

REDLAND DISTRICT SPECIAL SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement  Belonging and engagement 

School priority 1		Establish a consistent whole-school approach to student engagement so all students can access, participate and succeed.		School priority 2		Developing a whole-school approach and explicit instructional routines in readiness for the consistent teaching of reading.					
Link to school improvement strategy:		- MTSS (Tier 1–3) - Complex Case Management - Staff and student wellbeing - Consistent approaches to engagement and behaviour		Link to school improvement strategy:		- Systematic curriculum implementation - Strengthening teacher capability - Long-term whole-school literacy improvement - Preparation for 2027 Reading Program					
Strategy/ies		Continue implementing whole-school engagement systems using MTSS, consistent routines and capability building, to improve learning access, engagement and wellbeing.		Strategy/ies		Establish simple, consistent instructional routines across the school in the morning session to build readiness for whole-school reading instruction in 2027.					
Actions: including Responsible role(s)				Resources		Actions: including Responsible role(s)				Resources	
MTSS & Case Management - Continue Tier 1, 2, and 3 processes with clear referral, tracking and follow-up. - Maintain fortnightly Tier 3 Student Engagement meetings. - Introduce fortnightly Tier 2 Student Engagement meetings. - Ensure consistent documentation (IBSPs, risk assessments, Snapshot, Spotlight, ABCs, MAS, data frequency sheet). Staff Capability - Embed Reboot, PBL and Team Teach strategies across classrooms. - Leadership team model routines, language, de-escalation and expectations. - Embed Collegial Engagement Framework (walkthroughs, coaching, modelling). - Embed Wellbeing Framework and response protocols so staff and students feel supported to thrive.				- Principal, all DPs, HOD-Cs - Reboot - Reboot co-ordinator - TEAM Teach – school-based trainers - Regional PBL coach, School-based coach, RDSS PBL team, PBL PLC - Student Engagement Team (Principal, DPs, HOD-Cs, GOs, SW) - T2 programs -Traction, Rock & Water, the Cage, Life Education, Police education officer - Chaplain - MSR - MTSS resources - WHS Co-ordinator		Whole-School Morning Instructional Routines - Develop and implement agreed routines for morning learning. - Provide clear examples, templates and visuals for staff. - HOD-Cs upskill staff on instructional routines. Staff Capability - Build teacher and TA capability to deliver routines consistently. - Instructional Leadership used to ensure routines are consistent across all classrooms. Reading Program Readiness - HOD-Cs research reading programs and concurrently, develop whole school reading program for 2027. - Ensure routines align with pre-reading behaviours.				- DPs (All), HOD-Cs, Principal) - Coaching and induction processes.	
End of Year Success Criteria	Measures	Performance: 10% improvement in school opinion survey (safety concept 83%). - I feel this school is a safe place in which to work (62.9%). - PBL universals implemented consistently (EBS 80%, TFI 70%). 10% reduction in Tier 3 students through effective early intervention.				End of Year Success Criteria	Measures	Performance: - Morning instructional routines used consistently across all classrooms. - Staff report an increased confidence and clarity regarding instructional routines (survey). - Reduction in morning dysregulation and transition-based incident (SORD)			
		Behaviour Students - Engage more consistently in learning with predictable routines. - Demonstrate improved emotional co-regulation and readiness to learn. Teachers - Use consistent engagement strategies aligned with MTSS, Team Teach, Reboot and PBL. - Plan and differentiate effectively to meet student needs. - Use data to monitor progress. Teacher Aides - Use consistent engagement strategies aligned with MTSS, Team Teach, Reboot and PBL. - Work in partnership with teacher to establish consistent and predictable routines. Leadership Team - Use Instructional Leadership to monitor progress and next steps. - Model engagement strategies aligned with MTSS, Team Teach, Reboot and PBL.						Behaviour Students - Begin the day calm and ready to learn. - Participate more independently in structured routines. Teachers - Deliver routines consistently and confidently each morning. - Use agreed templates and visuals. - Adjust routines to support individual students without compromising whole-school consistency. Teacher Aides - Support student participation with instructional routines. - Work in partnership with teacher to establish consistent and predictable routines. Leadership Team - Use Instructional Leadership to monitor progress and next steps. - Model instructional routines.			
	Artefacts	- MTSS flowchart & documentation - Staff wellbeing protocols - Tier 2/3 documentation - Collegial Engagement Framework - Instructional Leadership - Visuals				Artefacts	- Whole-school instructional routine template - Whole school reading program - Collegial Engagement Framework - Instructional Leadership				
Reduction of red tape in day-to-day work, planning and processes include: Reporting, Planning days, Wellbeing Working Group using Wellbeing Survey data to identify further reductions.											
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							