

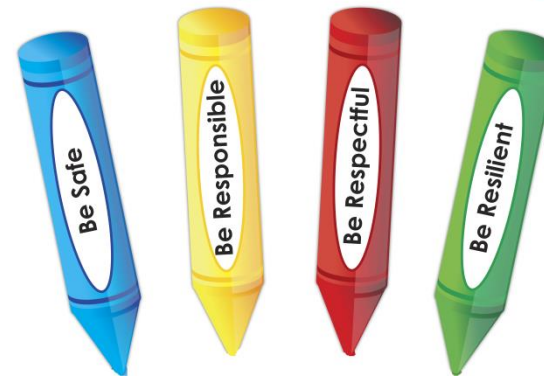
# ESEC improvement plan 2019 to 2021



## Errington Special Education

We empower our students to all 'have a voice', reach their potential and become independent through teaching the values of Safety, Responsibility, Respect and Resilience.

## The Errington Identity<sup>®</sup>



Vision statement

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Government  
of South Australia  
Department for Education

# Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
Every student will show growth in ABLES English.	15% , 7 of the 49 students identified in 2018 Bands A,B,C of in ABLES: Speaking and Listening move up 1 band in 2019	If we integrate a whole school approach to teach reading then we will see growth and an increase of students across the school in higher English ABLES bands.
	All students move 2 increments in ABLES: reading and writing in 2020	
	50% of students demonstrate learning in at least 1 higher band 2019 in ABLES: reading and writing in 2021	
All students increase band levels in self regulation as referenced in ABLES Personal and Social: Self Emotions skills in self regulation	50%, 21 of the 43 ABLES 'B' level students ( 2018 control group) move to a 'C' in 2019	If all teachers across the school implement positive intervention supports and Tier 1 practices of differentiation, communication, school behaviour code i.e. the Errington Identity to students across the site, then we will see 21 of the 43 'B' level student move to a 'C' level (control group).
	30% , 14 of the ABLES 'B' level students ( 2018 control group) move to a 'D' in 2020	
	20% , 8 of the ABLES 'B' level students ( 2018 control group) move to a 'E' in 2021	

# Errington Special Education Centre improvement plan

## 2019 to 2021

### How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

### For further information and advice, contact:

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Review, Improvement and Accountability Manager

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# Step 1

## Analyse and prioritise



Analyse evidence of student learning and answer the question ‘What are our goals for improvement?’ Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	Every student will show growth in ABLES English.	2019	15% growth of students moving to the higher bands in ABLES: Speaking and listening in 2019
		2020	10% of students move into a higher Speaking and Listening band in 2020 and 50% move a minimum of 2 increments in ABLES: reading and writing
		2021	All students show improvement in English ABLES: Speaking and Listening Reading and Writing and in 2021
Goal 2	All students increase band levels in self-regulation as referenced in ABLES Personal and Social: Self Emotions skills in self-regulation	2019	50%, 21 Out of the 43 ABLES 'B' level students ( 2018 control group) move to a 'C' in 2019
		2020	30%, 14 of ABLES 'B' level students ( 2018 control group) move to a 'D' in 2020
		2021	20%, 8 ABLES 'B' level students ( 2018 control group) move to a 'E' in 2021
Goal 3		2019	
		2020	
		2021	

# Step 2

## Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	If we integrate a whole school approach to teach reading then we will see growth and an increase of students across the school in higher ABLES English bands.
Goal 2	If all teachers across the school implement Positive Behaviour Support and Tier 1 practices of differentiation, communication, school behaviour code, i.e. the Errington Identity to students across the site, then we will see 21 of the 43 'B' level (2018) students move to a 'C' level.
Goal 3	



Consider evidence of best practice to answer the question ‘What actions should we take to improve our practice and reach our goals?’ Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

