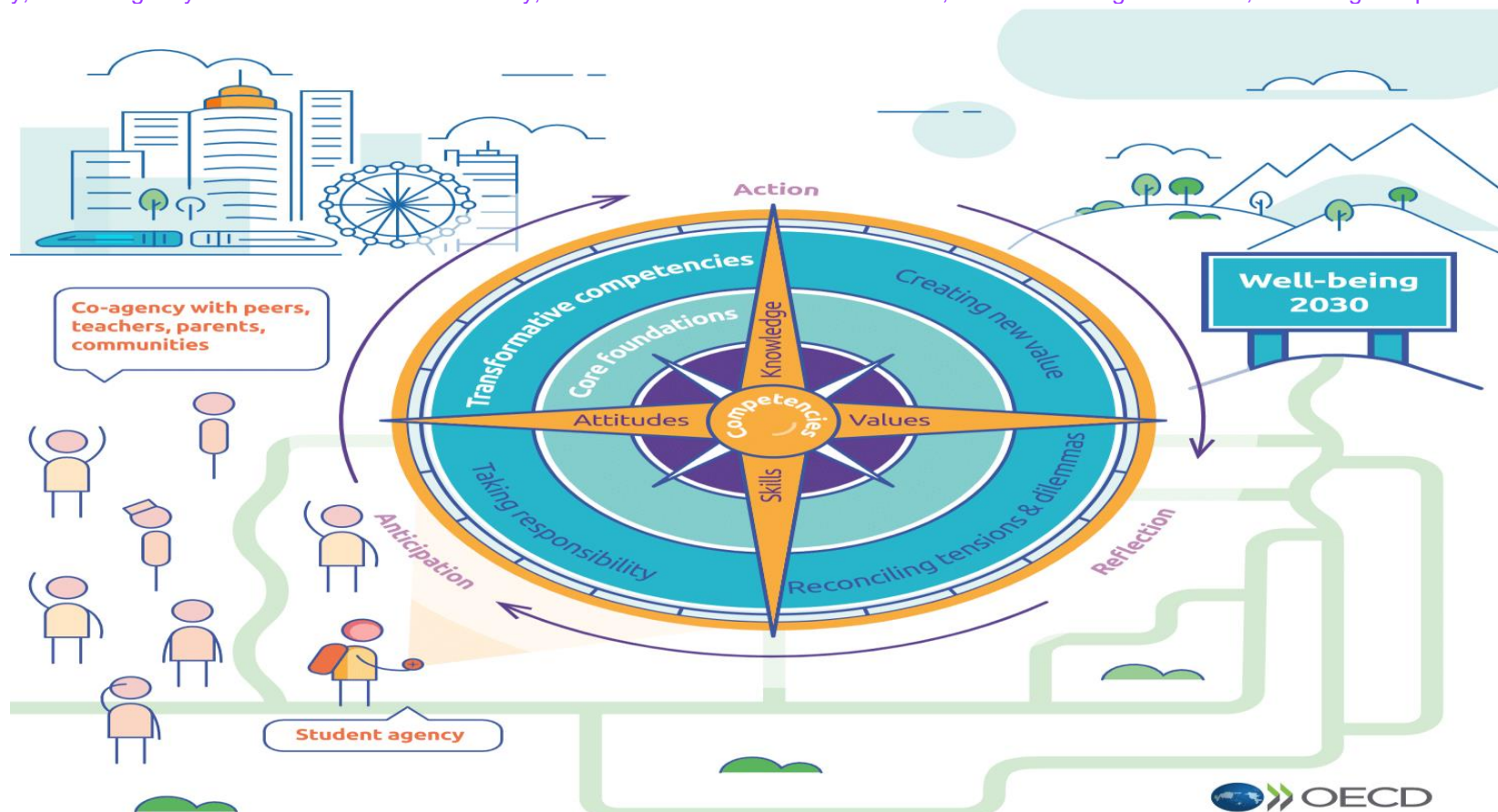


Diligence Resilience Ethics Audacity Mateship



DARLING POINT SPECIAL SCHOOL ANNUAL IMPLEMENTATION PLAN 2021

Our work is informed by the **OECD Vision for Education and Skills: Education 2030** and the **Alice Springs (Mparntwe) Education Declaration**. Student agency, and co-agency with advocates and community, in the context of values and attitudes, foster knowledge and skills, achieving competence and well-being.



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

'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.

