



# MARYBOROUGH SPECIAL SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<b>School priority 1</b> <b>Improve student spelling outcomes through the explicit teaching of systematic synthetic phonics</b>  <b>Why:</b> Literacy screening and tracking tools indicate a large difference in student ability to use phonic knowledge to encode (spell) as much lower than their ability to decoding (read) words for students.		<b>Phase:</b> Implementing  <b>Monitoring:</b> Green –on track Yellow – underway Magenta – yet to commence	Developing – D Implementing – I Embedding – E Reviewing – R	<b>School priority 2</b> <b>Through a case management approach, empower students and staff to engage safely and successfully within the school environment.</b>  <b>Why:</b> To develop Safe, Kind Learners through an inclusive and collaborative framework which fosters meaningful partnerships amongst students, teachers, and families.		<b>Phase:</b> Embedding  <b>Monitoring:</b> Green –on track Yellow – underway Magenta – yet to commence	Developing – D Implementing – I Embedding – E Reviewing – R
<b>Link to school review improvement strategy:</b> <ul style="list-style-type: none"> <li>Implement cycles of collaborative data discussions to build staff capability to analyse, interpret, and use data to inform curriculum planning and reflect on practice.</li> <li>Identify and articulate the agreed pedagogical practices appropriate to the context of learning, and support all staff members to develop capability in their implementation.</li> </ul>				<b>Link to school review improvement strategy:</b> <ul style="list-style-type: none"> <li>Collaboratively implement PBL with fidelity and consistency</li> <li>Collaboratively and systematically analyse behaviour data to guide whole-school practice.</li> <li>Collaboratively develop a whole school approach to support staff and student wellbeing.</li> </ul>			
<b>Strategy/ies</b> <ul style="list-style-type: none"> <li>Strengthen staff understanding of evidence based pedagogical practices for explicit teaching using the Gradual Release of Responsibility.</li> <li>Embed a whole-school approach to literacy through a collaborative understanding of Instructional Literacy Routines and the explicit teaching of systematic synthetic phonics and oral language</li> <li>Expand staff expertise to use data to inform the differentiation of the teaching of literacy</li> </ul>				<b>Strategy/ies</b> <ul style="list-style-type: none"> <li>Deepen all staffs understanding of the alignment between PBL and restorative practices.</li> <li>Embed consistent PBL and restorative teaching practices.</li> </ul>			
<b>Actions including Responsible officer(s)</b> <ul style="list-style-type: none"> <li>Moderation processes (Curriculum Planning Days – targeted PD about Literacy routines) (Lead: HODC)</li> <li>Academic Case Management – (focused on encoding skills) (Lead: HODC and Teachers)</li> <li>Staff Professional Development around Instructional Literacy routines embedded into Staff Meeting cycles (Lead: HODC, AAC Communication Mentor, SLP and Librarian)</li> <li>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)</li> <li>Collaborative development of the Collaborative Capability Framework (Lead: DP and all staff)</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>½ day per term per teacher for moderation/curriculum planning (17 teachers = x8 TRS day per term)</li> <li>1.5hrs release time per week for feedback and Case Management meetings with Teacher and TA (within NCT roster)</li> <li>2 hrs release time per week for collegial engagement Teacher and TA (utilising FTE in Senior School timetable)</li> <li>0.4 FTE Librarian to provide reading and oral language modelling lessons</li> <li>0.4 FTE AAC and Communication Support Teacher</li> <li>Purchase of PODD books to support student access to instructional routines \$7000</li> </ul>		<b>Actions including Responsible officer(s)</b> <ul style="list-style-type: none"> <li>Connect with regional PBL team and COP to maintain currency.(HODSS)</li> <li>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)</li> <li>Deliver disability specific and Trauma PD to all staff to build staff knowledge and capability (Principal and HODC)</li> <li>Implementation of Data walls (HODSS)</li> <li>Implementation of the Collaborative Capability Framework (Leadership Team and Teaching staff)</li> <li>Student Support Case Management meetings (HODSS / GO)</li> <li>Ongoing allocation of 1.0 HODSS (Principal)</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>HODSS position (1 FTE = 0.3 from I4S)</li> <li>Real Schools \$21,000</li> <li>1xTRS for PBL Coach per term to attend PBL COP</li> <li>2 hours per week for Student Support Case Management (within NCT roster)</li> <li>2x Team Teacher refresher training</li> </ul>	
