

DARLING POINT SPECIAL SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

We imagine! We wonder! We act! We inspire people! We empower learning! We strengthen life quality!

Our plan guides us. We know what to do. We know why we do it. We know who will do it. We know how to not trip each other up. We know how to stay on track.

This plan guides us to know what great classrooms look like, sound like, feel like, every day.



School priority	Guiding every student into their potential: Enhanced student learning and life quality.	Green – on track, Yellow – underway, Magenta – yet to commence.			
		Term 1	Term 2	Term 3	Term 4
Department of Education 2026 Focus Areas: Educational Achievement and Belonging and Engagement 1. Knowing and responding to each student's needs is essential to make sure they are on track to achieve their educational goals. 2. Our common goal is for every student to progress in their learning each year to achieve individual excellence and to invest in the capability and expertise of our people to support them.		3. Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning. 4. Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive.			

Link to school improvement strategy

Staff, Parents and the School Council collaborated to confirm our 2026 improvement agenda.

The imperative is that our students engage enthusiastically and develop needed knowledge and skills, with our educators empowered to be informed, innovative, flexible and ethical as they design and deliver useful learning experiences.

Partnerships amongst leaders, staff, families and the wider community will be strengthened.

This plan upholds our shared values and honours our school's purpose and mission.

Our explicit improvement focus is **“Enhanced student learning and life quality”**.

Our improvement focus will be achieved through:

- **meaningful individual learning and development goals.**
- **data-informed, collaboratively chosen access points** to the Australian Curriculum Assessment and Reporting Authority (ACARA) v.9 including the General Capabilities, the Guide to Individual Learning (GIL) and Vocational Education and Training (VET) courses.
- **flexibly delivered curriculum.**
- **evidence-informed teaching systems and practices.**
- **learning measured and reported through quality assessment and moderation.**
- **a productive, safe workplace maximising student learning, measured against safety, wellbeing and quality learning environment criteria.**

Evidence and Data that guided our planning process

The planning cycle was informed by the 2026 Department of Education (DOE) Strategy and local input. Consultation, feedback, school evidence, qualitative and quantitative data analysis from the 2025 Data Plan, confirm increasing community partnerships, attention to curriculum mandates and student complexity alongside gaps in workforce capabilities matched to students' needs. Since 2024, there has been marked attention to learning through the ACARA v.9 curriculum and a marked rise in students presenting more complex regulation needs requiring individual Multi-Element Behaviour Support (MEBS) plans. Teachers report increased cognitive load arising from the interface of curriculum, engagement, student behaviour and safety demands. The increase in restrictive practices in home and community settings and greater student reliance on 1:1 adult supports through the NDIS have led to greater complexities for school systems and staff. Younger students increasingly enrol less ready for group learning. Teacher training changes, the competing priorities in a special school classroom, and newly appointed staff because of enrolment growth led to shortfalls in intensive training in MEBS, limited confidence in disability-specific pedagogies, deficits in how to teach reading, and challenges in professional documentation of evidence-based extensive adjustments. Audits confirm inconsistencies and challenges with professional writing. Family, staff and leader feedback affirm strong school culture. Whilst school data reflects learning achievements comparable to those of like schools, feedback confirms that parents often feel underprepared to contribute to their children's learning plans and do not consistently see their aspirations for their child embedded in the curriculum. Stakeholders are interested in student transitions, staff training and succession planning. There has been a significant increase in serious staff injuries and return to work cases since 2024, with flow on impacts for student learning continuity, wellbeing, retention, budget and organisational risk. Strengthened individualised practices and systems, targeted professional learning and deeper family and community partnerships are essential priorities for our 2026 work.

