

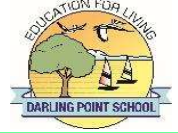
Diligence

Resilience

Ethics

Audacity

Mateship



DARLING POINT SPECIAL SCHOOL ANNUAL IMPLEMENTATION PLAN 2022

BUILDING AN ENVIRONMENT OF SUCCESS

Our work reflects best practice in special education, curriculum, teaching, management, leadership, and governance.

Our work aligns to the OECD Vision for Education and Skills: Education 2030 and the DoE Strategic Plan 2022 -2026.

In partnership with students, families, agencies, and the wider community, we strive for co-agency and well-being.

We strive to enhance knowledge, skills, and relationships as we share responsibility for our students' education and wellbeing with parents, guardians, carers, agencies and systems.

We maximise authentic, relevant, knowledge, skills, attitudes, and values.

We affirm our focus on the core foundations for each one's life quality, creating new value in all we do.

<https://www.oecd.org/education/2030-project/>

For life quality and positive futures, our 'Students will need to develop curiosity, imagination, resilience, and self-regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection and move forward in the face of adversity. Their motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet'.

The Future of Education and Skills: Education 2030" OECD. 2018.

Our school fulfils the Alice Springs (Mparntwe) Education Declaration (2019) supporting young people (attending our school) to realise their potential by providing skills they need to participate and contribute to every aspect of their wellbeing and be the very best they can be. We confirm that for our school, education promotes the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development and wellbeing of young Australians and that learning is a partnership with parents, carers, and others in the community. We promote excellence and equity so that all the students attending our school experience every possible support and opportunity to become confident, creative individuals, successful lifelong learners, and active, informed community members.

Driving school performance and improvement through annual implementation planning

The annual implementation planning process encourages the school team to collaborate and brings precision to actions designed to achieve the priorities from the school's strategic plan and explicit improvement agenda in a short, measurable period.

Through effective short-term planning, the school can respond to evidence and sharpen the focus of activities, ensuring that every student's learning and wellbeing needs are being met.

Intentionally collaborating to develop the AIP brings clarity to the school team's understanding of their roles and responsibilities when considering four key questions:

- How are all students engaged and improving in their learning?
- How do we know?
- What adjustments are we making to ensure every student is improving in their learning?
- How do we know what is working?

This Annual Implementation Plan integrates with to the schools's *Investing for Success* (I4S) strategy and plan, aligns to the school's data plan, the negotiated school support plan, workforce plan, and other system-required and school-determined plans, to inform the school budget for 2022.

Priorities and focus areas for the 2022 plan have been derived from discussions amongst staff, School Council, and the P and C Association. Priorities align to the school's overall strategic improvement agenda and plan. We have thought about what success will look like, sound like and feel like, and what our environment of success will be. The priorities integrate with progresive work since our last school review and strategic planning period.

PRIORITY 1 2022: CURRICULUM FOR STUDENT LIFE QUALITY AND SELF-DETERMINATION TOWARDS EDUCATION 2030

Curriculum Framework

PRIORITY 2 2022: EVIDENCE-INFORMED PRACTICES

Positive Behaviour Support

Neuro-science principles in practice

Individual student plans and goals

Quality teaching practices

Assessment, tracking and reporting

Innovation and audacity

PRIORITY 3 2022: GROWTH – PEOPLE AND SYSTEMS

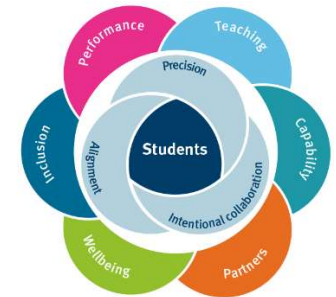
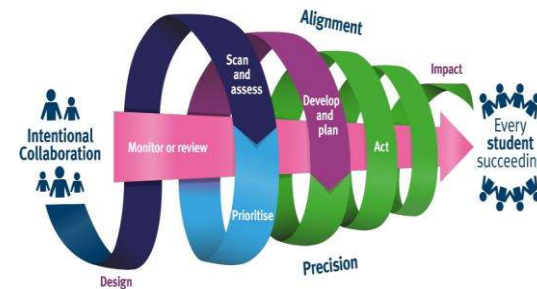
Squad development

Systems

PRIORITY 4 2022: SAFETY, RESOURCES, FACILITIES, PARTNERSHIPS

Safety, resources and facilities

Community.



Our Vision: Education for Living

Our Strategy:

This year, we will continue to integrate **logos**, **ethos**, and **pathos**.

