

The Grove Education Centre Strategic Plan 2017-2020



Our Vision

Being at the forefront of Special Education - Engaged learners with unlimited possibilities

Our Mission

'We will work collaboratively to prepare every student for optimal post school pathways'

Our Target

To improve students social and emotional wellbeing skills measured by a reduction in recorded behaviour incident reports

30 % (Tier 3) 10% (Tier 1) by 2020

80% of students will have and use a communication system that is functional and practical for their needs within school, home and community environments

Our Outcomes

Each student will have a functional communication system that is used across the school site (at home and in the community)

Students will demonstrate pro-social behaviour (at school, at home and in the community)

Students will demonstrate skills in keeping safe (at school, home and in the community)

Our Values: Professional Integrity, Evidence Based, Collaborative, Respectful



Our Priorities & Objectives 2017-2020

Priority 1: Effective Communicators

Communication

Augmentative and Alternative Communication will be used/modelled by all staff every day

All students will have access to multi modal communication systems

All students will have a functional communication system

Common communication assessment tool and data collection identified and implemented

Development of a Communication policy

- Pedagogical agreement
- Resourcing
- Expectations, protocols and processes included in the student's communication plan

Increased partnerships with service providers

- Speech pathologists
- Occupational therapists

Family engagement in communication development

Professional development

- Staff / Families

Priority 2: Engaged, Confident & Safe Learners

Behaviour

Embedded school-wide system of behaviour support (SWPBIS) and class-wide system of behaviour support (CWPBIS)

Procedures for on-going data-based monitoring and evaluation

Staff and Family engagement in Positive Behaviour professional development

Dedicated behaviour team, data-based decision making and intervention programming across the site

Well Being

Explicit teaching of a growth and development program, targeted social skills and social and emotional learning instruction

Programs linked in new Scope and Sequence to Australian Curriculum and modified SACE - Personal and Social Capabilities and the Child Protection Curriculum

Increased partnerships with families and carers via information exchange

STEM/Australian Curriculum

Delivery of evidence-based instructional curriculum and practices

Common maths assessment and data collection identified and used

STEM Scope and Sequence linked to Australian Curriculum including Critical and Creative Thinking General Capabilities

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SITE IMPROVEMENT PLAN 2017

PRIORITY AREA 1	Effective Communicators			
Action Strategies (Targets)	KEY Tasks What needs to be done?	Responsibility By whom?	Time frame By when?	Measures Evaluate?
<p>Augmentative and Alternative Communication will be used/modelled by all staff every day</p> <p>All students will have access to multi modal communication systems</p> <p>Common communication assessment tool and data collection</p> <p>Development of a communication policy and pedagogical agreement</p>	<p>All staff will use aided language stimulation to support the development of functional communication skills for all learners.</p> <p>All staff to wear low and high tech core word vocabulary all day.</p> <p>Modelling and task design for Word of the week.</p> <p>All students will have access to a communication system across all school areas.</p> <p>Low tech P2G boards in all areas i.e. junior/senior yards, hall, transition areas.</p> <p>Teachers will assess all students using a common communication tool and will develop profiles for students using selected communication tool.</p> <p>PLC will collaborate with Literacy Coach and Communication Officer to draft. Feedback and collaboration with whole staff to complete</p>	<p>All staff. Support from Communication Officer and Communication PLC</p> <p>Communication Officer and Communication PLC to ensure access to systems</p> <p>Teachers, support from Literacy Coach and Communication Officer</p> <p>All staff, Communication PLC</p>	<p>By the end of term 4.</p> <p>By the end of term 2.</p> <p>Term 2 in 2017 and term 1, 2018-2020</p> <p>Term 4</p>	<p>Staff communication survey term 2 and term 4.</p> <p>Data wall results will show an increase in staff modelling AAC at different times of the day.</p> <p>Survey RRR Engagement scale (Pre/post).</p> <p>Each student has a tracked student communication profile.</p> <p>Completed documents presented to Governing Council and included in induction folder</p>

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SITE IMPROVEMENT PLAN 2017

PRIORITY AREA 2	Engaged, Confident and Safe Learners			
Action Strategies (Targets)	KEY Tasks What needs to be done?	Responsibility By whom?	Time frame By when?	Measures Evaluate?
<p>Embedded school-wide and class wide systems of behaviour support.</p> <p>Staff and family engagement in Positive Behaviour PBIS professional development.</p>	<p>Development of whole school Behaviour Decision flow chart, Behaviour Teaching Matrix and Behaviour Support Plan proforma.</p> <p>Explicit and differentiated teaching of behaviour code-I am safe, I am respectful and I am responsible included in all class timetables.</p> <p>Individual behaviour goals included in One Child One Plan (OCOP) and individual Behaviour Support Plans developed during TAC.</p>	<p>Behaviour PLC team to develop draft collaborate and consult with all staff and finalise documents</p> <p>Teachers</p>	<p>Term 4</p> <p>Term 4</p>	<p>Document and visual created, displayed, ratified by Governing Council and shared with all families</p> <p>Staff modelling common language.</p> <p>Students communicating behaviour code.</p> <p>Incorporated into induction processes</p>
	<p>All staff participating in evidence based PBIS PD and PBIS research project</p>	<p>All staff, Behaviour PLC, Behaviour Coach</p>	<p>Term 4</p>	<p>All staff know and can implement PBIS strategies with fidelity and confidence</p> <p>Pre and post PBIS survey</p> <p>Staff programs and collaborative planning documents reflecting teaching matrix</p>

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SITE IMPROVEMENT PLAN 2017

PRIORITY AREA 2	Engaged, Confident and Safe Learners			
Action Strategies (Targets)	KEY Tasks What needs to be done?	Responsibility By whom?	Time frame By when?	Measures Evaluate?
Explicit teaching of a growth and development program, targeted social skills and social and emotional learning instruction	Identify and source an evidence based Social Skills and Growth and Development Program	Wellbeing PLC with consultation and collaboration with all staff.	Term 3	Demonstrated achievement of program goals
Programs linked in new Scope and Sequence to Australian Curriculum, - Personal and Social Capabilities	Trial programs	School sub groups	Sub group release day, designated staff meetings by term 3.	Completed document
Increased partnerships with families and carers via information exchange	Families provided with course outlines and discussion topics	Teachers	Term 3	
Common maths assessment and data collection identified and used	Trial assessment on assessment and moderation pupil free day	All staff IT SSO to graph	End of term 2	Maths assessment completed and graph of baseline data
STEM Scope and Sequence linked to Australian Curriculum including Critical and Creative Thinking General Capabilities	Blank proforma to be compiled by STEM PLC. Sub groups to complete on release day	Teachers	End of term 2	Document available for use in term 2 and included in induction process

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