The Alice Springs (Mparntwe) Education Declaration (December 2019) supports young people 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. Education promotes the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development and wellbeing of young Australians. Learning is a partnership with parents, carers, and others in the community. The Australian education system promotes excellence and equity so that all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Our Vision: Education for Living

Our strategy: Aligning **systems**, **practices**, **governance**, and **culture** for exceptional learning progress.
This year, we will grapple with how to integrate **logos**, **ethos**, and **pathos** into learning and teaching.

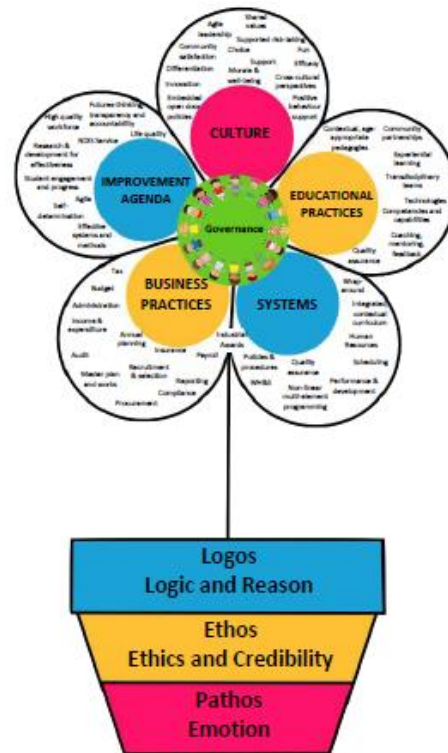
Every child needs a great teacher by design not chance. Different teachers' skill sets, passions and ways of working make them 'great' for certain students.

If we are not challenged, we will not make mistakes. If we do not make mistakes, feedback will be useless. (Dylan William).
We have a growth mindset and focus on lifelong learning. We remember that, "Life is not a matter of holding good cards but of playing a poor hand well." (Robert Louis Stevenson).

We aim to 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.

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.



Last year, we confronted the challenges of COVID-19. We were kind, intentional collaborators, agile and innovative. We went beyond the basics and carefully considered the differences between perception and reality. We were hopeful and flexible, positively creating cohesion across our community. We worked well in teams, doing our best to remain positive whilst enhancing our perspectives about what really is important. Many parents shared that during the phase of *Learning at Home*, we "set the gold standard" for new ways of working.

This year, we will embed neuroscience and other evidence-informed practices and approaches for life and learning.
We will facilitate peer-to-peer coaching.

We will achieve an agreed, evidence-informed curriculum framework emphasising life quality and self-determination.
We will achieve purpose-built facilities for lifelong learning, staff and community satisfaction, and agile ways of working.

Scan and Assess Identify the need for change

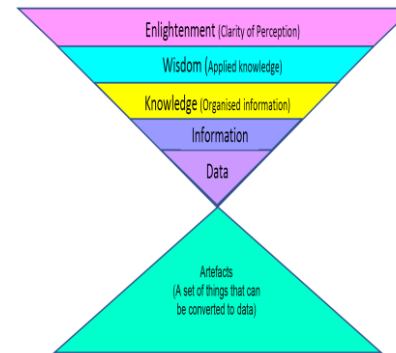
Sources:

- OECD *Future of Education and Skills: Education 2030*
- The Alice Springs (Mparntwe) *Education Declaration*
- Department of Education Strategic Plan
- Darling Point Special School Strategic Plan 2020 - 2024
- Reports, feedback, and surveys
- Stakeholder meetings and groups
- Social and other media publications and comments

Evidence:

- Survey, student, staff, school, and department data
- Partnership density and mutual benefit.

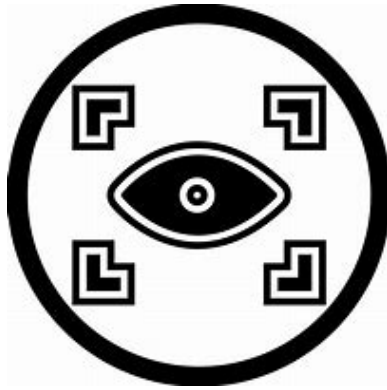
The evidence is clear, but why? so what? what next?



