



## SITE IMPROVEMENT PLAN 2017

<b>Priorities</b> (What do we want to achieve this year?)	<b>Key Strategies</b> (What will it take to get there?)	<b>Evidence</b> (How will we measure / evaluate learner progress?)	<b>Targets</b> (Key indicators of learner success)
<p><b>Excellence in Learner Achievement</b></p> <p>Staff to adopt SMARTAR principles when formulating goals for individual students.</p> <p>Students will increase their communication through the use of AAC</p> <p>Whole school consistent and agreed upon assessment tools implemented and used by all teachers to evidence student progress</p> <p>Assessment and Reporting Policy developed.</p> <p>A consistent whole school reporting format.</p>	<ul style="list-style-type: none"> <li>Staff to undertake training in the use of OCOPI document.</li> <li>Staff to undertake training in writing SMARTAR goals.</li> <li>Staff training in AAC (Adelaide West Outreach and DECD Speech Pathologist)</li> <li>Staff model high and low tech AAC daily</li> <li>Creation of a P2G ESEC user page</li> <li>Problem solve access to AAC to all areas of the school (identify there any black spots).</li> <li>The sharing of assessment tools internally and from other sites.</li> <li>ABLES training</li> <li>Release staff member to gather, collate assessment tools and form an assessment folder resource</li> <li>Teachers will meet, share and decide on the common reporting format</li> </ul>	<ul style="list-style-type: none"> <li>All students have SMARTAR goals in areas of Literacy, Numeracy and Personal/Social in each student's NEP.</li> <li>SMARTAR NEP goals are assessed at the end of term 2, reviewed and revised</li> <li>Staff will model the "Word of the week" across 3 different functions each school day.</li> <li>All students have access to and use AAC to communicate with 30% of the day.</li> <li>Communication NEP goals will be tracked for student progress.</li> <li>Teachers begin to use an agreed set of assessment tools.</li> <li>All class and NIT teachers track student progress with the use the ABLES</li> <li>Leadership team and subschool leaders will finalise final format and implement</li> </ul>	<ul style="list-style-type: none"> <li>All staff are familiar with the OCOPI document.</li> <li>All students have SMARTAR goals in 3 learning area which are reviewed at the end of semester 1 and revised for semester 2</li> <li>Every student has a communication SMARTAR goal in their NEP.</li> <li>Staff model both high and low tech AAC 30 % of the day across different school settings, including out of school activities</li> <li>Students' progress is monitored using a consistent whole school assessment</li> <li>Selected Australian Curriculum pre-foundational learners tracked using ABLES</li> <li>Teachers will use the common reporting format for the Semester 2 reports.</li> </ul>
<p><b>Improved Learner Engagement and Wellbeing</b></p> <p>Increased student wellbeing and resilience</p>	<ul style="list-style-type: none"> <li>Implementation of the Wellbeing for Learning &amp; Life Framework DECD 2017</li> <li>Motor regulation program to be implemented in the junior and primary subschools.</li> </ul>	<ul style="list-style-type: none"> <li>Students NEP include accommodations for student social and emotional needs.</li> <li>Increase student wellbeing through engagement</li> </ul>	<ul style="list-style-type: none"> <li>Reduce behaviour incidents.</li> <li>Post motor programme data reflects higher student engagement</li> </ul>
<p>To develop and implement a school wide, behaviour code.</p>	<ul style="list-style-type: none"> <li>PBS Training and development.</li> <li>The PBS committee will drive the development and implementation of the ESEC behaviour code.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement an agreed school wide behaviour code.</li> <li>Daily explicit teaching of the ESEC behaviour code by all teachers.</li> <li>A consistent, cohesive and whole school PBS is adopted</li> </ul>	<ul style="list-style-type: none"> <li>Students and families are familiar with the ESEC behaviour code.</li> </ul>
<p>Building a positive school culture.</p>	<ul style="list-style-type: none"> <li>Analyse, summarising and make recommendations from the 2016 staff Psychological Health Survey.</li> <li>Facilitation of Staff Wellbeing Toolkit' by DECD Employee psychology and wellness Team</li> <li>Celebrate student achievement</li> <li>SFD with a wellbeing focus.</li> </ul>	<ul style="list-style-type: none"> <li>Review staff Psychological Health Survey against -2017 priorities in staff psychological health and wellbeing</li> <li>Psychological hazards are promptly and effectively addressed</li> </ul>	<ul style="list-style-type: none"> <li>Staff wellbeing increased as evidenced in the 2017 Psychological Health Survey.</li> </ul>
<p><b>Improved Community Learning Opportunities</b></p> <p>Increased community engagement</p>	<ul style="list-style-type: none"> <li>Use of seesaw app to improve communication between school and home</li> </ul>	<ul style="list-style-type: none"> <li>Improved communication between home and school</li> </ul>	<ul style="list-style-type: none"> <li>Student success and learning is visible, communicated and celebrated</li> <li>Increased parent attendance at school events</li> </ul>

