

Whyalla Special Education Centre– Site Improvement Plan 2017

MORAL PURPOSE: To provide high quality educational opportunities, with focus on independent living skills, for students with complex learning difficulties and disabilities

SUPER GOAL: That staff and students, students and students naturally communicate with each other and engage in their learning, using agreed modes of communication, with a high level of automaticity.

<p>Intended outcomes <i>These are the agreed “big picture” results that have been identified through analysis of data</i></p>	<p>Targets <i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</i></p>	<p>Key Strategies/ Strategic Actions <i>The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets</i></p>	<p>Measures <i>The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)</i></p>	<p>Self – Review <i>How did we go/are we going? What actions or achievements can be ticked?</i></p>
<p>All students have a ‘voice and a choice’, a means of communicating needs, wants and are expressively involved in differentiated learning programmes</p>	<p>100% students achieve a 4 or 5 in NEP Literacy Goal</p> <p>Students assessed using ABLES demonstrate growth re: English Reports</p> <p><u>WAVE 1 STUDENTS COMMUNICATION</u> All students will independently communicate an idea through writing and 1 other mode</p> <p><u>WAVE 2 STUDENTS COMMUNICATION</u> 70% students, with a communicative partner, will request needs, wants in more than 1 setting.</p> <p><u>WAVE 3 STUDENTS COMMUNICATION</u> All students will independently gain attention of an adult</p> <p><u>the school demonstrates growth re: movement of primary students from WAVE 2 to WAVE 1 (Communication)</u></p> <p>All students participating in Stage 1 and 2 English, PLP, will receive SATISFACTORY at end of year</p>	<p>Modes of communication, including ‘alternative pencils’ are discussed and documented for all students (NEP)</p> <p>Literacy/Communication goal will be set for all students using General Capability – Literacy, reflecting on 2015 Ables English: Speaking and Listening, English: Reading and Writing</p> <p>All classes will assess students as per whole school assessment cycle agreement</p> <p>An improved communication checklist is to be developed and continually reviewed and kept in students classroom working folder</p> <p>Staff use TfEL tools to gain feedback about learning at the school</p> <p>Use of TfEL is evident in teacher programming</p> <p><i>Leadership to use Appendix 5: Domains observation record sheet to provide feedback to teachers re: classroom practice Language and information used but not the tool in current format</i></p> <p>Professional Development will occur at staff meetings as per schedule developed each term. 1x pupil free day to be used to continue to develop literacy (focus on assessment)</p> <p>PODD will be used in all classrooms; PODD used/discussed at staff meetings</p>	<p>NEP literacy goal is <u>assessed termly</u> <u>Leadership</u> provide achievement data summaries to class teachers <u>termly</u> (as per assessment cycle)</p> <p>Use of data is evident in teacher programming, plans clearly showing differentiation By <u>term 4</u>, all teachers <u>demonstrate evidence of growth in each of the domains and elements.</u></p> <p><u>AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS</u> 2.5 Literacy and numeracy strategies</p> <p>All teachers map self against 2.5, and demonstrate growth within this standard</p> <p>5.4 Interpret student data</p> <p>All teachers map self against 5.4, and demonstrate growth within this standard</p> <p><u>TEACHERS:</u></p> <p>STANDARD 2.5</p> <p>STANDARD 5.4</p>	