Priorities

The priorities for 2021 are:

- ✚ **EVIDENCE-INFORMED PRACTICES AND APPROACHES FOR HIGH RATES OF LEARNING PROGRESS AND GENERALISATION FOR ALL STUDENTS**
- ✚ **SYSTEMS FOR COACHING AND GROWTH**
- ✚ **CURRICULUM, SYSTEMS AND CULTURE THAT ENABLE LIFE QUALITY AND SELF-DETERMINATION**
- ✚ **FACILITIES**



The opportunity for impact

The range of knowledge, expertise, and capabilities across the full range of teaching practices required by the increasing complexities of students enrolled at the school.

The current context:

Implications from evidence

- We continue Positive Behaviour Support and non-linear multi-element programming across the school.
- We tested and somewhat embedded in 2020, ways to provide meaningful feedback to students to maximise learning progress.
- In 2020, we faced novel challenges and proved we are agile thinkers.
- Seamless, authentic teaching and teacher efficacy is high.
- We have knowledgeable mentors.
- We demonstrate strong capacity to provide authentic learning experiences towards life pathways and 21st century skills.
- Student engagement is enhanced through flexible contexts, authentic ways of working, with staff who are willing to change strategies when needed.
- We are motivated to know more and be able to do more, confidently and competently.
- Teachers have adopted enthusiastically, the Brigance Assessment Tools or have tested the ABLES system.
- Both assessment options served to guide ICP goals, but further work will promote greater authenticity in goal setting towards life quality.
- Student learning progress is demonstrated within the school context with familiar and preferred adults.
- Student learning progress is strong against priority goals but high levels of absenteeism by a very few students impacts their learning substantially.
- Generalisation of student learning to other contexts and adults varies.
- Staff confidence, capabilities, and competencies, in using some evidence-informed strategies is strong; however embedded use of a wide range of evidence-informed teaching and disability-specific strategies varies.
- Knowledge and expertise in the implementation of strategies informed by neuroscience and aspects of positive behaviour support, disability-specific pedagogies, explicit teaching of literacy, numeracy, and adapted and augmentative communication, vary.
- The Teacher Information System needs further upgrade for digital publication.
- The school-developed Periodic Service Review/Celebration tool is ready for progressive testing.

Develop and plan

Strategies

- Design and embed a system to use Brigance and ABLES for more accurate goal setting for ICPs and Curriculum Plans across the school, taking account of life quality and self-determination priorities as promoted through the curriculum project.
- Promote explicit strategies for maximising student generalisation of knowledge and skills across contexts and people.
- Facilitate skill development for family members.
- Provide on-campus, easy access professional learning opportunities in
 - neuroscience for learning
 - positive behaviour support and non-linear multi-element programming
 - disability-specific pedagogies e.g. deaf and hard-of-hearing, vision impaired or blind, physical disabilities, and autism, and
 - explicit teaching of literacy, numeracy and individualised communication options.
- Promote innovative use of technology for learning opportunities for students and professional development for staff, making sure that ICT access is efficient and effective, which is currently a major blocker to quality learning and well-being for all.
- Encourage teachers to explore feedback options for students taking account of neuroscience principles and students' individual communication options.
- Progress revision of the Teacher Information System for publication online.
- Test the Periodic Service Review tool to support teacher confidence and capabilities.

Act

Actions to implement the change proposal

- Develop attitudes, values, perceptions, knowledge, and skills.
- Use phase team meetings to progress data-driven goal setting and evidence-informed teaching, noting the importance of student generalisation of knowledge and skills.
- Facilitate engagement in online and face-to-face learning options, modelling, mentoring, coaching, work shadowing, and case studies for staff and students' families.
- Navigate improvements to the Teacher Information System ready for digital publication.
- Secure volunteer participation to further pilot the Periodic Service Review tool.
- Facilitate showcasing of good practice by teachers, therapists, and teacher aides.
- Design and implement options for family knowledge and skill development.

The opportunity for impact

Coaches report the need for skill development through additional training and support to maximise benefits for students and staff.

The current context

Implications from evidence

- Strong support for literacy coaching.
- High levels of motivation for formal training in coaching, but through a bespoke model that appreciates the school's philosophy, values, intent, and student cohort, that further develops skills for all involved, and maximises teacher confidence and competencies.
- Staff wellbeing initiatives introduced during 2020 are well regarded and have potential to be integrated into coaching systems.



Develop and plan

Strategies

- Facilitate initial or revision training and development, as applicable, in neuroscience for all teachers and other interested staff.
- Support and contribute to the development of a bespoke coaching course for specialist teachers, school leaders, therapists, and other interested parties, grounded in neuroscience and disability-specific methodologies suited to the school's context.