<b>FOCUS GROUP:</b> Assessment and Reporting	<b>PRIORITIES:</b> 1. Staff to adopt SMARTAR Principles when formulating goals for individual students in 3 areas: Literacy, Numeracy, Personal/Social Teachers will use a common reporting format by the end of semester 2	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Teachers to attend writing SMARTAR Goals Training, provided by regional Special educator, Meredith Sutton.</li> <li>• Teachers to write SMARTAR goals for 3 areas listed above. Meredith to provide ongoing support for teachers with this.</li> <li>• Teachers will liaise with colleagues to receive feedback and evaluate their SMARTAR goals.</li> <li>• SMARTAR goals are discussed and agreed upon with parents/caregivers at the NEP meeting by the end of the term.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership to allocate sufficient sub-school meetings, 3 per term for teachers to discuss the SMARTAR Goals with staff.</li> <li>• Leadership to allocate Teachers meetings to discuss and share ideas for common reporting.</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• Teachers to assess students on their SMARTAR goals in their NEP's and report on students' progress at the end of the term.</li> <li>• Teachers to meet to share, review and agree the common reporting format.</li> <li>• Teachers to use this format to report to parents and seek parent feedback about it.</li> </ul>	
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• Teachers to review and adjust SMARTAR goals in NEP's at the start of the term.</li> <li>• Teachers review parent feedback and agree on reporting format by the end of the term.</li> </ul>	
<b>Term 4</b>	<ul style="list-style-type: none"> <li>• Teachers to report on the SMARTAR Goals for the final year report.</li> <li>• Teachers use this format to report student progress to parents and receive feedback.</li> </ul>	

<b>FOCUS GROUP:</b> Communication & Literacy	<b>PRIORITIES:</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
<b>Term 1</b>		
<b>Term 2</b>		
<b>Term 3</b>		
<b>Term 4</b>		

<b>FOCUS GROUP:</b> Assessment & Curriculum	<b>PRIORITIES:</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
<b>Term 1</b>		

<b>Term 2</b>		
<b>Term 3</b>		
<b>Term 4</b>		

<b>FOCUS GROUP:</b> Positive Behaviour Support	<b>PRIORITIES:</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
<b>Term 1</b>		

<b>Term 2</b>		
<b>Term 3</b>		
<b>Term 4</b>		

<b>FOCUS GROUP:</b> Structured Teaching	<b>PRIORITIES:</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
<b>Term 1</b>		
<b>Term 2</b>		

Term 3		
Term 4		

<b>FOCUS GROUP:</b> Physical Wellbeing	<b>PRIORITIES:</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
Term 1		
Term 2		
Term 3		

<b>Term 4</b>		

<b>FOCUS GROUP:</b> Student Wellbeing	<b>PRIORITIES:</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
<b>Term 1</b>		
<b>Term 2</b>		
<b>Term 3</b>		
<b>Term 4</b>		

<b>FOCUS GROUP:</b> Work Skills & Transition	<b>PRIORITIES:</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>What Needs to be done?</b>
<b>Term 1</b>		
<b>Term 2</b>		
<b>Term 3</b>		
<b>Term 4</b>		