To enhance student learning and life quality

Strategy 1	Actions and Responsibilities	Resources	Performance Measures	Performance Behaviours	Performance Artefacts
Collaboratively develop meaningful learning and development goals through • Wrap-around collaborative planning and case management systems, to inform parents, and enhance their buy-in with their children's learning pathways and life quality • Students actively engaging to the extent possible, in setting and knowing their learning goals and targets • Teachers and leaders enacting evidence-informed case management systems • Evidence-informed access points to curriculum plans • ACARA v.9, GIL, VET and personalised learning goals agreed by stakeholders.	To facilitate informed wrap-around collaborative agreement about meaningful student learning and development goals, we will • Enact co-planning practices for goal setting, monitoring and reporting - HOD-C, DPs and HOD-L&T • Present curriculum and learning workshops, discussion groups, online publications - (Head of Department: and Teaching (HOD-L&T), Head of Department: Curriculum (HOD-C), Guidance Officer (GO), Deputy Principals (DPs), HOD-L&T • Actively listen and collaborate with family members, therapists, and advocates – class teachers, HOD-C, HOD-L&T, DPs • Ensure goals are developmentally and age-appropriate –class teachers, HOD-C • Review and explain data and evidence on student learning to inform plan priorities and access points –class teachers, HOD-C • Publish student data in family-friendly formats – HOD-C • Document personalised curriculum and learning plans including MEBS using school templates and OneSchool, ensuring jargon-free language – class teachers, HOD-L&T, DPs • Enact evidence-informed case management systems - GO, DPs, Pr • Consider cross-cultural and multi-lingual adjustments to maximise engagement with co-planning – DPs, Pr.	Financial resources used to enable • Alignment across campuses • Training and development • Team time • Planning Alternative Tomorrows with Hope (PATH) Trainer • Interpreters. Physical • IPC, HICP, Personalised learning plan, SETP and PATH resources, images and prompts • Visuals. Virtual • Refined school website.	Learning and development goals informed by student, family and school contributors • School Online Reporting Dashboard (SORD) data – learning access points at Different Year Level Partial (DYL-P) and Highly Individualised Curriculum Plan (HICP) comparable to like schools • Extent of staff and stakeholder engagement with co-planning and case management • Proportion of parents/guardians/carers actively contributing to their children's goals and targets • Quality of personalised learning goals • Examples of strong teacher understanding about all students evident in their goals, plans, and programs • Number of teachers involved with case management, wrap-around options, and/or PATH planning • Evidence of educators engaging with the improvement agenda • Evidence of alignment between AAC preferences and usage by individual students across contexts • Proportion of parents/guardians/carers reporting they understand their child's goals and curriculum access points e.g., HICP, DYL-P, PLPs • Proportion of parents/guardians/carers reporting satisfaction with their child's learning experiences and curriculum • Proportion of senior phase students with co-developed Queensland Certificate of Individual Achievement, Senior Education and Training (SET) and PATH plans.	For relevant learning and development goals, that set high expectations, students will • Participate where possible, in a meaningful way in goal setting processes • Read and interpret their goals through plan publication in individually accessible ways • Access curriculum through Individual Curriculum Plans (ICPs) at HICP and DYL-P Prep, Years 1, 2, 3, or QCIA Curriculum Plans, comparable to like schools • Demonstrate that the access points chosen match learning needs • Have their preferred multi-modal, AAC options acknowledged in goals and addressed in practice. For relevant learning goals that set high expectations, parents/guardians/carers will • Participate in development opportunities so they understand curriculum and learning supports and options, as applied for their child • Contribute to their child's personalised learning plan priorities, supports and evidence through co-planning options • Inform their child's MEBS, other plans, interventions and supports • Enhance teacher understanding of ways to make their child's learning to be developmentally and age-appropriate • Understand and promote their child's access to and use of preferred multi-modal and AAC options. For relevant learning targets that set high expectations, teachers will • Integrate students' learning achievements, strengths, skills, interests and needs to inform planning that is developmentally and age-appropriate • Showcase examples of quality student co-planning • Effectively integrate each student's preferred multi-modal and AAC options with goals. Leaders will • Promote accurate access points and progressions through the achievement standards, attending to transitions, hopes and aspirations • Model and coach consistent stakeholder involvement in case management and co-planning • Model and use each student's preferred multi-modal and AAC options for effective co-planning • Promote and support cross-cultural multi-lingual adjustments for effective co-planning.	Learning and development goals Students will have • Images of them engaging with their learning goals • Multi-modal and AAC options to assist them to be active participants in their goal setting • Curriculum and personalised learning plans published for their access and engagement. Family members will have • Surveys explaining their knowledge and engagement with their children's plans • Their co-contributed student support notes, reinforcer inventories, functional behaviour and motivation analysis profiles, other details linked to planning • Their hopes, aspirations and contributions evident in their children's plans • Evidence of personalised learning goals, interventions, and progress within personalised learning portfolios. Teachers will • Publish minutes, contacts and progress notes on OneSchool • Model students' multi-model and AAC options within planning meetings • Publish PATH and/or SET plans • Celebrate students' achievements through various options including student reports on OneSchool and personalised learning portfolios • Use student learning evidence to inform subsequent access points and personalised learning goals and priorities. Leaders will • Publish support materials and information that facilitate parents'/guardians'/carers' buy-in with their child's learning journey • Supervise teachers' case management processes to maximise fidelity in practice • Facilitate showcase events and celebrations.