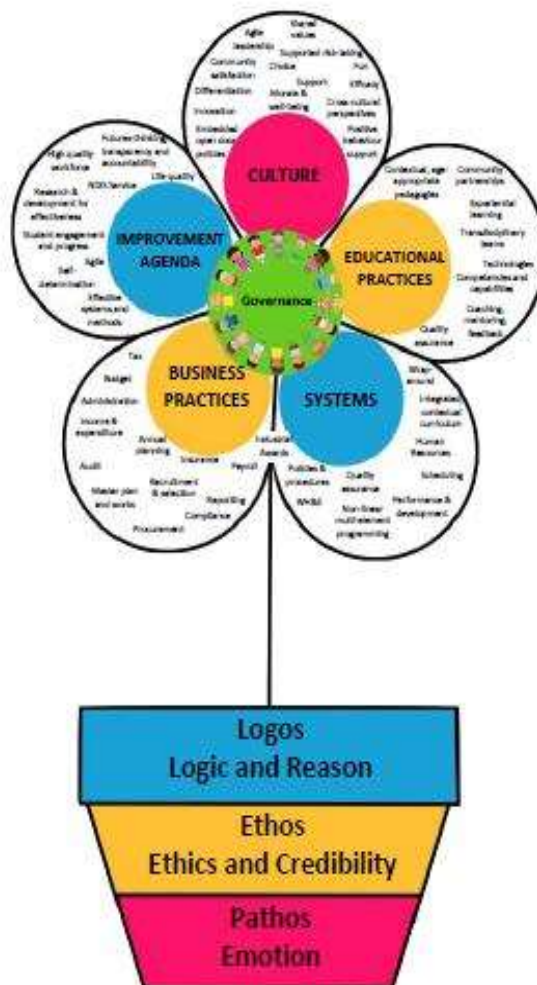
We are aligning **systems**, **practices**, **governance**, and **culture** to build an environment of success.

This plan was developed through collaborative consideration of staff and council feedback on our achievements and activities in 2021, new developments, departmental imperatives and contexts, and analysis of school, staff and student achievement and profile data.

Every child needs a great teacher by design not chance.

Different teachers' skill sets, passions and ways of working make them 'great' for certain students.

We agree that this plan documents our commitment to what we would achieve, what we could achieve, and what we might achieve when we work together to make our school even greater considering post-covid priorities for schools, workforces, and families.



If we are not challenged, we will not make mistakes. If we do not make mistakes, feedback will be useless. (Dylan William).

To be clear ... (Palaszczyk, 2021, 2022).

We create enjoyment and engagement.
We try new things and do what it takes.

We are autonomous within systems.

We are smart.

We are agile.

We are intentionally collaborative.

We are creative.

We are helpful.

We aim for high impact.

We reflect on what we have done so far to create our school's future.

PRIORITY 1 2022: CURRICULUM FOR STUDENT LIFE QUALITY AND SELF-DETERMINATION TOWARDS EDUCATION 2030

CURRICULUM FRAMEWORK

REMINDERS FROM 2021 REVIEW

Council input from 2021

- How do we know what a successful education looks like? Continual seeking of input across the wider community will inform up-to-date contextual offerings and practices.
- Students have a finite time at school meaning that curriculum must be aligned to time spent through learning and teaching strategies to achieve relevant learning for students' individual contexts and aspirations for life during and beyond school.
- Learning should be driven by a curriculum that understands and responds to each student's strengths, skills, interests, needs and life pathway and maximise attention to life quality both now and future.
- Continue to integrate the curriculum framework to evidence-based life quality domains across ACARA including the general capabilities.
- The curriculum framework aligned to life quality indicators provides a strong basis for futures-based thinking by the school and student learning.
- The integration of therapy services provided by the Department with students' learning and life quality, and the school's curriculum focus within and beyond school is a key area of importance.

Staff input from 2021

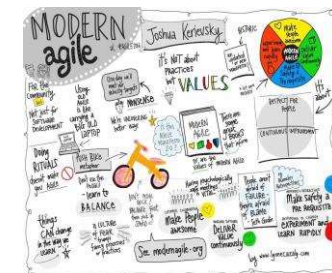
- The curriculum project work progressed, and the team's contributions and their work are strongly supported across all learning phases and teaching teams.
- There is confidence in the life quality orientation of the project, resulting from the literature search, the project team's consultation with the ARD, all teachers, school leaders, school council and parents, and other agencies, and visual representation of the framework that explains the framework simply and clearly.
- The teaching team looks forward to implementing the framework and using sample goals that align the Australian Curriculum with the eight life quality domains to better inform ICP and Curriculum Plan goal setting.
- Teachers see a clear line of sight between published research, the work done in the project to date, the Guide to Individual Learning (GIL), the school's existing emphasis, the school's shared values, parent and staff input that initiated the project, and their subsequent feedback, student needs, priorities and life trajectories, and the Australian curriculum.

ACTIONS 2022

1. Resource and support the curriculum project.
2. Integrate students' goals with the Australian Curriculum, General Capabilities, the GIL and VET modules to maximise authentic, relevant learning and life quality outcomes.
3. Each student's individual plan reflects their strengths, interests, needs and next learning steps.
4. Actively engage with the DoE Negotiated School Support Plan initiative to maximise alignment between therapists' work and the curriculum project.
5. Embed the eight (8) life quality domains across the curriculum.
6. Use the curriculum framework to achieve the departmental standard of three (3) levels of curriculum planning.
7. Review and embed aligned, simple, straightforward, documentation requirements for teachers regarding the three-levels of planning.
8. Check links required between the three levels of curriculum planning and the 2022 Nationally Consistent Collection of Data (NCCD) for students with disabilities initiative linked to school resourcing.
9. Promote co-planning and co-teachers to enhance expertise and confidence, alongside benefits for student learning.
10. Coach and support all staff with an emphasis on new personnel, to understand the integration of the school's shared values with the life-quality emphasis of curriculum, teaching, learning, and school culture.
11. Publish, market, and celebrate the curriculum framework as the guide for our work at all levels.
12. Design and implement an action research feedback loop for consideration of the curriculum framework across time.

