

## Mount Ommaney Special School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement

School priority 1	Embed consistent Zones of Regulation practices across the school, using the inquiry cycle to drive improved student wellbeing and engagement.	Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence.</i>				School priority 2	Realising the reading potential of every student by implementing a daily instructional routine in every class, explicitly teaching the components of shared and dialogic reading in semester 1 and systematic, synthetic phonics in semester 2.	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>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
<b>Link to school improvement strategy:</b>	Embed pedagogies and behaviour supports that ensure safe, engaging, and developmentally appropriate learning for all students. Strengthen staff capability through evidence-based, data-driven approaches within a consistent whole-school framework.					<b>Link to school improvement strategy:</b>	<b>Domain 8: Implementing effective pedagogical practices:</b> Using the Simple View of Reading framework and Scarborough’s Reading Rope to build a shared understanding and language of how to effectively teach students to read. Develop and implement whole school instructional routines for teaching components of language comprehension and word reading.				
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Establish a whole-school framework for Zones of Regulation, aligned with PBL and wellbeing priorities.</li> <li>Build staff capability to explicitly teach and model the Zones of Regulation.</li> <li>Use the inquiry cycle (scan, prioritise, plan, act, review) to guide implementation and measure impact.</li> <li>Engage families and the community to build shared understanding and consistency of approach.</li> </ul>					<b>Strategies</b>	<ul style="list-style-type: none"> <li>Build expert reading team’s knowledge and understanding of SoR, including prioritisation of reading coaches training</li> <li>Build staff understanding and capability in how to teach reading, with focus on dialogic, shared reading and systematic, synthetic phonics.</li> <li>Develop a shared understanding of principles of explicit instruction</li> <li>Assess and monitor student attainment and/or progress in relation to DR/SR &amp; SSP.</li> <li>Consistent implementation across hubs with support provided by hub coaches and reading team.</li> </ul>				
<b>Actions:</b> including Responsible role(s)		<b>Resources</b>				<b>Actions:</b> including Responsible role(s)		<b>Resources</b>			
<p><b>Scan &amp; Assess:</b> Collect baseline data on regulation, engagement, and wellbeing; identify student needs; consult with staff, and families.</p> <p><b>Prioritise &amp; Set Goals:</b> Set schoolwide ZoR priorities aligned with PBL and wellbeing, with clear goals.</p> <p><b>Develop &amp; Plan:</b> Provide training, plan using consultation and inquiry, and create consistent resources.</p> <p><b>Act &amp; Implement:</b> Teach Zones, coach staff, share progress, and support families.</p> <p><b>Review &amp; Respond:</b> Measure impact, gather feedback, and refine practice.</p>		<p><b>A mix of human, financial, physical, and digital resources support ZoR implementation, including:</b></p> <ul style="list-style-type: none"> <li>Coaching, OT input, and professional learning release</li> <li>Sensory tools, visuals, and consistent classroom resources</li> <li>Digital platforms and data systems for tracking regulation</li> <li>Family communication tools to strengthen home-school alignment</li> <li>Inquiry-cycle templates for scanning, prioritising, planning, implementing, and reviewing</li> </ul>				<p><b>Scan &amp; Assess</b></p> <ul style="list-style-type: none"> <li>Establish baseline staff understanding of SoR and explicit instruction.</li> <li>Audit current formative, summative and progress monitoring tools for HICP and DYL-P students.</li> </ul> <p><b>Prioritise &amp; Set Goals</b></p> <ul style="list-style-type: none"> <li>Set a whole-school priority: explicit daily instructional routines for shared and dialogic reading and systematic synthetic phonics (HICP and DYL-P).</li> </ul> <p><b>Develop &amp; Plan</b></p> <ul style="list-style-type: none"> <li>Create a whole-school reading framework aligned to DoE’s Reading Position Statement.</li> <li>Design fortnightly instructional routines embedding explicit instruction, DSR and SSP.</li> <li>Develop a school-based formative assessment and monitoring tool for HICP students.</li> </ul> <p><b>Act &amp; Implement</b></p> <ul style="list-style-type: none"> <li>Implement a consistent daily literacy routine.</li> <li>Use baseline data and track DYL-P progress via the Literacy Continuum.</li> <li>Literacy Focus Team and Reading Team meet three times per term (whole-school and classroom tiers).</li> </ul> <p><b>Review &amp; Respond</b></p> <ul style="list-style-type: none"> <li>Measure impact, gather feedback and refine practice accordingly.</li> </ul>		<p><b>A mix of human, financial, physical, and digital resources support reading implementation, including:</b></p> <ul style="list-style-type: none"> <li>Inquiry-cycle templates for scanning, prioritising, planning, implementing, and reviewing</li> <li>Training, modelling and support from DP, HoDs &amp; SLPs.</li> <li>School based funding for additional SLP once a week.</li> <li>School based funding for coaching workshops &amp; training.</li> <li>Creation of literacy boxes, ALDs, visuals and differentiated classroom resources</li> <li>PD internal and external provided</li> <li>Digital and hard copy texts, lesson outlines within fortnightly structure</li> <li>Monitoring and assessment systems for tracking reading</li> <li>Provision for purchasing AAC and/or reading apps,</li> <li>Collaboration with knowledgeable other special schools and SECC Reading PLC.</li> <li>Reading team and Reading portal</li> </ul>			

