

2018 Errington Special Education Centre Action Plans

ERRINGTON SEC SITE IMPROVEMENT PLAN 2018

Priorities	Key Strategies <i>(What will it take to get there?)</i>	Evidence <i>(How will we measure / evaluate learner progress?)</i>	Targets <i>(Key indicators of success)</i>
<p>1. Communication / Literacy</p> <p>1.1 Students will increase their communication.</p>	<ul style="list-style-type: none"> Staff training in modelling high and low tech AAC Develop resources to ensure access to AAC to all areas of the school Staff to undertake training in writing communication SMARTAR goals Staff model high and low tech AAC daily 	<ul style="list-style-type: none"> Staff survey in Term 4 indicates that high and low tech is being modelled for at least 2 intentional activities Communication NEP goals will be tracked for student progress using ABLES (English-Speaking and listening) All students have access to and use AAC to communicate in 2 or 3 different environments 	<ul style="list-style-type: none"> Students respond in lessons using high and/ or low tech AAC for at least 2 intentional activities per day All students achieve their NEP communication/literacy SMARTAR goal Students will have access to AAC in all areas of the school
<p>2. Assessment and Reporting</p> <p>2.1 Students learning is tracked and documented using whole school consistent and agreed assessment tools</p> <p>2.2 Phased implementation of OCOP across the school</p> <p>2.3 All SACE students have Learning Personal Goals(LPGs)</p>	<ul style="list-style-type: none"> Implementation of ABLES as an assessment tool for R-9, students at Pre-Foundational Level – yr 2 Working with a peer for consistency in ABLES assessment. Key staff to develop whole school assessment tools Implementation of One Child One Plan (OCOP) by DECD project Officers Individual LPGs and assessments in all mandatory Subjects are developed by SACE teachers 	<ul style="list-style-type: none"> All teachers use ABLES for formative assessments in English- Speaking and listening and personal/social development An assessment and reporting teacher resource folder is developed. Teachers complete an OCOP for at least 1 student by the end of 2018 All student achievement is tracked through the Schools Online Portal 	<ul style="list-style-type: none"> ABLES data used to track student progress, create SMARTAR goals, inform reports and future practice. Assessment and Reporting Policy developed Teaching staff are confident with the OCOP in preparation for a 2019 rollout Schools Online database
<p>3. Teaching and learning</p> <p>Develop and implement a multi-tiered system of support comprising of a school wide:</p> <p>3.1 behaviour code based on PBS principles</p> <p>3.2 pedagogy. All classes implementing Tier 1 evidenced based practices</p> <p>These elements form the Errington Identity</p>	<ul style="list-style-type: none"> The MTSS committee and Lead teacher will drive the development and implementation of the Errington Identity. Daily explicit teaching of the ESEC behaviour code by all teachers using developed lesson plans, Video Self Modelling, Reinforcing the behaviour code across all areas of the school Specific training of key elements (tier 1 interventions) Mentoring of staff in the Tier 1 pedagogical best practices. E.g. discrete teaching trials, systematic instruction, structured teaching. 	<ul style="list-style-type: none"> ED155 / behaviour incidents decreased by 30% Teachers programs incorporate the Errington Identity lesson plans. Consistent Positive Behaviour support plans for tier 2 and 3 students All classes will incorporate common elements of the Errington Identity and reflected in teacher programmes 	<ul style="list-style-type: none"> Increase student wellbeing through engagement Errington Identity is recognised by both students and families The Errington Identity is implemented school wide. Increase in staff efficacy indicated in PDPs
<p>4. Wellbeing</p> <p>4.1 Building a positive school culture.</p> <p>4.2 Increased community engagement</p>	<ul style="list-style-type: none"> Implementation of the Wellbeing for Learning & Life Framework DECD 2017 Increased number of staff wellbeing focussed activities and opportunities for staff. Use of seesaw app to improve communication between home and school Focus staff to coordinate post school options information session / tours and support timely transition planning Marketing & promotion through 'Friends of Errington' and fundraising. 	<ul style="list-style-type: none"> Adhere to guidelines and recommendations from the 'Wellbeing for Learning & Life Framework DECD 2017' to improve Student success and learning is visible, communicated and celebrated Increase in the number of parents/guardians accessing seesaw Improved provision of knowledge and information for parents to assist in the transitional processes to Post School Pathways Continue to develop and maintain positive links with community partners & 'Friends of Errington'. 	<ul style="list-style-type: none"> Staff will implement strategies learned in accordance with the 'Staff Wellbeing Toolkit'. Improved staff wellbeing to be evidenced in the 2018 through the Psychological Health Survey. Students achieve their personal development NEP goal. Increased parent attendance at school events Improve collaboration with parents and agencies for Post School Pathways. Continued involvement from community partners and positive promotion of ESEC in the broader community.