KPIs

- The school curriculum framework is endorsed, published, and enacted.
- The DoE requirement for three levels of planning is achieved.
- Evidence confirms consistent, continuous learning opportunities across staff, programs, and learning phases.
- The framework maximises student learning outcomes aligned to the eight (8) life quality domains and the Australian Curriculum.
- The framework results in greater family understanding of our work and improved satisfaction with what students learn at school.
- Co-planning and co-teaching support quality learning and staff development across areas of experience and expertise.
- The school squad learns how to work smarter not harder, thinking and working using agile ways of working for better outputs and outcomes.



Leverage and act on lead measures.

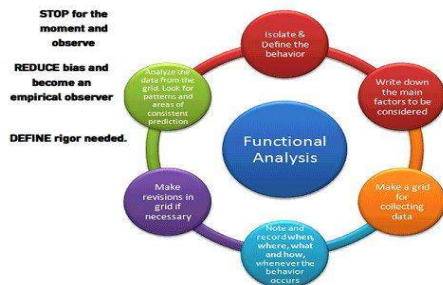
PRIORITY 2 2022: EVIDENCE-INFORMED PRACTICES

POSITIVE BEHAVIOUR SUPPORT

REMINDERS FROM 2021 REVIEW

Council and staff input from 2021

- Negotiating which structures such as team time, coaching, showcasing, case study work, etc. will enhance behaviour support methodologies, consistency, resilience, efficiencies, effectiveness, ways of working, use of space.
- Positive behaviour support methodologies were first used at the school in 1998. PBS is now embedded with comprehensive functional behaviour analysis, multi-element programming, and non-aversive, non-restrictive crisis management and supports integral to this school's environment of success.



ACTIONS 2022

1. Embed PBS and non-linear (i.e., multi-dimensional) programming and planning as the essence of teaching at our school.
2. Support skilled application of all components of the non-linear multi-element plan as essential for learners' success in the environments we create in classrooms, across the school and in the community.
3. Ensure all staff have a working knowledge of comprehensive functional behaviour analysis.
4. Continue quality practices as outlined in the Code of Student Behaviour, assisting families to appreciate the benefits of PBS.
5. Refresh knowledge, skills and application of key PBS components N.B. antecedent and environmental components, positive programming, focussed supports.
6. Evidence-based design and implementation of reinforcement schedules is supported, modelled, and implemented.
7. Avail all teachers of the DoE training opportunities linked to the revised Restrictive Practices Policy, ensuring that all staff apply the PBS lens to all aspects of their work.

KPIs

- The values, theory, research, and methodologies of PBS are embedded in practices across the school.
- Examples are showcased and used to enhance the school's work with students, families, and other agencies.

NEUROSCIENCE PRINCIPLES IN PRACTICE

REMINDERS FROM 2021 REVIEW

Council and staff input from 2021

- Neuroscience strategies, commenced in 2017, were embedded initially in the teaching of mathematics and numeracy. There has been some expansion across the curriculum which will require ongoing training, development, and support, for new and continuing staff members and leaders.
- We need to pivot to integrate neuro-science and maths coaching to practices school-wide.
- Online courses so everyone can know, practice and embed neuro-science into their ways of work, and so teachers, therapists and leaders develop as coaches, is a very positive and essential extension of the neuroscience project; n.b. memory, reducing cognitive load, and emotional responses; neuro-science videos published by Virginia Norrie are integrated daily into many teachers' practice; support the use across classrooms of neuro-science images and actions for learning and teaching images, remember pace, angle, height, colour, integrated into practice.
- Staff induction should include new teachers, therapists and aides doing the online course very early in their tenure.

ACTIONS 2022

1. Review neuro-science practices to inform actions going forward, regarding input, support, publishing a support manual, and resource provision.
2. Update the school's staff induction handbook and culturing process to include neuroscience principles and strategies.
3. Provide training and development options, including after school sessions, posters, videos, website, in-room coaching with Professor Parker.
4. Integrate neuroscience principles as applicable with the work of therapists through the NSSP and transdisciplinary teamwork.
5. Apply and model neuroscience principles through leadership team development including ongoing training and development.

KPI

- Neuroscience principles are integrated in practice for leadership, management, teaching, learning, PBS, and life quality.

INDIVIDUAL STUDENT PLANS AND GOALS

REMINDERS FROM 2021 REVIEW

Council input

- We expect collaboration and co-planning – one student, one plan, unified goals, one team are key to success, peer-to-peer support, and coaching.
- How often are goals reviewed? How often should review occur? What is the basis for goal review?
- Bring the students and their advocates to the planning table.
- Actively involving parents will better to align students' learning, social and communication goals to lifelong outcomes
- Review the student planning system for tight processes, and clear line of sight across data, evidence, priorities, hopes and aspirations, goals, teaching, learning, reporting.
- Life planning is highly valued from the beginning of school through to post-school with students' ultimate life goals designed to incorporate students' strengths and interests and maximise life quality.
- Students' individual curriculum plans need to include goals linked to life quality and self-determination priorities and skill development in all the life quality domains as per the school curriculum framework.
- Are students' goals lifelong goals?
- Is there one plan with one suite of goals for each student?
- Do student plans align to NDIS plans and vice versa?
- Transition planning is required as a key focus in all students' individual and group plans, programs, and interventions.
- Documentation needs to be simple, straightforward, jargon free, easily digestible, and parent-friendly.
- Are learning and teaching interventions integrated across each students' staff team?
- Post-covid, pivoting with a wider variety of parent engagement strategies helps parents and families feel welcome and connected to the school, and what the school aims to achieve.