**Performance (12-month measurable outcomes)**

- More students consistently regulated in the Green Zone across routines.
  - Fewer and shorter dysregulated episodes recorded in OneSchool and school trackers.
  - Increased use of co-regulation and self-regulation strategies.
  - Higher student engagement and reduced withdrawal or avoidance.
  - Consistent implementation across hubs verified through coaching and walk-throughs.
  - Improved environmental supports and fewer incidents linked to dysregulation.
  - Improved engagement in English and Maths where regulation was a barrier, with reduced learning time lost.
  - For students whose regulation previously impacted learning, a 20% increase in achieving C and above and A–B in English and Mathematics.
  - Increased achievement of individual regulation-related goals.

**Behaviour****Students will:**

- Accurately identify and communicate their zone.
- Use personalised regulation strategies with increasing independence.
- Transition smoothly with fewer signs of dysregulation.
- Engage consistently in learning routines and tasks.

**Teachers will:**

- Explicitly teach and model the Zones of Regulation.
- Use consistent language, visuals, and routines across the day.
- Implement co-regulation and proactive strategies reliably.
- Analyse regulation data to adjust planning and supports.

**Teacher aides will:**

- Use consistent Zones language and strategies aligned with teacher practice.
- Support students to access personalised regulation tools.
- Model calm, predictable responses and co-regulation.
- Provide observations that inform teacher planning.

**Leadership will:**

- Provide coaching, professional learning, and fidelity checks.
- Ensure resourcing, visuals, and environments support regulation.
- Monitor schoolwide data and adjust implementation as needed.
- Promote consistent, high-quality practice across all hubs.

**Additional roles (as required):**

OTs: Guide sensory supports, environments, and individual strategies.

Coaches / Hub Leaders: Model, coach, and lead data discussions to maintain fidelity.

Wellbeing/Behaviour Staff: Support complex learners and refine individual regulation plans.

**Performance (12-month measurable outcomes)**

- More students consistently accessing a daily literacy routine
- MOSS reading behaviours data tool created and trialled in SR & SSP for HICP students.
- Literacy hub & Literacy Continuum used to assess, teach & monitor DR/SR & SSP skill development in DYL-P students.
- Reading skills/behaviours tracked and progress reflected also in learning area achievement data and/or progression in curriculum access levels.
- Consistency in use of whole school visuals and resources, to increase students' accessibility and engagement.
- All staff trained and confident in using instructional routines and explicit teaching for reading by end of year (T1 survey, T4 survey)
- Confidence in modelling language pathways and pragmatic functions in AAC.

**Behaviour****Students will:**

- Develop a love of reading and participate in DR/SR.
- Actively interact during DR/SR routines, building language comprehension skills.
- Actively use AAC or class PODD during literacy routines.
- Develop letter/sound correspondence and awareness
- Read and write decodable words.