End Term 4	<b>Measurable outcomes</b> <ul style="list-style-type: none"> <li>Increase from 37% to 45% of students spelling at stage 1 in grades 7 to 12</li> <li>Increase from 21% to 35% of students spelling at stages 2-6 in grades 7 to 12</li> <li>Decrease from 59% to 45% of students accessing HIC Curriculum Level</li> <li>Increase from 77.5% to 85% of staff agreement in SOS question 'I receive useful feedback about my work at this school'</li> </ul>			<b>Measurable outcomes</b> <ul style="list-style-type: none"> <li>Decrease 390 major physical behaviours incidents by 10% to 351 reports</li> <li>Decrease 89 MyHr OVA Incident reports by 10% to 80 reports</li> <li>Increase from 69% to 75% staff agreement in SOS question 'Student behaviour is well managed at this school'</li> </ul>			
	<b>Success criteria</b> <b>Behaviourally:</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>Participate in explicit phonic instructional routines 4 times per week</li> <li>Read and spell words using their phonemic knowledge and skills</li> <li>Participate in explicit dialogic reading sessions with the librarian</li> </ul> <b>Teachers will:</b> <ul style="list-style-type: none"> <li>Deliver quality explicit literacy instructional routines for the teaching of phonics 4 times per week</li> <li>Know their student's current level of working and how they are differentiating their routines to meet their learning needs</li> </ul>			<b>Success criteria</b> <b>Behaviourally:</b> <b>Students can/will:</b> <ul style="list-style-type: none"> <li>Identify and articulate PBL school rules and expectations and past, present and future restorative practices.</li> </ul> <b>Teachers can/will</b> <ul style="list-style-type: none"> <li>Successfully incorporate PBL and restorative practices across all school context</li> <li>Engage with Real Schools – Restorative Practice during staff meetings and Twilight sessions</li> <li>Engage with disability specific PD during staff meetings and Twilight sessions</li> </ul> <b>Teacher Aides can/will:</b> <ul style="list-style-type: none"> <li>Incorporate PBL and restorative practices across all school context</li> <li>Engage with Real Schools – Restorative Practice during staff meetings and Twilight sessions</li> </ul>			

	<ul style="list-style-type: none"> <li>Update the whole-school data wall with current student working levels and articulate their next steps in learning</li> <li>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</li> <li>Participate in explicit dialogic reading sessions with the librarian</li> <li>Utilise the AAC Communication Support Teacher, SLP and Capability building time</li> </ul> <p><b>Teacher Aides will:</b></p> <ul style="list-style-type: none"> <li>Support the quality explicit literacy instructional routines for the teaching phonics 4 times per week</li> <li>Participate in targeted teaching and learning conversations with their teacher about their student's levels of working and how to support the learning</li> <li>Participate in explicit dialogic reading sessions with the librarian</li> <li>Utilise the AAC Communication Support Teacher</li> </ul> <p><b>Leadership team will:</b></p> <ul style="list-style-type: none"> <li>Engage in weekly classroom observation and feedback cycles and purposeful conversations focused on phonic teaching and learning</li> <li>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</li> <li>Engage in 'next steps' in learning conversations with teachers utilising the whole-school data wall and OneSchool Markbook scores</li> <li>Facilitate Action Planning and monitor impact with AAC Communication Support Teacher, SLP and Librarian</li> </ul>				<ul style="list-style-type: none"> <li>Engage with disability specific PD during staff meetings and Twilight sessions</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Facilitated the implementation of PBL practices and processes, multi-tiered system of supports and restorative teaching practices throughout all school contexts</li> <li>Delivered Real Schools – Restorative Practice, disability specific and Team Teach PD sessions during staff meetings and twilight sessions</li> </ul>			