Staff input

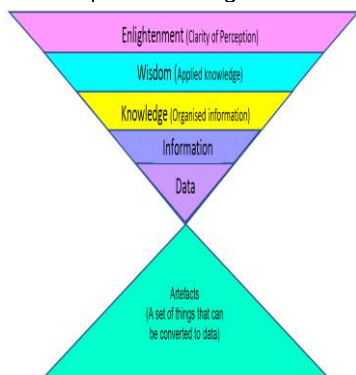
- ICP goals should continue to be set by hand-over teachers at end of year, based on ipsative data and evidence including Brigrance checklists, work samples, videos etc.

ACTIONS 2022

1. Remind all teachers and therapists about the E/DIKWE model.
2. Data and trend analytics with evidence from all stakeholders, not just the school, will be used to inform teacher planning and school resourcing decisions.
3. Support all teachers and therapists to apply a life quality lens to all goal-setting, teaching, support, and learning and engage with data conversations linked to learning, teaching and therapy supports.
4. Actively foster through structures, options, schedules and mutual support, family and advocate engagement with school staff when setting student ICP and other goals.
5. Invigorate person-centred, transdisciplinary planning with active family engagement in goal setting and learning planning.
6. Confirm, publish, and manage the agreed school schedule for
 - parent consultations,
 - individual curriculum planning,
 - teacher planning, including non-linear multi-element plans and reporting to students and parents.
7. Review and publish the school's ICP guide.
8. Consider 2021 special schools' data and promote engagement with communities of practice for ideas, options and smart not hard, work – be with people about something they are passionate about.

KPI

- The components of the E/DIKWE model inform systems and processes used within Individual Student planning.
- The school's assessment and reporting strategy has been reviewed in the light of recent DoE requirements.
- Individual student goals and plans are informed by data and evidence within a case management system.
- Student progress, achievement, engagement, and behaviour data inform collaborative decisions about resource allocation to meet needs, eliminate gaps, and progress the school's improvement agenda.



Evidence → Data → Information → Knowledge → Wisdom → Clarity of Perception

The DIKW model promotes discussion about the interaction between data, information, and knowledge, leading to wisdom and enlightenment or clarity of perception. Evidence and artefacts enable teachers to produce data, both quantitative and qualitative, so that information can be organised and knowledge applied to their work. This model reminds schools and teachers that data without intelligent analysis is useless and can be a dangerous waste of time, space and energy. Each step adds value to the initial data so that clarity is achieved.

[Intelligence without Data Type: Double Blind Peer Reviewed International Research Journal](#)
[Publisher: - \[PDF Document\] \(vdocument.in\)](#)
[What is the Data Information Knowledge Wisdom Pyramid? | Ontotext](#)
[Data-Information-Knowledge-Wisdom \(DIKW\) Pyramid, Framework, Continuum | SpringerLink](#)

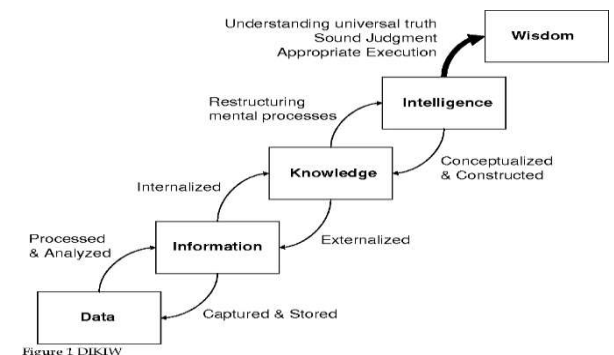


Figure 1 DIKW

Remember high fidelity and accountability.