Strategy 2	Actions and Responsibilities	Resources	Performance Measures	Performance Behaviours	Performance Artefacts
Implement evidence-informed teaching and personalised learning systems and practices that promote - Differentiated teaching - Disability-specific quality practices - Evidence-informed teaching of reading - Department of Education best practice priorities - Positive behaviour support for student and staff life quality and safety. - High quality professional writing capabilities.	Evidence informed teaching and personalised learning systems and practices promoted through - Quality Teaching Rounds system trained, enacted, integrated in practice (QTR) - HOD-L&T - Systematic synthetic phonics teaching enacted through Promoting Literacy Development (PLD) - HOD-C, Coach, Speech Language Pathologist, (SLP) - Expressive and receptive communication practices through multi-modal methods and Alternative and Augmentative Communication (AAC) - SLP - MEBS planning, training, modelling, coaching, visuals - Pr, DPs, Scholar-in-Residence, IABA mentors - Digital Staff Information System published digitally to provide clarity on evidence-informed practices – Pr. - Teacher development in professional writing – Pr.	Financial - Training and development - Team time - Teacher release - School and DOE leaders - Resources, trainers, coaches - QTR Academy Human - RAR, I4S, Specialised health, Children in Care, cash - Peer leaders and coaches - Specialist aides - Dedicated Speech Language Pathologist - HOD-L&T Physical - Flyers, cue cards - PLD, QTR, MEBS resources - Visuals, equipment, digital resources, adaptive communication options Virtual - Staff Information System - Refined school website - OneSchool fields updated - QTR Academy	Evidence informed systems and practices Students will demonstrate - SORD data: target of 90% C or better, reduction in N grades towards NIL in DYL-P and HICP curriculum goals - Proportion of students meeting personalised learning goals - Percentage of learning days - Student engagement within and across time - Teacher participation rates in QTR - QTR criteria increasingly met across the year - Evidence-informed, differentiated teaching approaches - Percentage of teachers trained in PLD - Percentage of class teachers with PLD embedded in practice - Percentage of teacher self-report of confidence to teach reading using PLD - Percentage of class and individual MEBS plans implemented with fidelity - Extent of teacher celebration of skills and benefits for student learning from PLD, QTR, MEBS - Digital publication of Staff Information System accessed by educators - Proportion of teachers demonstrating high quality writing capabilities - Reduced time by buddies and school leaders in proof-reading teacher writing.	Evidence informed systems and practices Students will demonstrate - Improvements in reading accuracy, comprehension, communication - Coping and tolerance skills that maximise positive behaviours and engagement - Capability to make and communicate an informed choice - Engagement with explicit learning experiences re. reading, communication, transitions, citizenship, work skills, etc. - Learning achievement: 90% C or better, reduction in N grades towards NIL, across learning areas at HIPC, DYL-P, QCIA. To maximise relevant student learning, parents/guardians/carers will - Engage with parent-teacher meetings about their children’s learning - Integrate methods that succeed at school, at home and vice versa To promote student learning, teachers will demonstrate - Clear links between student’s goals and needs, developmentally and age-appropriate resources and options, and explicit teaching processes - Use of PLD skills and processes to maximise student reading achievement - Confidence and capabilities in teaching reading - Generalisation of effective, differentiated teaching - Integration of MEBS within and across lessons and contexts - Data literacy skills enabling analysis of student learning against quality practice indicators e.g., PLD, QTR, MEBS - Moderation of student evidence for goal setting, planning and reporting - High quality professional writing. To promote student learning, leaders will demonstrate - Active leadership with the 2026 improvement agenda - Active engagement with analysis of student, teacher and all school data and evidence including School Online Reporting Dashboard (SORD), MyHR, OneSchool - High quality professional writing and related coaching of staff.	