FOCUS GROUP: Communication & Literacy	PRIORITY 1 Increase student communication			
TARGET	Current Baseline	Action Plan	When	Who
Staff model both high and low tech AAC for at least 2 intentional activities per day	Staff indicated in the Term 4 2017 survey (50% of teacher response, 10% SSO response) that high/low tech AAC is being modelled 1.5 intentional activities a day. 15 out of 16 classes have a teacher Ipad with P2G on it <i>*81% of our students have communication complex needs</i>	<ul style="list-style-type: none"> • Whole staff Training and Development • Kilparrin communication rubric • Sue Bryson, DECD speech pathologist, P2G workshops • Variety of resources of high and low tech AAC (including A5, A4, A0 posters) • Consulting with staff on AAC implementation • Air Server to be installed on smartboard in each classroom 	Term 1 Week 3 Staff Meeting Fortnightly from Term 1 Week 4 End of Term 1 Ongoing	Communication committee and Sarah from Kilparrin Sue Bryson Communication Committee and The Hub girls Karen Lock Joel / Les to organise
All students have at least one communication SMARTAR goal	Each student had 2 SMARTAR goals from Australian Curriculum: English (not necessarily including a communication goal.)	<ul style="list-style-type: none"> • Training and development in implementation and interpretation of ABLES assessment tool • Administer ABLES English- Speaking and listening assessment • Training and Development in writing communication SMARTAR goals 	Student Free Day Term 1 Term 1	Assessment and Reporting Committee Teachers Meredith Sutton and Sue Bryson
Students will have access to AAC in all areas of the school	7 out of 16 classes visibly using low or high tech P2G in class No other areas have P2G or core boards displayed	<ul style="list-style-type: none"> • Development of specialist subject folders in P2G • Low tech core boards/specialist pages displayed in classrooms, toilets, outdoor areas, hall, library, kitchen, art room, sensory room and front office etc. • Photos of staff and students for each class added to the people folder on P2G for teacher I pads 	End of Term 2 End of Term 2 End of Term 2	Communication Committee and specialist teachers Communication Committee Classroom teachers

FOCUS GROUP: Assessment and Reporting	PRIORITY 2 Whole school consistent and agreed upon assessment tools implemented and used by all teachers to evidence student progress			
TARGET	Current Baseline	Action Plan	When	Who
Phased implementation of OCOP across the school	Staff introduced to OCOP in term 1 of 2017, familiarisation of aims, writing short and long term goals. Staff T&D writing SMARTAR	As trail commences we will use current NEP format but shift to OCOP language and phase in implementation so that 2019 ALL info is ready for input through this staged approach – not to overwhelm and keep achievable - each area at a time. Strategic approach to implementation of OCOP Participate in DECD Trial Identified staff member (K. Hill) to be schools liaison. Staff are allocated training sessions and PD to gather information and upload as per during the trail. Aims and Short Term Goals are implemented in our current NEP format.	Term 2	DECD project officers rolling out the trial DECD project officers with Karen Hill
Introduction of ABLES as an assessment tool for R-9, who are not accessing the National Curriculum (@ Pre-Foundational Level)	2017 Introduced to ABLES 2018 - ABLES presentation by Byron Stuu, Principal of Ad North	<ul style="list-style-type: none"> • x-site access to the ABLES website • Increased computer access for ALL Teachers • Create an in-house guide that is a functional tool for all teaching staff. • Use of ABLES to write SMARTAR Goals (recorded in NEP) 		Assessment and reporting committee
Updated SACE Learning and Assessment Plans. Individualised Learning Personal Goals LPG) and assessments developed in all mandatory subjects	These Assessment plans are new	<ul style="list-style-type: none"> • SACE Coordinator lead registrations, moderation, liaison with the SACE BOARD and peer schools. • Senior Staff teaching year 10-12 develop personalised Stage 1 & 2 Learning & Assessment Plans and PLGs • Training for Senior Team in Schools Online SACE data 		Karen Hill SACE teachers
Assessment and Reporting Policy and teacher resource developed	2017 - Assessment and reporting tools shared by teachers in-house and other schools Staff member released to gather assessment tools and develop a resource folder (incomplete)	<ul style="list-style-type: none"> • staff member released to: <ul style="list-style-type: none"> - gather, collate & develop an assessment folder teacher resource - lead the development of an Assessment and Reporting Policy - Record timelines 	Semester 2	TBC

