

MARYBOROUGH SPECIAL SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

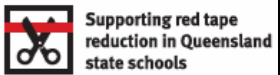


School priority 1	<p>Utilising the Gradual Release of Responsibility Model to strengthen student spelling and reading outcomes. <i>Why: 2025 Data show that 62% of P-10 students with complex communication needs (HIC) working in pre-literacy levels we need to support the teachers to explicitly and correctly teach phonics.</i></p>	<p>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" data-bbox="1068 336 1513 420"> <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	School priority 2	<p>Through partnerships and collaboration, empower students and staff to engage safely and successfully within the school environment. <i>Why: 2025 focused on PBL case management which is now embedded and meaningful partnerships amongst students, teachers and families. 2026 we want to work collaboratively so all staff feel valued and heard.</i></p>	<p>Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress. reflection based on progress.</small></p> <table border="1" data-bbox="2493 336 2908 420"> <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
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<p>Link to school improvement strategy:</p>	<ul style="list-style-type: none"> Implement cycles of collaborative data discussions to build staff capability to analyse, interpret, and use data to inform curriculum planning and reflect on practice. Identify and articulate the agreed pedagogical practices appropriate to the context of learning and support all staff members to develop capability in their implementation. 		<p>Link to school improvement strategy:</p>	<ul style="list-style-type: none"> Collaboratively implement PBL with fidelity and consistency Collaboratively and systematically analyse behaviour data to guide whole-school practice. Collaboratively develop a whole school approach to support staff and student wellbeing. 									
<p>Strategies</p>	<ul style="list-style-type: none"> Strengthen student spelling and reading outcomes through the explicit teaching of systematic synthetic phonics. Strengthen staff understanding and use of the Pedagogical approach of the Gradual Release of Responsibility (I do, We do, You do) Embed a whole-school approach to literacy through a collaborative understanding of Instructional Literacy Routines Expand staff expertise to use data to inform the differentiation of the teaching of literacy Whole school data wall focusing on reading and spelling. 		<p>Strategy/ies</p>	<ul style="list-style-type: none"> Deepen all staff understanding of the alignment between PBL and restorative practices. Embed consistent PBL and restorative teaching practices. Embed: Circle Architecture, Past Present and Future 									
<p>Actions: including Responsible role(s)</p>		<p>Resources</p>	<p>Actions: including Responsible role(s)</p>		<p>Resources</p>								
<ul style="list-style-type: none"> Moderation processes (Curriculum Planning Days – targeted PD about Literacy routines) (Lead: HODC) Academic Case Management – (focused on Gradual Release of Responsibility and encoding skills) (Lead: Principal / HODC and Teachers) Explicit staff professional development around Gradual Release of Responsibility within Instructional Literacy Routines embedded into split targeted staff meetings focused on needs (T – Confidence in knowing students levels and skills needed within the levels. TA – Know how to segment and blend sounds in words and articulate the correct phonic sound and map to the code) Staff Professional Development session, Twilight focused PD, AAC Communication Mentor and Librarian session about Instructional Literacy routines (Lead: HODC, AAC Communication Mentor, SLP and Librarian) Regular implementation of the Collaborative Capability Development: Classroom Observations and Feedback Framework to maintain line of sight and provide feedback to all staff. 		<ul style="list-style-type: none"> ½ day per term per teacher for moderation/curriculum planning (17 teachers = x8 TRS day per term) 1.5hrs release time per week for feedback and Case Management meetings with Teacher (within NCT roster) 2 hrs release time per week for collegial engagement Teacher and TA (utilising FTE in Senior School timetable) 0.4 FTE Librarian to provide reading and oral language modelling lessons 0.4 FTE AAC and Communication Support Teacher 	<ul style="list-style-type: none"> Connect with regional PBL team and COP to maintain currency. (HODSS) Build capacity of all staff by delivering PD focused on aligning restorative practices and multi-tiered systems of supports (staff meeting cycles, twilights and Staff professional development days) (Leadership Team, Real Schools Coach, PBL Team) Deliver disability specific and Trauma PD to all staff to build staff knowledge and capability (Principal and HODC) Implementation of Data walls (HODSS) Implementation of the Collaborative Capability Framework (Leadership Team and Teaching staff) Student Support Case Management meetings (HODSS / GO) Ongoing allocation of 1.0 HODSS (Principal) Collaboratively develop and implement the MSS Positive Greeting within the school and community. 		<ul style="list-style-type: none"> HODSS position (1 FTE = 0.3 from I4S) Real Schools \$21,000 2xTRS for PBL Coach &/or Data per term to attend PBL COP 2 hours per week for Student Support Case Management (within NCT roster) 2x Team Teacher refresher training SOS Pulse questions (T1 Wk5, T1 Wk 10, T2 Wk5, T2 Wk 10, T3 Wk3) 								
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">End of Year Success Criteria</p>	<p>Performance:</p> <ul style="list-style-type: none"> Moving students from preliteracy to stage 1 target 1 in spelling. Targeted 5 students Increase SOS data from 72.7% 'I receive useful feedback about my work at this school' to 78% through regular implementation of the Collaborative Capability Development: Classroom observations and feedback framework 2025 – 2027. 	<p>Performance:</p> <ul style="list-style-type: none"> Decrease 304 major physical behaviours incidents to 290 reports or less Decrease 62 MyHr OVA Incident reports 50 reports or less Increase from 83.3% to 90%(teachers); Increase from 37.5% to 45%(TAs) staff agreement in SOS question 'Student behaviour is well managed at this school' Increase from 70.8% to 85%(teachers); Increase from 41.7% to 60% (TAs) staff agreement in SOS question 'The wellbeing of employees is a priority for this school' Increase from 69.6% to 80% (T) and 52.2% to 70% (TAs) agreement in SOS question 'I feel that staff morale is positive at this school' Increase from 70.8% to 80% (teachers); Increase from 50% to 75% (TAs) staff agreement in SOS question 'I feel this school is a safe place in which to work' Student: 'I feel safe at my school' (81.8% to 90%) 											
	<p>Behaviour Students will:</p> <ul style="list-style-type: none"> Participate in explicit teaching of phonic instructional routines 4 times per week Read and spell words using their phonemic knowledge and skills Participate in explicit dialogic reading sessions with the librarian <p>Teachers will:</p> <ul style="list-style-type: none"> Deliver quality explicit literacy instructional routines for the teaching of phonics 4 times per week Know their student's current level of working and how they are differentiating their routines to meet their learning needs Update the whole-school data wall with current student working levels and articulate their next steps in learning Facilitate targeting data conversations about their student current levels of working within the PLD scope and sequence with Teacher Aide and Leadership Team once per term Confidently utilise the Gradual Release of Responsibility Model within spelling and reading Participate in explicit dialogic reading sessions with the librarian Utilise the AAC Communication Support Teacher, SLP and Capability building time 	<p>Behaviourally: Students can/will:</p> <ul style="list-style-type: none"> Identify and articulate PBL school rules and expectations Identify and articulate Circle Architecture – Past, Present and Future as part of MSS culture Will be familiar with and use the MSS Positive Greeting with peers and staff <p>Teachers can/will</p> <ul style="list-style-type: none"> Successfully incorporate PBL and Circle Architecture – Past, Present and Future across all school context Confidently use MSS restorative scripts across all school context Engage with Real Schools – Restorative Practice during staff meetings and Twilight sessions Engage with disability specific PD during staff meetings and Twilight sessions Complete the Pulse SOS questions twice per term Will be familiar with and use the MSS Positive Greeting with staff, students and parents <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> Successfully participate and incorporate PBL and Circle Architecture – Past, Present and Future across all school context 											
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">End of Year Success Criteria</p>													



