



PORT LINCOLN SPECIAL SCHOOL



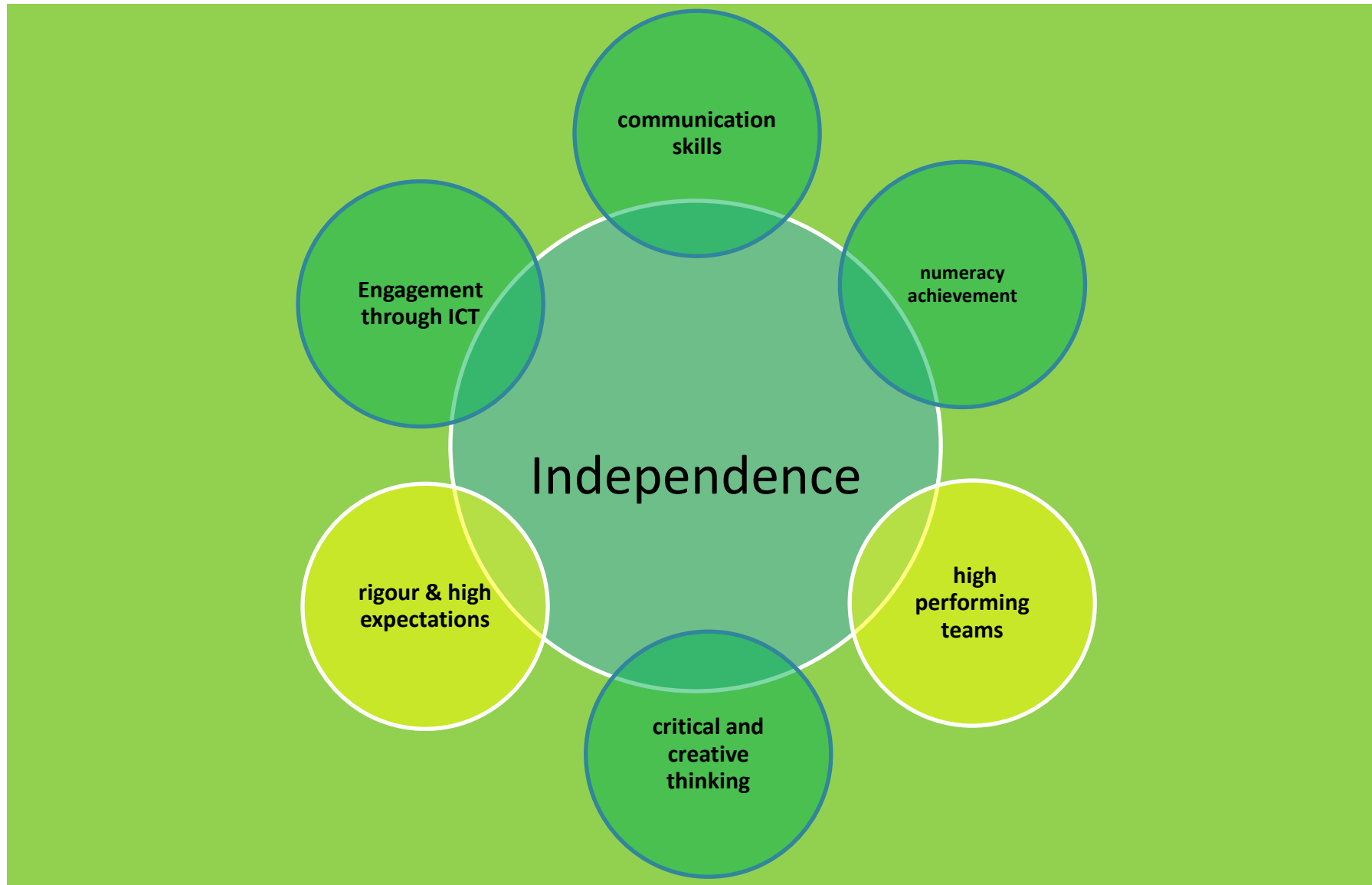
SITE IMPROVEMENT PLAN



2017

Every learning experience can change a child's ability

PORT LINCOLN SPECIAL SCHOOL SITE PRIORITIES 2017



PORT LINCOLN SPECIAL SCHOOL SITE IMPROVEMENT PLAN 2017

COMMUNICATION

Priorities	Targets	Strategies	Evaluation measures
<p>Literacy: improve communication skills of students</p>	<ul style="list-style-type: none"> - 60% of students achieve above 6 points towards their NEP goals by the end of term 4. - 100% of students show growth towards their NEP goals by the end of term 4. - 90% of students use the PODD by the end of 2017. 	<ul style="list-style-type: none"> - Ensure NEP goals are achievable - Regularly monitor and review NEP goals - Teachers engage in moderation exercises and dialogue to reach agreement about goal achievement - SSOs are supported to accurately document growth points - All students have access to PODDs 100% of day -All staff use PODD with all students - Induction of new staff emphasises PODD use in daily routine - Teams support each other to use PODDs, particularly supporting new staff -Staff continue to 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) 	<ul style="list-style-type: none"> - documentation and review of growth points becomes routine in all classrooms -ABLES and Ausvels summaries show individual student growth in the term 2 data collection - Student Behaviour Management data reflects fewer meltdowns or shorter duration - Students increase the number of times they use the PODD