FOCUS GROUP: MTSS	PRIORITY 3 To develop and implement a multi-tiered system of support comprising of a school wide behaviour code based on PBS principles and pedagogical evidence/research based practices.				
TARGET	Current Baseline	Action Plan	When	Who	
Develop the Errington Identity	<p>Staff training and development in Tier 1 evidence based practices throughout 2017.</p> <p>3 current teachers mentored successfully by Raj over 2 terms. 3 partially mentored for 1 term.</p> <p>60% of classes use the basic elements of structured teaching i.e. Individual student schedules. 30% use stations.</p>	<ul style="list-style-type: none"> Tier 1 practices reinforced at PFD, through spotlight T&D at staff meeting and learning walks (teachers sharing their practice) Key teacher identified to mentor identified staff in the Tier 1 pedagogical best practices. E.g. discrete teaching trials, systematic instruction, structured teaching. 	<p>Term 1 PFD</p> <p>Term 2 – visit classes (learning walks)</p> <p>Term 2</p>	<p>MTSS focus group</p>	
Develop behaviour code based on PBS principles	<p>4 areas have been agreed on Respect, Responsible, Safety and Resilience</p>	<ul style="list-style-type: none"> Develop 2 broad lesson plans for each theme as a school. Further lesson plans to be developed as a subschool (up to 5) for each theme. Subschools to develop “subschool” lesson plans from the broader “whole school Plans Develop a symbolic/graphic/artistic representation of the themes Errington behaviour code / policy endorsed by school council Errington Identity Launched to whole school community Review of incident management 	<p>Term 1, week 6</p> <p>Term 1, week 9</p> <p>Mid-term 2</p> <p>end of term 1</p> <p>Term 2, week8</p> <p>Launched week 1 of term 3</p> <p>Term 1 and 2</p>	<p>MTSS focus group</p>	

FOCUS GROUP: Wellbeing	PRIORITY 4 To increase student and staff wellbeing				
TARGET	Current Baseline	Action Plan	When	Who	
Improve whole school awareness of DECD Wellbeing for Learning and Life	Presently staff are unaware of the framework	Disseminate and discuss essence of it at staff meeting	Term 1	Wellbeing committee	
Build a positive school culture	2016 Ed Psych survey results indicate a low school morale, low personal resilience however a high collegial support 2017 all staff were involved in the teacher wellbeing toolkit modules. Pre and post-test indicated similar results to 2016.	Analyse, summarising and make recommendations from the 2017 staff Facilitation of Staff Wellbeing Toolkit' by DECD Employee psychology and wellness Team Conduct 2108 Ed Psych survey and compare findings. Organise a staff wellbeing activity at each SFD. Subschools asked to organise a staff wellbeing activity	Term 1	WHS – Whole school delivered through the wellbeing committee	
Increase community engagement	Seesaw trialled in 60% of classes. Positive feedback from families	School wide used of seesaw app	Term 1- Ongoing	Class teachers	
Students and families to have a greater awareness of post school options. Improve transition processes and satisfy student and family need.	Term 3, 2017 saw the introduction of a staff member allocated to organise 3 post school option information sessions aimed at parent of students year 9 and over. Invitations went out to our neighbouring disability units.	Build on and consolidate 2017 role. Invite parents to onsite seminars during student senior years. Organise a post school options tour for senior subschool parents. Invite wider and diverse agencies to deliver information at seminars.	Ongoing	Cally Tierney	