	<b>Artefacts</b>	<ul style="list-style-type: none"> <li>Scheduled observation and feedback cycles (<b>calendar</b>)</li> <li>Documented Instructional literacy routines handbook (<b>on SharePoint</b>)</li> <li>Scheduled PD with staff meeting (<b>calendar</b>)</li> <li>Classroom timetables with planned phonic lessons (<b>classroom timetables</b>)</li> <li>OneSchool Markbook data shared (<b>OneSchool reports and whole-school data wall</b>)</li> <li>Meetings with AAC Communication Support Teacher, SLP and Library (<b>calendar</b>)</li> <li>Library dialogic reading sessions (<b>calendar</b>)</li> </ul>		<b>Artefacts</b>	<ul style="list-style-type: none"> <li>Established PBL data wall (Resource room)</li> <li>Improved SOS –<b>Student:</b> 'I like being at my school' (82.6% to 90%). <b>Parent:</b> 'The school has a strong sense of community (57.9% to 70%)'. <b>Staff:</b> 'I feel that staff morale is positive at this school' (67.4% to 80%). 'Student behaviour is well managed at this school' in 2024 SOS data from 69% to 75%</li> <li>Scheduled PD with staff meeting (<b>calendar</b>)</li> <li>One School major behaviour data</li> <li>Walkthrough data (scheduled)</li> <li>Collaborative Capability Teacher timetable</li> <li>Parent information sessions schedule (<b>calendar</b>)</li> <li>Completed PBL Matrix</li> <li>Evidence of restorative practice processes in student support (<b>One School</b>)</li> <li>PBL TFI / SET or EBS data (<b>calendar</b>)</li> <li>Meeting minutes</li> </ul>			
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b> Green –on track Yellow – underway Magenta – yet to commence	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b> Green –on track Yellow – underway Magenta – yet to commence
<b>End Term 1</b>	<ul style="list-style-type: none"> <li>Baseline data entered into OneSchool Markbooks</li> <li>Analyse the % of students working in each stage of                             <ul style="list-style-type: none"> <li>PLD Pre-literacy</li> <li>PLD Spelling levels</li> </ul> </li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Participate in PLD tracking and monitoring assessments</li> <li>Engage in morning phonics instructional routines</li> <li>Use phonic skills and knowledge to spell</li> <li>Articulate if they are using phonics skills for reading or spelling</li> <li>Celebrate student skill improvement</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>Enter student data into OneSchool Mark books</li> <li>Know their student working level within the PLD sequence</li> <li>Engage in Collaborative Capability Time (CCT) including SPDD</li> <li>Deliver morning phonics instructional routines informed by student data</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Routines Handbook</li> <li>PD delivered during SPDD and Moderation Cycles</li> <li>Differentiated planning for phonics lesson delivery (within in English Unit plan)</li> <li>OneSchool Markbook</li> <li>School timetable with targeted CCT</li> <li>Diarised walkthroughs/Learning Walks and Talks and feedback cycle</li> <li>School calendar with topics for Staff meetings, Team meetings and librarian reading sessions for Term 2</li> </ul>		<ul style="list-style-type: none"> <li>Baseline PBL behaviour data collated</li> <li>Matrix completed and on Share Point</li> <li>Clear processes on Share Point</li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Participate in weekly PBL lessons and partake in restorative practices of past, present and future.</li> <li>Play an active part in achieving the school's goal for PBL celebration day</li> </ul> <p><b>Teacher can/will:</b></p> <ul style="list-style-type: none"> <li>Deliver weekly PBL lessons, adjusted to maximise student learning and model restorative practices of past, present and future with staff and students.</li> <li>Engage with Real Schools – Restorative Practice during staff meetings and Twilight sessions</li> <li>Collaboratively develop phase in class award systems in line with the PBL 3 school rules.</li> </ul>	<ul style="list-style-type: none"> <li>PBL lessons (PBL team, HODSS)</li> <li>Book: Restoring Teaching (Adam Voigt) for all staff</li> <li>School calendar with clear focuses for rotational whole school meetings</li> <li>PBL rule of fortnight clearly displayed in each classroom, staffroom and leadership offices</li> </ul>	