	Every student will show growth in ABLES English.		
Challenge of practice	If we integrate a whole school approach to teach guided reading then we will see growth and an increase of students across the school in ABLES Bands C and D, Speaking and Listening.		
Actions	Timeline	Roles and responsibilities	Resources
To acknowledge and build on current good practice in reading e.g. guided / shared reading, self selected, independent, explicit teaching of reading for all students	Term 1, 2019	Teachers showcase their practices	David, Ruth, Kaitlyn, Holly (Shared/guided reading) Breanna (Individual readers).  Purchase of new sets of readers to be scoped for each subschool.
An action research team. <ul style="list-style-type: none"> <li>- Identify a evidence based practice to inform a whole school strategy</li> <li>- Facilitate the whole school implementation of the Communication Matrix, literacy assessments</li> <li>- trial implementation of the whole school literacy strategy.</li> <li>- Build staff capacity and accountability</li> <li>- Explore Flinders Uni speech therapy student placements</li> </ul>	Term 1 - 4, 2019	Staff attend ‘Literacy for All’ training in week 0  English focus group to drive the action research and implementation for evidence based practices and roll out of literacy assessments  Whole school PL on communication matrix / guided reading  Jane Farrall consult each term to model and coach best practices  Staff demonstrate literacy implementation through learning walks at staff meeting and through the PDP process, providing accountability.	T&D budget to fund professional learning  Jane Farrall as consultant  DfE Literacy School Improvement resource (Shift gear)  Jane Farrall to facilitate whole school professional development on a balanced literacy. ( big 6 )

# Step 3 continued

## Plan actions for improvement



<p>Early years PAT - R assessments will be administered to gather summative data, identify targeted areas for improvement and interventions Action research team to develop an operational plan for literacy assessments.</p>	<p>Term 3 , wks 3 - 5</p>	<p>Regional Office to support staff training for Early Years PAT English action research team to trial the assessment and inform whole school direction.</p>	<p>PAT R and M Early years as a diagnostic tool Communication Matrix / Oral language, developmental writing scale, ABLES</p>
<p>Total financial resources allocated</p>			<p>\$20,000</p>
<p>Success criteria</p>	<p>Students use words and/ or AAC to make a request, indicate a choice, recount information, and express a feeling.</p>		



<h3>Goal 2</h3>	All students increase band levels in self regulation as referenced in ABLES Personal and Social: Self Emotions skills in self regulation		
Challenge of practice	If all teachers across the school implement positive intervention supports and Tier 1 practices of differentiation, communication, school behaviour code - the Errington Identity to students across the site, then we will see 50% of the 43 'B' level student move to a 'C' level (control group).		
Actions	Timeline	Roles and responsibilities	Resources
Establish a MTSS PLC and revisit Errington Identity with all staff and review and revise lessons <i>for being safe</i> and Tier 1 strategies	Term 1	<ul style="list-style-type: none"> <li>• MTSS PLC to facilitate</li> </ul>	School resources an MTSS SSO 1 day per week to make resources.
Professional learning for 5 / 3 point emotional scale and Zones of Regulation in order to reach a whole school agreement of a consistent method,	Term 1	<ul style="list-style-type: none"> <li>• MTSS PLC to facilitate the PL and liaise with MTSS SSO to make the school wide resources</li> <li>• Teachers to adopt the school wide approach and adapt the scale for their classroom use.</li> </ul>	
Two staff meetings per term to be allocated to PBS/MTSS to allow for teacher 'class learning walks'. Deprivitising class practices.	Term 1 -4. 2018 Term 2	<ul style="list-style-type: none"> <li>• Leadership to timetable</li> </ul>	.





Actions	Timeline	Roles and responsibilities	Resources
Staff review and revise lesson plans for <i>Being Safe and begin Being Responsible</i>	Term 1, 2019	Leadership to timetable 3 staff meeting sessions Teachers explicitly teach the behavior code daily All staff use explicit behavior code language with all students	
Staff develop and implement lessons for <i>Being Respectful and Being Resilient</i>	Term 2 , 2019	Leadership to timetable 3 staff meeting sessions Teachers to work collaboratively with colleagues to develop lesson plans Teachers explicitly teach the behavior code daily	
Full implementation of behavior code	Term 3 on wards		
Total financial resources allocated			\$20,000
Success criteria	All aspects of Multi-Tiered Systems of Support are explicitly taught across the school coherently enabling 75% of ESEC students to be in Tier 1.		



Approved by principal

Niki Takos

13/12/2018

Approved by governing council chairperson

Peter Wilson

14/2/2019

Approved by education director

Sue Duif George

Date 15.2.19