QUALITY TEACHING PRACTICES

REMINDERS FROM 2021 REVIEW

Council and staff input from 2021

- Making thinking visible helps buy-in towards united achievement of the school's vision.
- It is important for everyone to do what is meaningful and important.
- PBS is the cornerstone of the school's success and integral to quality practices for learning.
- Teachers should use what they know works but continually evaluate student progress.
- Managing and focusing on priorities, efficiencies and relationships are achieved through agility
- Evidence-based teaching interventions and practices should include strategies co-designed within an evidence-based, transdisciplinary model.
- Strategies should be embedded across activities, programs, contexts, and lessons with consistent expectations and outcomes for learning and life quality.
- Review the teacher information system for consistency, clarity, usability, and publication.
- Use the teacher information system in booklet form and on the website to align school-wide practices and inform parents, the Department, and the wider community.
- Parents would be interested in a family-friendly version with strategies they could use.
- Ensure integration of all services and supports across the school through integrated teams, programs, activities, student goals, curriculum framework, ways of working, teaching approaches.
- Therapists teaming with teachers and aides should suggest, model, coach, monitor and review strategies and interventions across key areas including gross motor and fine motor, sensory, personal and social capabilities, life skills, and independence.
- Visiting disability-specific advisory teachers foster teacher confidence and expertise, and student learning.
- School-based therapists support teachers in the use of assistive technology.
- Snoezelens – white and black - should be used in evidence-based ways
- Community-based instruction should support explicit teaching and authentic learning.
- Team time is a highly valued and important initiative to support quality teaching, efficacy, and morale.
- The literacy coach model is highly valued.
- The numeracy coach is important and should be replaced following the retirement of the current coach.
- Neuro-science and neuro-linguistic principles will only be integrated in practice and embedded if coaching and training continue.
- All classrooms should provide:
 - ✓ visuals for communication and student self-management.
 - ✓ ways to accommodate sensory needs.
 - ✓ adapted and augmentative communication options.
 - ✓ autism-specific strategies e.g., timers, visuals, start – do – finish, visual schedules.
 - ✓ hearing impairment and deaf/hard of hearing strategies.
 - ✓ vision impairment strategies including high contrast colours, adaptive technologies including Apps.
 - ✓ perceptual motor lessons and strategies.
 - ✓ positioning and mobility strategies.
 - ✓ safe manual handling for students with physical impairment.
 - ✓ absence of aversive or restrictive practices.
 - ✓ the same key information displayed the same way.
- Strategies and methodologies to expand across the school include
 - ✓ TEACCH methods.
 - ✓ AUSLAN.
 - ✓ facilitated communication.
 - ✓ PODD.
 - ✓ co-teaching.
 - ✓ vocational education teaching including the STEP UP to EMPLOYMENT and work experience.
 - ✓ community based learning including mobile classroom.
 - ✓ explicit teaching, and addresses new knowledge and skills and maintaining and generalising existing knowledge and skills.
 - ✓ evidence-based literacy practices applicable for our student cohorts including the 4-Blocks reading model.
 - ✓ sensory processing for learning and emotional regulation.

ACTIONS 2022

1. Integrate three levels of planning with the school's curriculum and pedagogical frameworks.
2. Revise the Teacher Information System and publish.
3. Promote and facilitate within DoE standards, the development of a school web portal for ready sharing and access of evidence-informed strategies and practices as researched, documented.
4. Continue team time as opportunity for
 - co-planning
 - moderation
 - data updates and review
 - coaching.
5. Continue to support the literacy coach model.
6. Explore options for transforming the numeracy coach model.
7. Explore strategies and systems to embed the neuro-science project.
8. Promote engagement with therapists through the quality service delivery model used by the speech language pathologist and through the new Negotiated Service Support Plan (NSSP) model.
9. Collaboratively integrate disability-specific teaching strategies within teacher and teacher aide performance and development plans.
10. Embed case management in ways of working.
11. Design a system for staff to confidently share and showcase innovative options and review the published literature for ways to meet student needs, alongside and with, the teaching team.
12. Foster transparent, easily accessed information; consistent in-classroom, server, OneSchool and website use and teacher-parent communications.
13. Use benefits from the P and C Association NDIS Service to facilitate co-planning, staff development, and goal-alignment for students across school, home, and community contexts for mutual benefit.

STEP UP to EMPLOYMENT

1. Critique the STEP UP to EMPLOYMENT program against IABA and PBS success indicators, host a review by IABA, and augment the program.

KPIs

- The school achieves three-level planning as per the DoE requirement.
- Planning and teaching align to the school's curriculum framework, being informed by student needs, interests, strengths, and family input.
- Educators demonstrate quality practices described in the school's pedagogical framework, aligned to PBS methodologies.
- The leadership team engages with and routinely reviews inclusive teaching practices across the school to ensure alignment with evidence-based practices as defined in the DoE policy.
- The STEP UP to EMPLOYMENT program is further developed and embedded in practice, linked to the school's values, curriculum framework, and ways of working.

ASSESSMENT, TRACKING, REPORTING

REMINDERS FROM 2021 REVIEW

Council input

- How are we delivering and tracking the educational outcomes of students?
- What do teachers and therapists do to identify the next step in learning and development?
- Are goals, interventions, supports and programs clearly integrated and futures-oriented?
- Do all staff know how to use ipsative data? Should we go back to Goal Attainment Scales?
- Family involvement in classrooms through get-togethers, class books, term 1 gatherings are encouraged.

Staff input

- All student progress is tracked using Brigance checklists, scales, checklists, anecdotal notes, work samples including photographs and videos.
- Student assessments are conducted in individualised ways that maximise options for students to demonstrate learning.
- All student reports are in portfolio format with photographs, descriptions of goals and achievement, and work samples.
- ABLES has been tested but decisions need to be made about its benefit for our school.
- Literacy continuum was used prior to Brigance. Did it add value to learning and teaching? The same for the many other assessment tools in use across the school – what is necessary, sufficient, efficient?
- ICP goal progress and success is posted on classroom and meeting room data walls – how are data walls used? How often? Is there a better way?

**IF YOU TALK
ABOUT IT, IT'S A
DREAM, IF YOU
ENVISION IT, IT'S
POSSIBLE, BUT IF
YOU SCHEDULE IT,
IT'S REAL.**

- Tony Robbins

Name		Goal Setting - 2025									
S		M		A		R		T		D	
Specific	Measurable	Achievable	Relevant	Time Based	Due Date						
1. I will have better financial health in 2025	My income will increase by 10% in 2025	My income will increase by 10% in 2025	My income will increase by 10% in 2025	My income will increase by 10% in 2025	My income will increase by 10% in 2025	Yes	100				
2. I will have better health in 2025	My weight will decrease by 10% in 2025	My weight will decrease by 10% in 2025	My weight will decrease by 10% in 2025	My weight will decrease by 10% in 2025	My weight will decrease by 10% in 2025	No	20				
3.						No	0				
4.						No	20				
5.						No	0				