Act

Actions to implement the change proposal

- Promote co-agency amongst students, families, teachers, leaders, and the wider community to facilitate belonging, life quality, self-determination, and lifelong learning.



- Maximise opportunities for coaching in and out of school hours through flexible structures and resourcing.



- Facilitate opportunities for teachers and therapists to benefit from the cycle of anticipation, action, reflection.



- Incorporate within coaching, opportunities for professionals to
 - develop transformative competencies in their areas of practice,
 - take responsibility for their own and others' learning and development and



for the school's strategic future,

- reconcile tensions and dilemmas as they arise
- create new value for themselves, their students, their colleagues, and their school.



CREATING VALUE NOW

- Negotiate scholar-in-residence, on-site and on-line, to support coaches
- Monitor interest, acceptance, adoption, and impact of coaching training and implementation.



USER ADOPTION STRATEGY



- Analyse data and publish results.



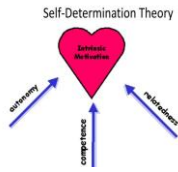
The opportunity for impact

The school's curriculum framework does not provide adequate, straight-forward guidance for teachers to incorporate both the Australian Curriculum and the school's focus on authentic learning towards life quality, self-determination and lifelong learning relevant to the students enrolled at the school.

The current context

Implications from evidence

- Lead teachers have made substantial progress towards designing a school curriculum framework based on
 - The published literature
 - Staff and parent feedback
 - The Australian Curriculum
- Staff, parent, and wider community enthusiasm for a curriculum framework centred on life quality and self-determination for our students is high.
- Education 2030 defines the priorities of curriculum, learning and teaching to include:
 - Curiosity
 - Imagination
 - Resilience
 - Self-regulation
 - Mutual respect
 - Appreciation of ideas, the perspectives and values of others
 - Coping and tolerance skills
 - Participation and relationship skills
 - Care of self and others and their environment.



**Education
2030**

Develop and plan

Strategies

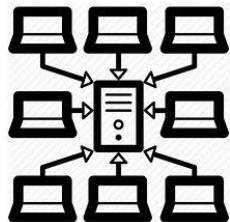
- Structure resourcing to enable teacher collaboration, time, and access to current research
- Facilitate sharing amongst the 2020 and 2021 curriculum project team members
- Design and support mechanisms and schedules for reporting to leadership and the wider school community to engage with progress of the project.

Act

- Collate curriculum framework literature search, and scope and sequence, developed so far.
- Critique curriculum components against core foundations including student agency, life quality, self-determination and the Australian Curriculum.
- Publish in user-friendly language and modes, incorporating quality practice indicators to maximise readability, interest, and application.
- Test support materials for an ICP design system as opportunities arise.
- Share with staff during team time and more broadly across the school community.



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The opportunity for impact

The school's enrolment has outgrown existing facilities which are no longer fit-for-purpose for the current student cohort.



The current context

Implications from evidence

- The Department of Education and Government have supported the School's application for
 - additional facilities through an emergency management response, and
 - a reinvigorated master plan, project management and architectural plans for submission to Government by April 2021 for funding for a major building project during 2021 and 2022.

Develop and plan

Strategies

- Continue to facilitate relationships with wider community stakeholders to maximise support at all levels for the forthcoming facilities development.
- Foster agile thinking, innovation, and engagement to maximise innovative and agile ways of thinking about the facilities project options, to maximise outcomes and impacts for learning and teaching.
- Commit time and energy to maximise input, advice, engagement, timely outcomes, and positive impacts for the school's ways of working and student learning, from the project.

Act

- Engage with project managers, architects, department officials, and members of the wider school community.



- Consult with stakeholders including staff, families, students.



- Facilitate agile thinking, transparency, active involvement, and support and advocacy for the project.



- Think carefully during all phases of the project, risk assess and



predict the possible outcomes and impacts of decisions made and be prepared to speak up about aspects that only the school can fully appreciate.