Evidence informed systems and practices Students will have - Evidence of feedback and celebrations - Work samples that were moderated against those from local and ‘like’ schools. Teachers will have - Moderated evidence e.g., reading, writing, maths, other - Tracking Sheets, Placement Screeners, Targeted Teaching Groups, Teaching and Lesson plans aligned to the PLD Teaching Sequences - QTR workbooks and Guides, Observation and Coding Sheets - MEBS tools and plans with details of ways the plans were enacted with fidelity - Goal-aligned, differentiated lesson plans - Exemplars of quality professional writing - Personalised student learning plans, evidence and progress notes - Professional capability development plans - Three levels of planning ready for 2027. Leaders will have - School-wide data including SORD - Coaching and feedback records - Professional capability development plans used for teacher coaching and their own career development.
Strategy 3	Actions and Responsibilities	Resources	Performance Measures	Performance Behaviours	Performance Artefacts
Maximise student learning and engagement through a productive, safe workplace leading to staff consistency, confidence and wellbeing with - Practical integration of shared values as they inform adult attitudes and behaviours - Skills for safe work practices - Systems for wellbeing, safety and accountability - Timely evaluation and review of data and evidence.	Productive and safe workplace to maximise student learning through staff consistency in - Activities, coaching and mentoring to maximise the school’s values-based culture and guide staff attitudes and behaviours - DPs - Safe work practices - Work Health and Safety (WHS) Committee, Chaired: Pr. - Systems and supports for wellbeing, safety and accountability - WHS Committee - Wellbeing supports across contexts - WHS Committee - Risk assessments, MEBS and safety plans - Pr, DPs, WHS Coordinator - Case management: safety plans, behaviour supports and decision-making processes - DPs, WHS Coordinator - Capability development and accountability: Individual performance development plans - All members of the LEADERSHIP TEAM - Scheduled data analysis paired with transparent reporting - HOD-C, WHS Coordinator, Pr.	Financial - Aide time - Staff wellbeing supports - Training and development - Minor works - Redress RAR shortfall Human - WHS coordinator - Chubb Time - Dedicated planning - Meetings - Walkthroughs - Meetings with intent - Monitoring, review and evaluation schedules - Team time - Psychological first aid Physical - Values posters, prompts, celebration events and icons - Emergency Management Plan Virtual - MEBS, QTR, PLD tools - Microsoft suite, other software options, School website, AI and Complex Language Models	Productive and safe workplace for staff consistency to maximise student learning and engagement measured through - Values celebrations well-attended - Student engagement measured with the Engagement Continuum - Incident and accident data reviewed at scheduled meetings - Proportion of MEBS informed by comprehensive functional analysis, motivation and consequence analysis - Proportion of students with MEBS interventions implemented with fidelity - Proportion of students with non-aversive, non-restrictive emergency supports actioned with fidelity - Trend of crises managed through aversive, restrictive or non-PBS practices - Number and severity of injuries following the use of non-MEBS or aversive, restrictive strategies - Number and severity per capita (staff and students) workplace injuries 2026 compared to previous years - WorkCover claims related to accidents, incidents, student behaviour, other reasons - Puzzle Piece lockdowns per campus per capita - Reduced incidents and accidents – frequency, intensity, severity - Reduced staff and student absenteeism related to injury, wellbeing, incidents per capita - Student absences including School Disciplinary Absences (SDAs) - Quality of Emergency Management Plan.	