INNOVATION, AUDACITY

REMINDERS FROM 2021 REVIEW

Council and staff input

- Reflect on the BUGS model from 2021 including use of a variety of spaces and contexts, teachers in teams, teacher aide interests and expertise integrated in practice, integrating social learning and wellbeing with curriculum goals and impacts towards successful transitions within, across, and beyond school.
- TAFE and work experience environments for success during and beyond school remembering the need for skill development for learning and being in the larger environment re space, people etc.
- Community engagement programs, school initiatives and teachers' ways of working help students to plan for their futures and to contribute with ideas for their learning experiences.
- Staff capability with communication options supports student learning across all classes and has been very well supported through the ways of working of the speech language pathologist and the collaboration with NDIS therapists, especially the DREAM therapist.
- Many teams including the mobile classroom demonstrate ways of working and options to achieve inclusion of students with diverse needs and priorities.
- The STEP UP to EMPLOYMENT program has potential for further development for mutual advantage.

ACTIONS 2022

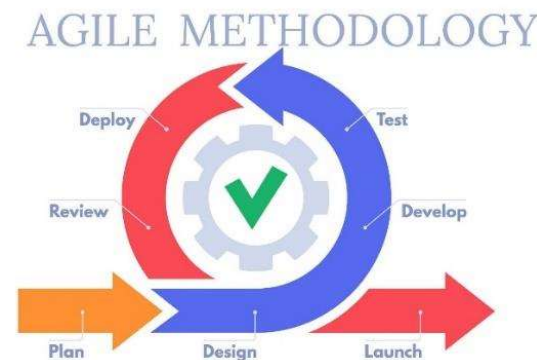
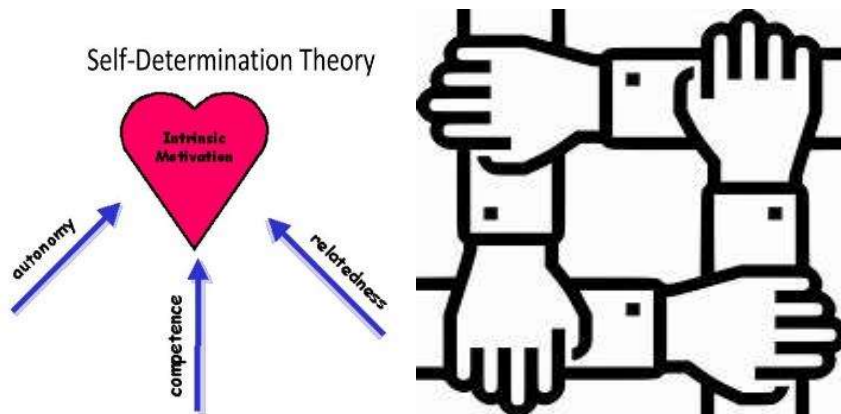
1. Consider benefits for student learning, staff efficacy and wellbeing, community engagement, and safety, from the various community-based learning programs and report to School Council, P and C Association, and DoE with recommendations for future planning.
2. Evaluate covid-safe strategies and document for future application including succession planning.
3. Investigate benefits and impacts for student learning, teacher and parent/guardian satisfaction, school management from the DPSS P and C Association NDIS service and school partnership.
4. Enhance willingness and capabilities to use agile thinking and flexibilities within our work.

KPIs

- Shared values and agile thinking are integrated in ways of working that meet student needs.
- Examples of flexible, experimental practices are investigated, and outputs and outcomes published to inform future lead and lag indicators and performance indicators.

If you are able to find balance, that can help you for the better. (Stellar, p. 5, 20.02.22)

Do your best until you know better, and when you know better, do better.



PRIORITY 3: GROWTH – PEOPLE AND SYSTEMS

SQUAD DEVELOPMENT

REMINDERS FROM 2021 REVIEW

Council input

- How does the school consider, support, and manage different and divergent views from within and outside the school, considering the school's shared values and improvement agenda, and DoE imperatives?
- How is togetherness fostered and reminded?
- Is governance training needed for Council, school leaders, P and C executive?
- How are staff accountabilities regarding school shared values, departmental values, systems, policies, procedures, role descriptions, role responsibilities made clear and developed?
- Can leadership and staff more broadly identify people who support others through change?
- Future work in agile thinking will support flexibility, resilience, and capacity to cope with change.
- Systems and training and development opportunities can be enhanced to assist staff and parent growth, parent engagement, and collaborative work for school priorities, wellbeing, satisfaction, an inclusive, unified school culture, and student learning and life quality.
- Do teams operate as united units?

Staff input

- Team time has been very helpful in building teams, morale, mutual support, teacher efficacy.
- The open-door leadership policy is highly valued and necessary.
- Succession support materials should identify key components of this school's success and ways of working.
- How could the existing training and development process through the Department's Professional Performance Plans be augmented to reflect up-to-date evidence-based practice across education and more broadly in industry?
- Ongoing consideration of andragogy vs pedagogy and the basic principles that achieve quality learning and efficacy.
- Teachers believe that improved systems are needed for monitoring and reviewing staff execution of evidence-based strategies and ways of working.
- The Periodic Service Review methodology needs further work to integrate it across all staff.
- Progress towards goals and targets in Professional Performance Plans needs to be regularly reviewed to support needs, coaching, resourcing, and revision of goals as needed.
- Induction of new staff into our shared values and responsibilities, and re-visiting with all staff regarding legislative, policy and values-based behaviours and actions are key to our school's culture and ways of working.