<p>Students will develop the skills required to use mathematics to solve problems</p>	<p>100% students receive 4 or 5 in NEP Numeracy goal and Critical and Creative Thinking goal</p> <p><u>WAVE 1 STUDENTS MATHEMATICS</u> All students will demonstrate ability to problem solve, choosing an appropriate resource for support if needed</p> <p><u>WAVE 2 STUDENTS MATHEMATICS</u> All students when directed to a resource, will use to solve a problem</p> <p><u>WAVE 3 STUDENTS MATHEMATICS</u> All students demonstrate an understanding of identified concepts as per learning plan goals</p> <p><u>the school demonstrates growth re; movement of primary students from WAVE 3 to WAVE 2 (Mathematics)</u></p> <p>All students participating in Stage 1 and 2 mathematics will receive SATISFACTORY at end of year</p>	<p>Numeracy and Critical and Creative Thinking goal will be set for all students using General Capabilities, reflecting on 2015 Ables Personal and Social: Self, Personal/Social: Social</p> <p>All classroom staff will use NUMICON to support the teaching and learning of Mathematics</p> <p>(provisions for new staff to be trained in Numicon will be organised)</p> <p>All classes will assess students as per whole school assessment cycle agreement – BOHEM to be introduced to schedule for 2016</p> <p>Teachers will use the ‘Talking Matters’ document to develop learning goals for WAVE 3 students</p> <p>Staff use TfEL tools to gain feedback about learning at the school</p> <p>Use of TfEL is evident in teacher programming</p> <p>Leadership to use Appendix 5: Domains observation record sheet to provide feedback to teachers re: classroom practice</p> <p><i>Leadership to use Appendix 5: Domains observation record sheet to provide feedback to teachers re: classroom practice Language and information used but not the tool in current format</i></p>	<p>NEP Numeracy and Critical and Creative Thinking goal is <u>assessed termly</u> Leadership provide achievement data summaries to class teachers <u>termly</u> (as per assessment cycle)</p> <p>Use of data is evident in teacher programming, plans clearly showing differentiation By term 4, all teachers <u>demonstrate evidence of growth in each of the domains and elements.</u></p> <p><u>AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS</u> 2.5 Literacy and numeracy strategies</p> <p>All teachers map self against 2.5, and demonstrate growth within this standard</p> <p>5.4 Interpret student data</p> <p>All teachers map self against 5.4, and demonstrate growth within this standard</p> <p><u>TEACHERS:</u></p> <p>STANDARD 2.5</p> <p>STANDARD 5.4</p>	
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<p>All students will develop skills to interact safely and appropriately in social situations</p>	<p>100% students receive 4 or 5 in: Personal and Social goal Ethical understanding goal Intercultural Understanding goal</p> <p><u>WAVE 1 STUDENTS</u> All students demonstrate understanding of public and private places, body parts and actions</p> <p>All students identify and use positive ways to deal with conflict</p> <p>All secondary WAVE 1 students access safe zones timely, when directed to do so</p> <p><u>WAVE 2 STUDENTS</u> All students will follow personalised care plans, attending to basic hygiene practices with minimal reminding</p> <p>All secondary students attempt to interact with others, using appropriate social skills</p> <p><u>WAVE 3 STUDENTS</u> All students will focus attention on others and acknowledge their presence</p> <p><u>the school demonstrates growth re; movement of secondary students from WAVE 2 to WAVE 1 (Keeping Self and others Safe)</u></p> <p><u>the school demonstrates growth re; movement of primary students from WAVE 3 to WAVE 2 (Keeping Self and others Safe)</u></p> <p>All students participating in Stage 1 and 2 HPE will receive SATISFACTORY at end of year</p>	<p>Personal and Ethical Understanding goal will be set for all students using General Capabilities</p> <p>Child Protection Curriculum will be implemented in all classes</p> <p>Identified students will participate in targeted Girls and Boys groups – <u>whole school agreement</u> around topics to be covered documented and delivered</p> <p>Reports provided for groups (end of each semester, reflecting on goals set for the group)</p> <p>Child Protection/Safety checklist developed, filled out throughout year (kept in student folder)</p>	<p>NEP Personal/social and Ethical Understanding goal is <u>assessed termly</u></p> <p><u>Leadership</u> provide achievement data summaries to class teachers <u>termly</u> (as per assessment cycle)</p> <p>Use of data is evident in teacher programming, plans clearly showing differentiation</p> <p><u>AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS</u> 2.5 Literacy and numeracy strategies</p> <p>All teachers map self against 2.5, and demonstrate growth within this standard</p> <p>5.4 Interpret student data</p> <p>All teachers map self against 5.4, and demonstrate growth within this standard</p> <p><u>TEACHERS:</u></p> <p>STANDARD 2.5</p> <p>STANDARD 5.4</p>	
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