NUMERACY

Priorities	Targets	Strategies	Evaluation measures
<p>Numeracy: improve student achievement</p>	<ul style="list-style-type: none"> - 100% of students show growth towards their individual numeracy NEP goal by the end of term 4 -By end of term 2 100% of teachers know how to implement a Maths for Learning Inclusion assessment -By end of term 4 100% of students have improved their results by at least 10% -By the end of term 3, 100% of staff are using the numeracy pages of the PODD confidently 	<ul style="list-style-type: none"> - Review of numeracy teaching across the school – use the Leading Numeracy Improvement Module Audit of classrooms during term one. -PL in numeracy via staff meeting -Identify and share good practice between teachers at staff meeting and classroom visits -Agreed assessment cycle provides evidence of student progress -Site agreement for numeracy assessment cycle -Staff participation in YUMI maths PL; - Assessment results discussed and informs programs and reporting 	<ul style="list-style-type: none"> -Teacher programs and records show numeracy Block is implemented daily - All students have access to a structured, sequenced, evidence informed numeracy program -Student numeracy results show improvement (individual goals in NEP) -Teachers implement assessments for their students at specified times - Assessment shows improvement in student results -Classroom schedules and timetables show numeracy is planned and implemented - Site agreement for numeracy assessment cycle is documented by term 2

TECHNOLOGY			
Priorities	Targets	Strategies	Evaluation measures
Engagement through ICT	<p>Students learn independent skills such as: log on, email, generalising ABC knowledge to keyboard</p> <ul style="list-style-type: none"> - By the end of term 4, targeted students have improved their ICT learning as described in their NEP goal 	<ul style="list-style-type: none"> - Trial Reading Eggs during terms 1 and 2; review end semester one – continue if successful - Student access to more laptops - Purchase enlarged keyboard - Teachers identify students for particular skill development - PL for SSOs - ICT learning is included in NEP goal planning 	<ul style="list-style-type: none"> - Students access Reading Eggs with increasing independence - Students can log on and use a laptop to access programs identified in NEP goal - Observational assessments indicate students are engaged in technology tasks - Students request tasks/activities or rewards involving ICT
LEARNER DISPOSITIONS			
Priorities	Targets	Strategies	Evaluation measures
Critical and Creative thinking (dispositions for learning)	Students are supported to develop their creative and critical thinking skills	<ul style="list-style-type: none"> - Program for challenge and for time to try again - Fade prompts - Model failure and trying again - Transform tasks so scaffolding is able to be reduced - Plan for ‘deliberate sabotage’ or productive struggle - Use observational assessments and 	<p>-Staff become more aware of importance of repeated attempts until success – evident in programs and assessment material (photographic documentation)</p> <ul style="list-style-type: none"> - students are given the opportunity to try again, with appropriate support

		<p>documentation to monitor how many attempts a student is able to make – look for perseverance</p> <ul style="list-style-type: none"> - Discuss with families the importance of multiple attempts and coping with failure - Learning sessions for staff and families on the topic building on sessions in 2016 - Teams develop consistent use of language for prompts: “Not yet”, “Mistakes are how you learn”, “FAIL – First Attempt In Learning” “Your Turn” “Time for...”, “Do you need help?” - Social stories about growth mindset - PODD visuals for trying and having a go are utilised 	<ul style="list-style-type: none"> - students are observed to keep trying to complete a task or succeed in a skill - students demonstrate improved responses to frustration (monitor behaviour records)
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TEAMWORK

Priorities	Targets	Strategies	Evaluation measures
Productive and supportive teams	The values of team work and supportive communication between colleagues is evident in daily practice	<p>Implementation of reviewed Behaviour management processes</p> <p>Classroom reports from team meetings minutes are shared with SSO and teacher teams at weekly meetings</p> <p>Clear role statements and J&Ps are developed</p> <p>Values and beliefs reflections at meetings</p> <p>Implement psychological health survey in term 4</p> <p>Updated staff induction book provides accurate</p>	<ul style="list-style-type: none"> -Reduction in injury rates -Improvement in staff psychological health survey results: 2016 survey identified lack of clarity in roles and responsibilities and some individual distress - 2017 survey results show improvement in morale and team work

		information Expectation that staff check emails regularly to benefit from communication updates – reminders in bulletin and at staff meetings	-Reduced number of grievances and complaints between staff members Anecdotal reports from staff indicate improved morale
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