		<ul style="list-style-type: none"> <li>Celebrate student skill improvement</li> </ul> <p><b>Teacher Aides will:</b></p> <ul style="list-style-type: none"> <li>Know their student working level within the PLD sequence</li> <li>Engage in Collaborative Capability Time (CCT) including SPDD</li> <li>Support the delivery of morning phonics instructional routines</li> <li>Celebrate student skill improvement</li> </ul> <p><b>Leadership team will:</b></p> <ul style="list-style-type: none"> <li>Monitor the impact of morning phonics instructional routines during walkthroughs/Learning Walks and Talks</li> <li>Collaboratively develop and analyse a whole-school data wall for Spelling</li> <li>Engage with, or deliver Collaborative Capability Time (CCT)</li> <li>Celebrate student skill improvement</li> <li>Meet with AAC Communication Support Teacher, SLP and librarian</li> </ul>			<ul style="list-style-type: none"> <li>Engage with disability specific PD during staff meetings and Twilight sessions</li> </ul> <p><b>Teacher Aides will:</b></p> <ul style="list-style-type: none"> <li>Support teachers in delivering weekly PBL lessons and engage in restorative practices of past, present and future with staff and students.</li> <li>Engage with Real Schools – Restorative Practice during staff meetings</li> <li>Engage with disability specific PD during staff meetings</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Model restorative practices of past present and future to staff and students in all areas of the school.</li> <li>Develop a clear PBL Matrix across the school (PBL Team)</li> <li>Deliver disability specific training to staff in staff meetings and twilight sessions</li> <li>Finalise the PBL Mascot</li> <li>Finalise the Collegial Engagement with clear processes to ensure understanding</li> <li>Conduct final voting for school uniform and emblem</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">End Term 2</p>	<ul style="list-style-type: none"> <li>Spelling excel data downloaded from OneSchool</li> <li>Whole-school Spelling data wall</li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Engage in morning phonics instructional routines</li> <li>Use phonic skills and knowledge to spell</li> <li>Celebrate progression of skills</li> <li>Articulate if they are using phonics skills for reading or spelling</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>Know and monitor their student working level within the PLD sequence</li> <li>Engage in Collaborative Capability Time (CCT)</li> <li>Celebrate progression of skills</li> <li>Deliver and adjust morning phonics instructional routines informed by student data</li> </ul> <p><b>Teacher Aides will:</b></p> <ul style="list-style-type: none"> <li>Know their student working level within the PLD sequence</li> <li>Engage in Collaborative Capability Time (CCT)</li> <li>Deliver morning phonics instructional routines based on student data</li> <li>Celebrate progression of skills</li> <li>Support the delivery of morning phonics instructional routines</li> </ul> <p><b>Leadership team will:</b></p> <ul style="list-style-type: none"> <li>Monitor the impact of morning phonics instructional routines during walkthroughs/Learning Walks and Talks</li> <li>Collaboratively develop and analyse a whole-school data wall for Spelling</li> <li>Engage with, or deliver Collaborative Capability Time (CCT)</li> </ul>	<ul style="list-style-type: none"> <li>PD delivered during Moderation Cycle</li> <li>Differentiated planning for phonics lesson delivery (within English Unit plan)</li> <li>OneSchool Markbook</li> <li>School timetable with targeted CCT</li> <li>Diarised walkthroughs/Learning Walks and Talks and feedback cycle</li> <li>School calendar with topics for Staff meetings, Team meetings and librarian reading sessions for Term 2</li> <li>Whole-School Data Wall</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">End Term 2</p> <ul style="list-style-type: none"> <li>PBL behaviour data collated</li> <li>PBL and NCCD documentation completed as needed for students</li> <li>Lead feedback processes to formalise framework</li> <li>Model PBL and restorative practices across all school context</li> <li>Embed restorative language and processes across all processes within the school.</li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Participate in weekly PBL lessons and partake in restorative practices of past, present and future.</li> <li>Play an active part in achieving the school's goal for PBL celebration day</li> <li>Articulate the PBL school rules and expectations</li> </ul> <p><b>Teacher can/will:</b></p> <ul style="list-style-type: none"> <li>Deliver weekly PBL lessons, adjusted to maximise student learning and model restorative practices of past, present and future with staff and students.</li> <li>Actively participate in the school's Collegial engagement of learning walks and talks and watching other work.</li> <li>Engage with disability specific PD during staff meetings and Twilight sessions</li> </ul> <p><b>Teacher Aides will:</b></p> <ul style="list-style-type: none"> <li>Support teachers in delivering weekly PBL lessons and engage in restorative practices of past, present and future with staff and students</li> <li>Engage with Real Schools – Restorative Practice during staff meetings</li> <li>Engage with disability specific PD during staff meetings</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Model restorative practices of past present and future to staff and students in all areas of the school.