# 2016 Site Improvement Plan

## Whole Site Approaches

### Key strategies / Actions

- **Align PDP and induction processes to include policy agreements:**
  - Scope and sequence
  - Curriculum policy
  - Assessment and reporting policy
  - Behaviour policy
  - Social Emotional and Physical Wellbeing policy
- **Update the PDP to align with TfEL and Australian Professional Standards Teaching, PBIS and DECD Protective Practices guidelines.**
- **Create engaging learning spaces across the site.**
- **Establish consistent whole school intervention strategies.**

### Who /When

- **End term 2 DP**
- **End term All Staff**
- **End term 2 All Staff**
- **All staff**
- **DP and Gov. Council**
- **Leadership**
- **Leadership**
- **Leadership**
- **Leadership**

### Evidence/ Measures

- All staff will verify during the 2016 PDP process their understanding of and adherence to The Grove Education Centre Policies and induction procedure by the end of term 4, 2016.
- All policies will be accessible on the G drive, staff handbook and website.
- All non DECD service providers will be inducted using an adapted DECD volunteers checklist.
- All staff complete checklist and are involved in 2 formal PDP meetings, including a class observation.
- All Students engaged in a minimum of 40 minutes intense sensory regulation activities daily (daily fitness and programmed breaks).
- All staff to complete 8 HST modules by the end of term 3.
- All non DECD service providers be provided with an induction folder.
- Regular representation at SRT, TAC, NEP meetings.
- Student personalized behaviour plans.
- Staff use of safety and risk assessment.
- All students have SMARTAR NEP goals.
- A decrease in ED155.
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| Work with staff to define what effective teaching looks like at The Grove.                      | • Establish clear agreed understandings of what constitutes effective teaching.  
• As a staff identify one key strategy from TfEL which will be implemented and trialed across all classes.                                                                                                       | All teachers           | Minuted discussions of professional discussion at staff meeting / PLCs.                                                                                                                                              |
|                                                                                               |                                                                                                                                                                                                                       | Term 3 2016            |                                                                                                                                                                                                                  |
| Develop suitable student feedback processes to support engagement.                             | • Attending IW partnership Children’s Voice PL and planning day  
• All students to have an ‘Authentic voice’ represented in the school newsletter  
• Create a wordle  
• School song to be developed using the wordle                                                                                                           | All staff              | All students will have their ‘voice’ heard in the school newsletter  
100% students will be represented in wordle. This will be displayed. Song to be played at assembly.                                                                                                           |
|                                                                                               |                                                                                                                                                                                                                       |                        |                                                                                                                                                                                                                  |
| To develop a common language and strategies to support improved student behaviour and self-regulation with clear processes of behaviour plans.                                                                 | • All staff will engage in Professional Learning – Traffic Jam in my brain, Positive Behaviour Support, ongoing staff meeting professional discussions.                                                                 | All staff              | 95 % of teacher and 50% SSOs will attend the PL ‘Traffic Jam in my brain” and PBS.                                                                                                                                   |
|                                                                                               |                                                                                                                                                                                                                       |                        |                                                                                                                                                                                                                  |
| Short term NEP goal setting aligned to AC.                                                     | • All staff will participate in goal setting professional development.  
• All teachers will write explicit short term SMARTAR NEP goals in line with current policy with a view to generating a 70 % achievement rate by 2016.                                                   | Term 1 All staff       | 100% staff coached by DP  
All staff to review goals at the end of term 2 and negotiate new goals at parent teacher interview. An increase in NEP achievement levels of above 26%.                                                               |
|                                                                                               |                                                                                                                                                                                                                       | End Term 2             |                                                                                                                                                                                                                  |
|                                                                                               |                                                                                                                                                                                                                       |                        |                                                                                                                                                                                                                  |
| Ensure all staff consistently model practices to support student communication.                 | • All staff will wear the low tech core vocab all day  
• All staff will model the use of the language aided board with the P2G home page core vocab 50% of the day.  
• All teachers will model P2G 30% of the day.  
• Engage families in professional learning related to communication devices such as P2G.                                                                 | All staff, end term 1  
End Term 3  
End Term 4  
Ongoing | All staff model using AAC 20% of the day  
30% of students in each class use AAC 30% of the day to communicate a want and/or comment and/or initiate conversation with verbal prompting.  
20 % of identified families attend Jane Farrall / Leanne Shane communication T&D.                                                                     |
|                                                                                               |                                                                                                                                                                                                                       |                        |                                                                                                                                                                                                                  |
| All identified students will have a safety behaviour plan.                                     | • All teachers will write, share and implement a behavior safety and an intervention plan for identified students.  
• School behaviour code be developed and implemented                                                                                                     | Known by all staff     | All teachers will explicitly teach the school behaviour code daily.  
30% of students can communicate the behaviour code                                                                                                                                                                    |
|                                                                                               |                                                                                                                                                                                                                       |                        |                                                                                                                                                                                                                  |
| Cultivates educator’s capacity through professional learning, promoting a growth mindset.      | • All staff attend Anthony Muhammad, PBIS, HST, co-teaching planning and Four Blocks of Literacy  
• Agreed model of Professional Learning Communities implemented within class teams, year levels  
• Collaboration with Partnership Numeracy and Children’s Voice PLC.                                                                                 | All staff Term 2       | Staff submit to their line manager co-teaching plans.  
Line managers observe plans are enacted in classes.                                                                                                                                                                    |
<p>|                                                                                               |                                                                                                                                                                                                                       | All staff Term 2       | Identified staff implement devised action plan                                                                                                                                                                       |
|                                                                                               |                                                                                                                                                                                                                       | Nikola and Matt Molly and Carly |                                                                                                                                                                                                                  |</p>
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| Professional learning (HST), will support teachers develop individual daily schedule for all students. | • All staff will be involved in eight structured workshops relating to the use of HST.  
• Employ administrative support to support HST resource development implementation.  
• All students will have an individual daily schedule.  
• Allocation of resources to support HST implementation. | All staff  
Admin  
All staff  
Niki | All students use a personalized visual schedule / timetable (supported by staff) by the end of term 2.  
Behaviour management incidents are reduced by 20% from 2015. |
| Respect, Responsibility and Safety is a lived experience at the Grove. | • Explicit, regular teaching of the behaviours after key break times every day will realise a change in student engagement. | All staff  
End Term 3  
End term 4 | 80% students will be able to communicate the 3 agreed behaviours with support of AAC and adult prompting. |
| Accurate tracking and reporting of student progress informs future practice. | • Staff consistently monitor the progress of students and provide quality feedback against agreed site assessment measures as outlined in the Assessment Policy.  
• All staff use the assessment schedule as outlined in the curriculum policy.  
• Student NEP achievement data is shared during PDP conversations.  
• Identified students regularly articulate what they are doing as defined on daily schedule. | All staff  
All staff | 100% of staff share student progress through the agreed assessment timelines.  
80% of students are able to communicate what they are doing as defined on their daily schedule. |
| Student information sharing. | • Formal student information is saved in the electronic student files e.g. NEP, TAC meetings.  
• All students will have information stored in the student file. | Class teachers | Electronic student files are updated regularly. |