**Teachers will:**

- Explicitly teach and model instructional routines for DR/SR & SSP
- Use consistent language and literacy resources every day.
- Build capability through accessing online modules and training available on Reading Portal, T&L hub, AERO etc
- Use V9 AC, Literacy continuum and Literacy hub data collection tools to analyse data.
- Support and differentiate to engage students in literacy routines.
- Have professional conversations using shared language and understanding of SoR
- Consistently use MOSS Shared Reading ALD every day, during literacy sessions.

**Teacher aides will:**

- Support SoR research by using instructional routines provided by teacher.
- Use consistent language and literacy resources every day.
- Support students to access and engage in daily instructional routines.
- Monitor and feedback to teaching staff student progress or learning concerns.
- Model AAC throughout SR/DR and SSP routines.

**Leadership team will:**

- Provide coaching, professional learning, and fidelity checks.
- Ensure resourcing, visuals, and environments support reading.
- Monitor schoolwide data and adjust implementation as needed.
- Promote consistent, high-quality practice across all hubs.
- Use Reading Portal resources to guide and inform decision making.

**Additional roles (as required):**

- SLPs: model, mentor, coach staff in classroom and advise differentiation/adjustment strategies.
- Magna coaching: Shauna coach and advise hub reading coaches.

Artefacts

**Schoolwide Artefacts**

- Published whole-school Zones framework.
  - Consistent Zones visuals across all hubs.
  - Behaviour and wellbeing processes aligned to Zones.
  - Instructional leadership walkthroughs showing regulation-supportive spaces.
  - Coaching schedules, fidelity checks, and walk-through data.

**Classroom Artefacts**

- Classroom regulation plans and visuals in active use.
  - Personalised student regulation toolkits.
  - Planning documents with explicit Zones instruction.
  - Classroom-level regulation data sets.
  - Evidence of student Zones learning.

**Staff Capability Artefacts**

- Completed PL logs for Zones and co-regulation.
  - Hub meeting minutes and inquiry cycle notes.
  - Pre-post capability survey data.

**Student Outcomes Artefacts**

- Termly dysregulation data (frequency, duration, intensity).
  - Engagement data showing reduced withdrawal and increased on-task time.
  - Progress on regulation-related ICP/Personal-Social goals.
  - Academic engagement data showing improved access to learning.

**Leadership / Whole-School Implementation Artefacts**

- Annual Zones implementation report.
  - Updated School Data Plan with regulation metrics.
  - Alignment documents linking Zones, PBL, and wellbeing.
  - Inventory of sensory tools, visuals, and OT-supported resources.

Artefacts

**Schoolwide Artefacts**

- Published whole-school Reading at MOSS framework.
- Consistent literacy visuals and resources across all hubs.
- Increase in library resourcing, including decodable texts, phonics resources, different text types
- Instructional leadership walk throughs showing instructional routines in every class.

**Classroom Artefacts**

- Classroom instructional routines and visuals in active use.
- Planning documents with DR/DR & SSP.
- Classroom-level reading data sets.
  - Evidence of student reading learning.
- Range of text types accessible.

**Staff Capability Artefacts**

- Teacher fortnight planning cycle for DR/DR & SSP.
- Hub meeting minutes and inquiry cycle notes.
- Pre-post capability survey data.
- Reading in timetable every morning session.

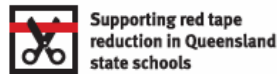
**Student Outcomes Artefacts**

- Semester reading data to inform next steps.
  - AAC data showing increased use of AAC.
  - Progress on reading-related ICP goals.
  - Academic engagement data showing improved reading skills across learning areas.

**Leadership / Whole-School Implementation Artefacts**

- Reading Team minutes and planner
- Whole school reading framework
- Reading Padlet for documentation and online resources.
- MOSS reading behaviours data tool for HICP students.
- DR/SR HoD/C & teacher planning of instructional routines
- Reading data evidence for all students.

**Reduction of red tape in day-to-day work, planning and processes include** .Streamlining planning templates, using consistent whole-school processes, aligning data systems, centralising communication, sharing resources, simplifying OT/behaviour/curriculum referrals, standardising visuals and environments, and running efficient meetings with clear agendas and actions to minimise duplication and support consistent practice.



**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