Productive and safe workplace for staff consistency to maximise student learning Students will demonstrate - Improved student engagement, time on task - Connection to their teachers, aides and school leaders - Capability to say no, accept no, communicate an informed choice, cope with change, use an increasing repertoire of fun/leisure skills - Improved incidence of positive behaviours including instructional control, regulation, engagement, participation, relationship and coping and tolerance - Decreased crisis behaviours: frequency, severity and intensity - Positive behaviours across contexts - Fewer ‘Puzzle Piece’ incidents - Reduced incidents leading to injury. Staff will demonstrate - Attitudes and behaviours aligned to the school’s shared values - Increased, consistent use of MEBS with fidelity - Decreased use of aversive or restrictive practices - More accurate, timely incident reporting and follow-up from incident reviews on OneSchool and MyHR - Work attendance comparable to ‘like’ schools - Data literacy for high quality data analysis to inform progressively enhanced productivity, safety and learning - Collaboration and compliance including with MEBS, safety plans and safe return to work plans. Leaders will demonstrate - Strategies and ways of working that promote professionalism, shared values, evidence-based practices - Annual Safety Assessment completed, actioned and reviewed with fidelity - Regular analysis of data to inform improvement through quality understanding of risks, trends and priorities - Analysis of data re: WorkCover and related processes - Examples of attention to the safety agenda and clear understanding for student learning and engagement.	Productive and safe workplace for staff consistency to maximise student learning Students will have - Visuals for shared values, behaviours, transitions, choice making, routines, task completion etc. - MEBS plans - Prompts and cues – visual, auditory, tactile, kinaesthetic - Communication and social scripts, behaviour specific reinforcers and feedback, ecological adjustments, choice and control support within boundaries. Teachers will have - Functional analysis records, communication and sensory profiles, antecedent, consequence and motivation analysis - Risk assessments and mitigation plans - Class and individual MEBS and safety plans - OneSchool and MyHR records - Evidence of celebration events and tools for students and adults. Leaders will have - OneSchool, MyHR and SORD data and reports - Case notes linked to case management, WorkCover, rehabilitation and return to work plans - Annual Safety Assessment and follow-up plans and action statements - Coaching notes re. teacher professional capability development plans, case management, crisis management, MEBS plans.

Reduction of red tape in day-to-day work, planning and processes include:

1. Teachers upskilled in the use. with fidelity, of Artificial Intelligence/Complex Language models to reduce the time taken in writing documents.

2. Revised school data plan to promote efficient, lawful data capture, storage and retrieval systems – collect the data once and use it often.

3. Teachers demonstrate capability to develop and use integrated MEBS plans for many purposes across contexts.

4. Revised student personalised learning plans and portfolios more directly connect to DOE evidence requirements for NCCD and meet parent needs.

5. Refined leadership structures and systems, including enhanced governance, maximise productivity, minimising cognitive load, stress and workload.

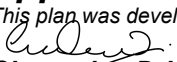
6. Parent-teacher meeting schedules free teacher time and cognitive load and align student goals with parent, DOE and school priorities.

7. All components of the Microsoft Suite and other digital options including AI maximise efficiencies and productivity.

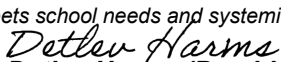
8. Productivity through school-wide system for information storage and retrieval.

Approvals

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



Charmaine Driver (Principal)



Detlev Harms (President, DPSS P&C)



Michael Jullyan (Chair, DPSS School Council)



Ray Hack (School Supervisor)