	<ul style="list-style-type: none"> Complete the Pulse SOS questions twice per term Teacher Aides will: Support the quality explicit literacy instructional routines for the teaching phonics 4 times per week Participate in TA specific PD during staff meetings Participate in targeted teaching and learning conversations with their teacher about their student's levels of working and how to support the learning Participate in explicit dialogic reading sessions with the librarian Utilise the AAC Communication Support Teacher Complete the Pulse SOS questions twice per term <p>Leadership team will:</p> <ul style="list-style-type: none"> Engage in fortnightly classroom observation, feedback and walk through cycles and purposeful conversations focused on phonic teaching and learning to maintain line of site Monitor and analyse the impact of phonic instructional routines through whole-school data wall and Whole-school OneSchool Markbook scores for PLD Pre-literacy and Spelling data Engage in 'next steps' in learning conversations with teachers utilising the whole-school data wall and OneSchool Markbook scores Facilitate Action Planning and monitor impact with AAC Communication Support Teacher, SLP and Librarian Complete the Pulse SOS questions twice per term 	<ul style="list-style-type: none"> Engage with Real Schools – Restorative Practice during staff meetings and Twilight sessions Engage with disability specific PD during staff meetings and Twilight sessions Will be familiar with and use the MSS Positive Greeting with staff, students and parents Complete the Pulse SOS questions twice per term <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Facilitated the implementation of PBL practices and processes, multi-tiered system of supports and restorative teaching practices throughout all school contexts Delivered Real Schools – Restorative Practice, disability specific and Team Teach PD sessions during staff meetings and twilight sessions Release each teacher/TA for one duty minimum for the term Complete the Pulse SOS questions twice per term Will be familiar with and use the MSS Positive Greeting with staff, students and parents
Artifacts	<ul style="list-style-type: none"> Scheduled observation, feedback and walk through cycles (calendar) Documented Instructional literacy routines handbook (on SharePoint) Scheduled PD with staff meeting Teacher and TA specific targets (calendar) Classroom timetables with planned phonic lessons (classroom timetables) OneSchool Markbook data shared (OneSchool reports and whole-school data wall) Principal / HODC meetings with AAC Communication Support Teacher, SLP and Library (calendar) Library dialogic reading sessions (calendar) SOS Pulse Questions SOS Data 	<p>Artifacts</p> <ul style="list-style-type: none"> SOS Pulse Questions SOS Data Scheduled PD with staff meeting (calendar) One School major behaviour data Walkthrough data (scheduled) Collaborative Capability Teacher timetable Parent information sessions schedule (calendar) Completed PBL Matrix Evidence of restorative practice processes in student support (One School) PBL TFI / SET or EBS data (calendar) Meeting minutes


Reduction of red tape in day-to-day work, planning and processes include:
Streamlining processes and procedures – clear and consistent across the school.
NCCD lead by leadership – lessen teacher work load so they can focus on teaching and learning.



Approvals

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

Principal 

P&C/School Council 

School Supervisor 