ACTIONS 2022

1. Reinforce values-based leadership and management as the cornerstone of leading with empathy, supporting staff mindsets, and fostering capacity – working smarter not harder.
2. Re-visit the school's workforce plan to develop shared expertise to accommodate and engage all learners, through cooperation, collaboration, coaching, mentoring, and co-teaching.
3. Affirm the importance of legislative compliance, whilst addressing local needs and teacher professionalism
4. Embed the safety and wellbeing team and augment activities taking account of the need to pivot from face-to-face options following new ways of working since the pandemic.
5. Integrate safety and wellbeing initiatives and foster buy-in across the squad and wider school community.
6. Consult about needs for systems development and documentation to ensure smooth transitions across time and personnel.
7. Unify the squad – teams win games, squads win championships.
8. Re-visit the PSR methodology to reinvigorate staff engagement with the tool, support induction, assist with compliance awareness and sign-off, achieve meaningful performance planning, support quality practices, and aid new staff in demonstrating key roles and responsibilities.
9. Explore across teams and with the local consultative committee (LCC), ways of staff monitoring, clinical supervision and support with a clear development and support focus.
10. Confirm an agreed review cycle for performance development plans with goals and KPIs clearly linked to real work, career aspirations and school priorities
11. Support and generalise peer-to-peer coaching and mentoring
12. Welcome advisory personnel, trainers, and scholar-in-residence through face-to-face and online learning, coaching and support options.
13. Foster a culture of professional reading and sharing, including use of the school's extensive reference library and online options.
14. Update the squad on code of conduct imperatives and DoE services I.
15. Consider the literature about organisational transformations since the pandemic.

KPIs

- Constructive consultation, collaboration and negotiation achieve strong buy-in with development and training.
- The safety and wellbeing team is integrated into school leadership and squad support, meeting compliance and local requirements.
- Evidence-based negotiation strategies achieve agreement and relevant professional performance plans that are acted upon for mutual benefit of all.
- There is a clear line-of-sight between the school's improvement agenda and professional performance plan goals, targets, and activities.
- Squad training and development responds to need, matches student needs, teaching priorities for the year, the school improvement agenda, and individual career aspirations.
- Leadership and management strategies and systems pivot post-pandemic and ready for unexpected eventualities.

SYSTEMS

REMINDERS FROM 2021 REVIEW

Council and staff input

- Simple systems support compliance.
- Coaching and other mutual support options occur across the school for mutual benefit in areas including PBS, literacy, AUSLAN, FC, PODD, AAC, therapies, and neuro-science options.
- Face-to-face neuroscience coaching will progress once the borders open.
- Staff should maintain a coaching diary as evidence of the benefits of the coaching initiative, evidence for advancement in teacher banding, and other reasons.
- Training and development of staff linked to coaching options reflects research.
- Maintain the leadership open-door policy.

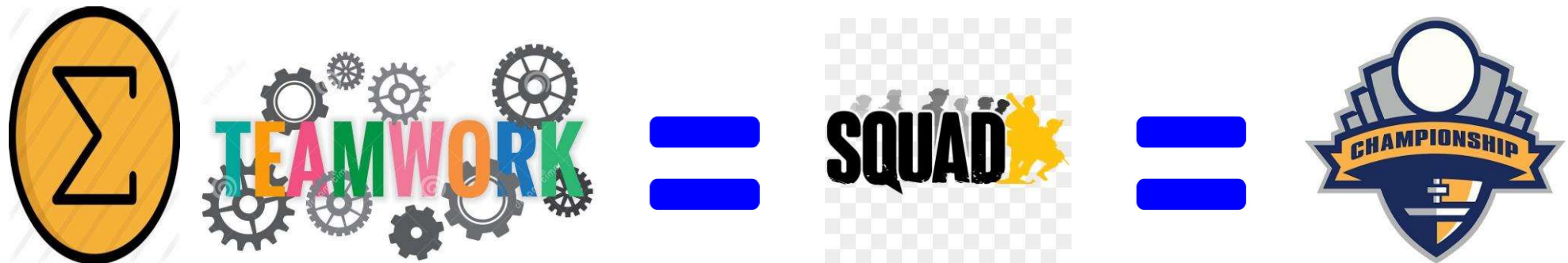


ACTIONS 2022

1. Promote continued engagement with lifelong learning as learner, coach, teacher, mentor.
2. Find out what forms of coaching, mentoring and mutual support are wanted by teachers, teacher aides, other personnel and design a system of support to meet needs and preferences.
3. Expand engagement with the bespoke neuro-science based coaching course and the application of those strategies within our work.
4. To support adaptive succession planning for the school, review systems, adjust or design as needed, and provide training, coaching, modelling, and documentation that continues to
 - embed the school's shared values
 - foster togetherness and agile thinking
 - promote strong governance
 - model and promote effective meeting protocols
 - support change
 - maximise health and well-being.

KPIs

- Teachers and therapists engage with the bespoke coaching course and use strategies for their own and others' benefit.
- Coachees report satisfaction with the coaching system
- Agile ways of working are integrated by the school squad within their repertoires of practice.
- Bespoke systems for efficiency, effectiveness, safety, productivity, and smooth succession are published and embedded.