</li> <li>Deliver disability specific training to staff in staff meetings and twilight sessions</li> <li>Liaise with uniform companies for new emblem and uniform completion</li> <li>Implement and monitor the impact of learning walks and talks to support staff</li> </ul>	<ul style="list-style-type: none"> <li>School calendar with topics for Staff meetings</li> <li>Diarised walkthroughs/Learning Walks and Talks and feedback cycle</li> <li>PBL lessons uploaded to share point</li> </ul>

End Term 3	<ul style="list-style-type: none"> <li>2<sup>nd</sup> round of data entered into OneSchool Markbook</li> <li>SOS data</li> <li>Analyse the % increase or decrease of students working in each stage of                         <ul style="list-style-type: none"> <li>PLD Pre-literacy</li> <li>PLD Spelling levels</li> </ul> </li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Participate in PLD tracking and monitoring assessments</li> <li>Engage in morning phonics instructional routines</li> <li>Use phonic skills and knowledge to spell</li> <li>Celebrate progression of skills</li> <li>Articulate if they are using phonics skills for reading or spelling</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>Enter student data into OneSchool Mark books</li> <li>Know their student working level within the PLD sequence</li> <li>Engage in Collaborative Capability Time (CCT)</li> <li>Deliver morning phonics instructional routines informed by student data</li> </ul> <p><b>Teacher Aides will:</b></p> <ul style="list-style-type: none"> <li>Know their student working level within the PLD sequence</li> <li>Engage in Collaborative Capability Time (CCT)</li> <li>Celebrate progression of skills</li> <li>Support the delivery of morning phonics instructional routines</li> </ul> <p><b>Leadership team will:</b></p> <ul style="list-style-type: none"> <li>Monitor the impact of morning phonics instructional routines during walkthroughs/Learning Walks and Talks</li> <li>Collaboratively develop and analyse a whole-school data wall for Spelling</li> <li>Engage with, or deliver Collaborative Capability Time (CCT)</li> <li>Celebrate successes</li> </ul>	<ul style="list-style-type: none"> <li>PD delivered during Moderation Cycle</li> <li>Differentiated planning for phonics lesson delivery (within English Unit plan)</li> <li>OneSchool Markbook</li> <li>School timetable with targeted CCT</li> <li>Diarised walkthroughs/Learning Walks and Talks and feedback cycle</li> <li>School calendar with topics for Staff meetings, Team meetings and librarian reading sessions for Term 2</li> <li>Whole-School Data Wall</li> </ul>	End Term 3	<ul style="list-style-type: none"> <li>SOS data</li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Participate in weekly PBL lessons and partake in restorative practices of past, present and future.</li> <li>Play an active part in achieving the school's goal for PBL celebration day</li> </ul> <p><b>Teacher can/will:</b></p> <ul style="list-style-type: none"> <li>Deliver weekly PBL lessons, adjusted to maximise student learning and model restorative practices of past, present and future with staff and students.</li> <li>Actively participate in the school's Collegial engagement of learning walks and talks and watching other work.</li> </ul> <p><b>Teacher Aides will:</b></p> <ul style="list-style-type: none"> <li>Support teachers in delivering weekly PBL lessons and engage in restorative practices of past, present and future with staff and students</li> <li>Engage with Real Schools – Restorative Practice during staff meetings</li> <li>Engage with disability specific PD during staff meetings</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Model restorative practices of past present and future to staff and students in all areas of the school.</li> <li>Begin role out of new uniform to MSS community (2-year role out)</li> <li>Implement and monitor the impact of learning walks and talks to support staff</li> </ul>	<ul style="list-style-type: none"> <li>School calendar with topics for Staff meetings</li> <li>Diarised walkthroughs/Learning Walks and Talks and feedback cycle</li> </ul>
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**Approvals**

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

Principal: Karen Folley



P&C/School Council: Rene Bates:



School Supervisor: Ric Day

