Independence
communication skills
rigour & high expectations
de privatised classrooms
literacy achievement
growth mindset
numeracy achievement
evidence informed
community connections
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| Literacy: improve communication skills of students | -100% of students presented with the PODD begin to engage (look or point at least once per week by term 4)  
- 100% of students meet their NEP communication goal by term 4. | - Embed use of PODD: PODD PD in term 1  
- Key Word signing session for targeted students during Wednesday activity block  
- Regular PODD skills sharing at staff meetings  
- Document site agreement re PODD  
- Trial PODD app with some students  
- Produce more PODDs for each classroom (PODD Budget)  
- All students have access 100% of day  
- All staff use PODD with all students  
- Build PODD use into daily routine  
- Staff access signing PL through Kilparrin and Professional Learning Communities. Negotiate consistent signs with families  
- New sign/word of the week across the school. All to use and model. Promote in newsletter.  
- Weekly team meetings are used as an opportunity for teachers to model strategies and pedagogy to SSOs (ie shared reading, programs, goals etc) | - Increase in demand for PODDs from staff and students by end of 2016  
- Use ABLES and Ausvels to inform the assessment and reporting of language achievement for individuals and whole school  
- ABLES and Ausvels summaries show individual student growth in the term 2 data collection  
- Signing students increase the number of signs they use by end of term 3 (individual targets).  
- A site agreement re PODD use is documented by term 3  
- All students have a specific NEP goal for communication and term 2 & 4 student reports document growth against these individual goals  
- All students are using the PODD by term 4.  
- Student Behaviour Management |
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| Literacy: improve student achievement | - All students improve their literacy skills by at least one ABLES level by term 4  
- 100% of students achieve their individual literacy NEP goal by the end of term 4  
- By end of term 4 100% of students reading above RRL 4 have moved at least one reading level from term 1 measure  
- By end of term 3 100% of teachers know how to implement a Running Record reading observation  
- By end of term 4 100% of students using OWL have improved their results by at least 10% | - All students have access to a structured, sequenced, evidence informed literacy program  
- Embed use of 4 Blocks Literacy program  
- PL in 4 Blocks for new staff and revision for other staff via staff meeting  
- Identify and share good practice between teachers  
- Incorporate 4 Blocks into Highly Structured Teaching strategies implemented in 2 classrooms  
- Agreed assessment cycle provides evidence of student progress  
- Teachers implement assessments for their students at specified times  
- Site agreement for literacy assessment cycle  
- Targeted, individualised reading instruction for all students who show readiness  
- Purchase additional readers – structured, sequenced reading schemes (low level, high interest)  
- Induct all teachers in Running Records training  
- Induct all staff in phonological awareness assessment (PASM). Partnership CPAC and DECD Speech Pathologists to support | - Teacher programs and records show 4 Blocks is implemented daily  
- Student literacy results show improvement (individual goals in NEP) (2015 Data supports 4 Blocks as preferred literacy program at PLSS)  
- Classroom schedules and timetables show 4 Blocks is planned for  
- Site agreement for literacy assessment cycle is documented by term 2 |
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<td>Challenge, rigour and high</td>
<td>- By term 4 100% of teachers with SACE enrolments are programming for</td>
<td>- Communication, motivation and sensory needs are met, which improves</td>
<td>- At end of term 3 all students show growth towards their NEP goals as demonstrated in NEP review</td>
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<td>expectations</td>
<td>their students with support from the Coordinator</td>
<td>engagement</td>
<td>- ABLES &amp; Ausvels data shows individual student growth of at least one level and improvement across the school by the end of term 4</td>
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<td>- All students have access to a challenging &amp; engaging program: 100%</td>
<td>- Improve teacher understanding of senior curriculum and SACE via PD at</td>
<td>- Highly Structured Teaching strategies are shared with colleagues in other sites through joint PD and site visits</td>
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<td>of students are engaged for 80% of their school day (anecdotal data)</td>
<td>staff meetings</td>
<td>- Teacher programs reflect that there is deep understanding of the motivational, communication and sensory needs of their cohort</td>
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<td>- Behaviour incidents decline by 2 per week per student by end of term</td>
<td>- Share good practice of the Coordinator with all staff in staff meetings</td>
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<td>4 (if engagement, sensory and communication needs are met)</td>
<td>- Improve staff and parent understanding of growth mindset via PL in</td>
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<td>- Attendance improves to 90% by the end of term 4</td>
<td>Feedback for learning (James Anderson, Sue V) in staff meetings, PD day</td>
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<td>and Governing Council</td>
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<td>- Film and share teacher’s work: deprivatisation of classroom practice</td>
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<td>- Highly Structured Teaching strategy supports challenge and rigour –</td>
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<td>participants to share their learning at staff meetings term 2</td>
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<td>- Teachers know their learners</td>
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| Numeracy – improve student    | By the end of term 4 100% of students have achieved their NEP numeracy  | - Identify appropriate assessment material to track numeracy progress  
- Leaders attend Leading Numeracy Achievement Modules PL  
- Explore ‘YuMi Deadly Maths’ PL  
- Student progress is monitored  
- Programs are relevant and engaging  
- Identify and share good practice – particularly Anne Baker strategies from last year; Sue V to support  
- Teachers host staff meetings in their class  
- Explore what other special settings are doing  
- Teachers describe an individual numeracy goal in each NEP  
- 100% of teachers trial new pedagogies by the end of 2016  
- Teacher programs reflect quality and engaging numeracy curriculum (Performance meetings)  
- Student reports indicate progress against individual numeracy goals  
- 100% of students have an individual numeracy goal in their NEP  |  |
| achievement                   | goal                                                                      |                                                                                                                                                                                                          | 100% of teachers trial new pedagogies by the end of 2016  
- Teacher programs reflect quality and engaging numeracy curriculum (Performance meetings)  
- Student reports indicate progress against individual numeracy goals  
- 100% of students have an individual numeracy goal in their NEP  |  |
| Community Involvement         | - Improve parent and family understanding of student development and     | - KidsMatter component 3 PD for staff  
- Share consistent approaches and agreements with Governing Council and through NEP meetings.  
- School pastoral care worker maintains contact with families  
- Increase parent and carer involvement through additional opportunities (special days)  
- Termly class newsletters  
- Keeping Safe updates in newsletters promotes consistent language, understanding and strategies  
- Launch of movie “Can Do Kids”  
- Establish school Face Book page by term 2 | - Parents are better informed and can contribute more fully to goal setting and learning conversations  
- Review meetings with Pastoral Care Worker reveal increased parent contact  
- All parents have joined in NEP meetings; all NEPs are signed and filed.  |