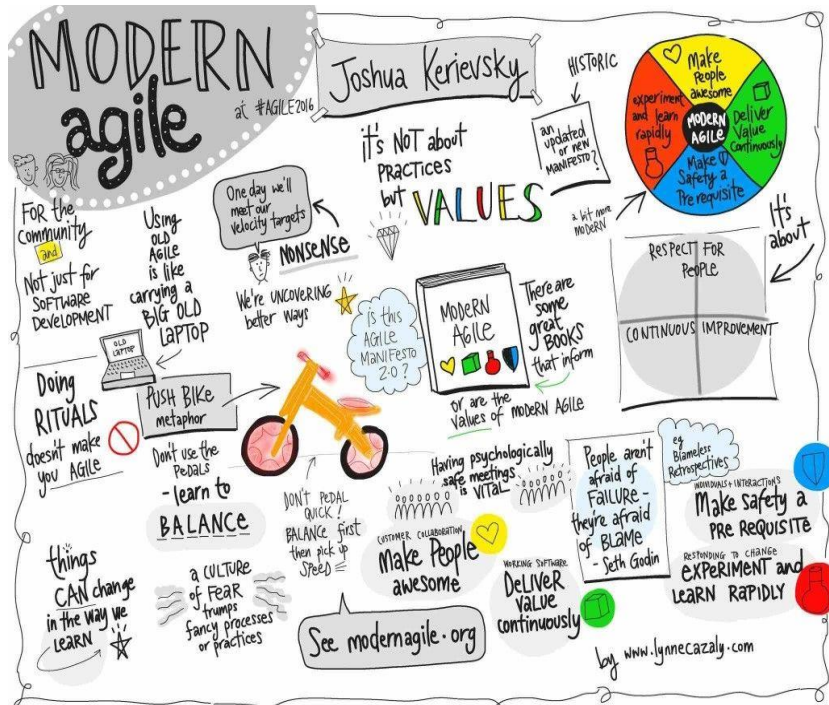
- Plan forward to be ready for the demolition and construction phases.



- Design flexible options for student accommodation as needed during construction.

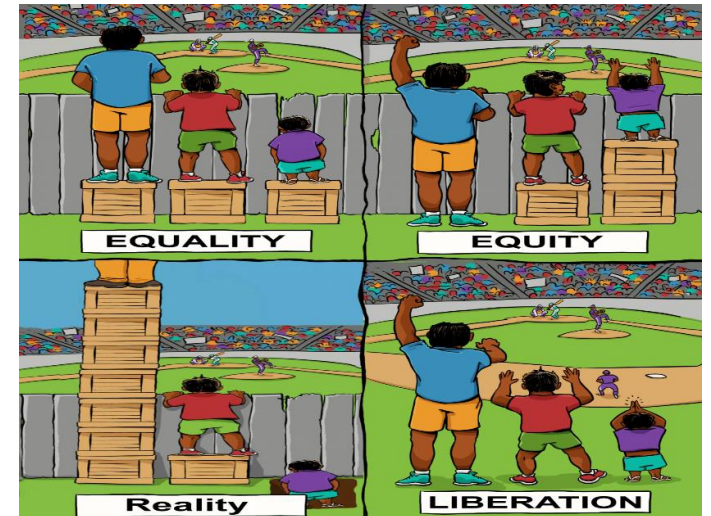


REMINDERS FOR 2021



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

~ Ashley Hodgson



I do not try
to be better
than anyone else.
I only try to be

**better than
myself.**

~Dan Jansen

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

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



Review

EVIDENCE-INFORMED STRATEGIES FOR HIGH RATES OF LEARNING PROGRESS AND GENERALISATION FOR ALL STUDENTS



The extent to which

- evidence-information strategies are embedded in practice by all school personnel
- neuroscience principles are embraced and integrated in practice for life quality and teaching
- disability-specific strategies are adopted to maximise inclusive learning opportunities
- staff confidence and efficacy across the range of strategies
- the teacher information system revisions attract staff usage and satisfaction
- student learning achievement, progress and generalisation are reported across learning areas, contexts and people.



CURRICULUM, SYSTEMS AND CULTURE ENABLE LIFE QUALITY AND SELF-DETERMINATION

The extent to which

- The school curriculum framework is published, endorsed, and used to effect towards student learning outcomes.



SYSTEMS FOR COACHING AND GROWTH



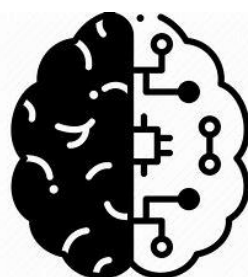
The extent to which

- Teachers and therapists engage with the bespoke coaching course and integrate principles and strategies into their practice
- Coachees report satisfaction with the coaching system
- Student learning achievement, progress and generalisation are reported across learning areas, contexts, and people.



The extent to which

- The revised Master Plan is endorsed by the school community
- Local community members work with the school
- The wider school community is satisfied with the emergency refurbishment project and progress with the building program.



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