Team members hold each other accountable to positively track towards goals.

PRIORITY 4 2022: SAFETY, RESOURCES, FACILITIES, PARTNERSHIPS

SAFETY, RESOURCES, FACILITIES

REMINDERS FROM 2021 REVIEW

Council input

- The school's values-based culture is imperative, and Council recognises challenges in maintaining the culture during periods of growth and disruption, and affirms support as required.
- Simple systems support compliance.
- Resourcing of programs may need to change given school growth at the same time as disruption arising from COVID and the building project.
- Community partnerships are always important but more so during periods of disruption.
- The opportunity lens that guides the school's ways of working will be helpful during building.
- Key issues always, but especially during decanting and building, mean that students, parents, staff, and the wider community how and understand what is happening, when, where, how, and who.
- Agile thinking presents an opportunity for ways to help staff and students to pivot.
- What strategies, interventions, mechanisms, resources will support student transition, coping and tolerance leading to, and during, the building project?
- Looking to the future, how will systems and supports maintain staff unity and connectedness while separated during the building program.
- How will support professionals e.g., nurse, therapists, guidance officer, chaplain be managed and how will their ways of working be maximised for impact across sites?
- Additional buildings and facilities are essential. Delays are not tolerable.

Staff input

- The wellbeing team integrated with the school safety and wellbeing committee serves to draw attention to safety across physical and mental/emotional aspects. Valued strategies include the Barnabas buddy system, chaplain's initiatives, Variety financial counsellor on site (free), and community activities.
- Staff have endorsed plans as the Master Plan has progressed to building plans.
- Currently there are concerns about possible delays because of issues with planning for student decanting.
- School council and P and C Meetings have provided a useful conduit for parent input.

ACTIONS 2022

1. Deliberately foster a positive school culture and morale – website update, Duck Cabinet, School Council, team time, team and squad meetings, coaching, mentoring, workload minimisation, provision of meaningful feedback, relevant training and development, range of interesting options for staff engagement, address relationship and values concerns, celebrations, wellbeing activities.
2. Encourage everyone in the squad to be self-aware, other-aware, know their purpose, guiding principles, goals, and priorities matched to the school's shared values.
3. Review systems and management of schedules, reports, safety, resources, equipment, and technology to embed efficient, effective, agile processes.
4. Continue local leadership, advocacy, and management related to the building program.
5. Lead communication strategies and advocacy to maximise school and wider community endorsement of the building strategy and program.
6. Support staff, students and families through the building program including minimising to the maximum extent possible, disruptions to learning, wellbeing and satisfaction.
7. Keep a broad view of issues as they might arise aiming to address promptly and efficiently.
8. Act in partnership with DoE, to redress concerns about delays and community issues.
9. Respond to staff and student needs for equipment, acquiring within budget limits.

forget the risk
and take the fall.
if it's what you want,
then it's worth it all.

KPIs

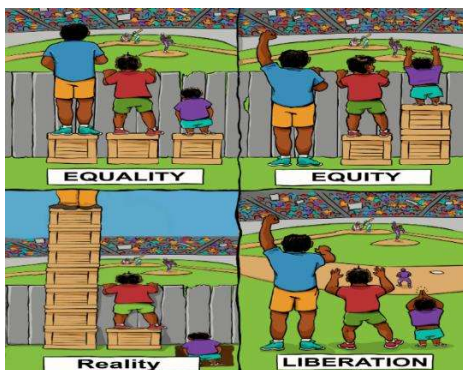
- The school culture, schedules, safety, resources, and equipment meet staff and community approval.
- Facilities enhancement progresses significantly.

COMMUNITY

REMINDERS FROM 2021 REVIEW AND FEEDBACK

Council and Staff input

- The wider school community includes on-campus and off-campus partners.
- The ways of working of the school mean that time spent in connecting, relating, affirming, communicating, and sharing are keys to success.
- A wide variety of highly valued community partnerships support student learning and staff efficacy and wellbeing. The DPSS P and C NDIS Service registration was an important milestone and will become increasingly important for school families going forward, presenting opportunities for the P and C Association to support families whilst achieving strong service governance and delivery.



THE STRONGEST
PEOPLE AREN'T
ALWAYS THE
PEOPLE WHO
WIN, BUT THE
PEOPLE WHO
DON'T GIVE UP
WHEN THEY
LOSE.

—Ashley Rodriguez



ACTIONS 2022

1. Take time and attention to family needs, interests, and relationships so that families feel involved and respected within the wider school community.
2. Explore actions needed to enhance engagement with the school's improvement agenda and family satisfaction with teacher-parent-school communication and sharing options.
3. Support family engagement with the P and C Association along with P and C Association proactivity and school support.
4. Actively promote the school's reputation and advocate as needed for the school's needs to be met.
5. Affirm and extend the range and density of school-community partnerships for the benefit of student learning and life quality, family support, staff efficacy and wellbeing.
6. Collaborate with the DPSS P and C., School Council, families, and other agencies to achieve the best possible outcome from the NDIS Service ministerial trial.

KPI

- Community partnerships continue to support student learning and school reputation.



Charmaine Driver

Charmaine Driver
PRINCIPAL

Ray Hack

Ray Hack
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Jeff Thong

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President, DPSS P and C Association

Chris Peters

Chris Peters
Chair, DPSS School Council