<ul style="list-style-type: none"> - Use the Roadmap of Communicative Competence (ROCC) data to inform IEP goals in collaboration with Allied Health. - Use 10 Steps to Independence data to inform IEP goals. 	
Evidence of change	<ul style="list-style-type: none"> - All classes are using the ROCC assessment tool with consistency. - Literacy assessments to be embedded in unit planners. - English communication goals for students have been written collaboratively by teachers and Speech Pathologists. - PLC inquiry cycles focused on the implementation of English assessments and the use of data to inform planning. 	
Tasks		People responsible
Teacher moderation of literacy assessment including letter ID and sound knowledge.		<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)
Review the use of task analysis to track student progress with IEP goals.		<input checked="" type="checkbox"/> Curriculum co-ordinator (s)
Create timetable for teachers and Speech Pathologists to write English communication student goals.		<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> School leadership team

Plan for PLC Inquiry cycles with focus on English assessments and the use of data to inform planning.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> PLC leaders
Review levels of prompting. Deliver PL on 10 Steps to Independence, levels of prompting.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)
Further develop VPC assessment tools.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)
Goal 2	Strengthen student wellbeing and engagement across the school community.
KIS 2.a	Further develop processes to strengthen student voice and agency including the use of communication tools.
Actions	<ul style="list-style-type: none"> - Increase student engagement with learning goals. - Strengthen student leadership opportunities.
Evidence of change	<ul style="list-style-type: none"> - Improved positive endorsements in the 2026 AToSS data. - Improved positive endorsements in the 2026 POS survey results. - Improved 2026 Croydon SDS Communication survey results. - Increased student participation in termly SSGs. - Students knowing their IEP goals.
Tasks	People responsible
Audit current practices to support and promote Student Voice & Agency.	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)
Formalise accessible IEP goal display for continued reference for students and staff in each classroom.	<input checked="" type="checkbox"/> Education support

	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Teacher(s)
Explore the use of 'I can' statements to develop student knowledge and understanding of their goals.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)
Continue to explore and implement further opportunities for student voice during SSG meetings.	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Teacher(s)
Continue to build on the student leadership profile, including roles and responsibilities, (School Captains, House Captains and Student Council).	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)
Review STOP, GO, TELL tool and implementation across the school.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team
KIS 2.c	Embed multi-tiered systems of support for wellbeing.
Actions	<ul style="list-style-type: none"> - Refine and embed agreed approaches within the school's multi-tiered systems of support. - Plan for and teach tier 1 wellbeing classroom based programs, (Respectful Relationships, ZoR, SWPBS explicit behaviour lessons, Relationships and Sexual Education, and Personal and Social Capabilities).
Evidence of change	<ul style="list-style-type: none"> - Improved scores on the School Assessment Survey (SAS). - Consistent language and visual supports used across the school with SWPBS and all school wellbeing programs. - Staff showing confidence when accessing internal and external student pathways of support. - Improved positive endorsements in the 2026 AToSS and POS survey results.
Tasks	People responsible

Formalise internal and external referral pathways.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team
Further delivery of PL to support staff to commence implementation of Relationships and Sexual Education across the school.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Respectful relationships implementation team
Strengthen networks with other SDS' with focus on MHWL support and further implementation of ZoR, (MHP).	<input checked="" type="checkbox"/> Mental health and wellbeing leader
Review, monitor and improve student attendance.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team
Provide school based training for families (SWPBS) and Relationships and Sexual Education.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team
Plan for and teach tier one wellbeing classroom based programs, (Respectful Relationships, ZoR, SWPBS explicit behaviour lessons, Personal Social Capabilities, and Relationships and Sexual Education).	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team