

# 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

Students will have and use a communication system that supports them to become an autonomous communicator

## **Our Outcomes**

Each student with complex communication needs will have a comprehensive communication system

Students will demonstrate increased pro-social behaviours

Students will demonstrate increased skills in keeping safe

Students will demonstrate increased engagement

# Our Priorities & Objectives 2017-2020

Priority 1: Effective Communicators	Priority 2: Engaged, Confident & Safe Learners
<ul style="list-style-type: none"> <li>• <b>Raise levels of student engagement through the ongoing implementation and monitoring of agreed whole-school communication strategies</b></li> </ul> <p><b>Communication</b></p> <p>Augmentative and Alternative Communication (AAC) will be used/modelled by all staff every day</p> <p>All students will have access to comprehensive communication systems</p> <p>All students will be valued as multimodal communicators</p> <p>The Communication Matrix assessment will be completed on all students annually and data used to inform NEP goals and lesson design</p> <p>Annual literacy assessments completed (Developmental Writing Scale, ABLES, Literacy Assessment Battery, Jerry Johns reading inventory). Data analysed and used to inform NEP goals and lesson design</p> <p>Development of a Communication policy</p> <ul style="list-style-type: none"> <li>• Pedagogical agreement</li> <li>• Resourcing (Communication and Literacy coach, iPads, PODD)</li> <li>• Expectations, protocols and processes included in each student's communication plan</li> </ul> <p>Increased partnerships with families and service providers</p>	<ul style="list-style-type: none"> <li>• <b>Consolidate the collection, use and analysis of data to inform and evaluate the implementation of evidence-based teaching strategies</b></li> </ul> <p><b>Behaviour</b></p> <p>Embedded school-wide system of behaviour support (SWPBIS). Common language and explicit, differentiated daily teaching of the behaviour code</p> <p>Procedures for on-going data-based monitoring and evaluation. Dedicated behaviour team. Data-based decision making and intervention programming across the site</p> <p>Staff and family engagement in Positive Behaviour professional development</p> <p><b>Well Being</b></p> <p>Explicit teaching of the "Everybody Needs to Know" growth and development programme to Torrens House students. Targeted social skills and social and emotional learning instruction across the school</p> <p>Interoception as a school wide approach</p> <p><b>STEAM/Australian Curriculum</b></p> <p>Common maths assessment and data collection (Mathscon, ABLES) Data used to inform NEP goals and task design.</p> <p>STEM Scope and Sequence linked to Australian Curriculum including Critical and Creative Thinking General Capabilities</p>

## SITE IMPROVEMENT PLAN 2018

PRIORITY AREA 1	Effective Communicators				
Action Strategies (Targets)	KEY Tasks What needs to be done?	Responsibility By whom?	Time frame By when?	Measures Evaluate?	
Augmentative and Alternative Communication (AAC) will be used/modelled by all staff every day	All staff will use aided language stimulation to support the development of communication skills for all	All staff. Support from Literacy and communication coach and Communication PLC	By the end of term 4	Co-Teaching minutes reflect classroom learning strategies for WOW (Word of the week) and Modelling Blitz	
	All staff to wear, carry or have immediate access to low or high tech AAC all day	All staff	Term 2	Data walks to audit use of AAC and observations by Literacy and Communication Coach	
	Whole school communication strategies: Modelling and task design for Word of the week.	All staff	Term 1	Documented in class planning and programming	
	Increase community access to AAC	All staff to support community members to access AAC by providing vocabulary specific low tech displays	Term 4	Increased community participation using AAC with students. Use at Bounce and swimming	
	Common communication assessment tool – Communication Matrix	'Modelling Blitz' communication PLC will focus on communication and aided language stimulation for specific times and specific activities – plan provided by Communication PLC	All staff. Support from Communication PLC and use of Co-Teaching meetings	Begins term 2 on a fortnightly basis	Data walks, staff reflections and comments recorded in Co-Teaching minutes. PLC sprints
		Teachers will meet with Literacy and Communication coach to analyse Communication Matrix data and Literacy Assessment data to inform NEP goals and practice	All teachers	Term 1	NEP goals aligned to AC and current levels of performance
		Teachers will assess students using the Communication Matrix and analyse comparison data	All teachers. Collaborative moderation with Coach and SSOs	Term 3	Data wall, collaborative moderation

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

## SITE IMPROVEMENT PLAN 2018

<b>PRIORITY AREA 2</b>	<b>Engaged, Confident and Safe Learners</b>			
<b>Action Strategies (Targets)</b>	<b>KEY Tasks</b> What needs to be done?	<b>Responsibility</b> By whom?	<b>Time frame</b> By when?	<b>Measures</b> Evaluate?
Embedded school-wide and class wide systems of behaviour support	Source two evidence based social skills programs to be reviewed. Collaborate to choose most appropriate for school wide use	Behaviour PLC and Flinders University	Term 1	Chosen program "What's the Buzz"
	Map chosen programme to the scope and sequence document to maximise student engagement	Behaviour PLC	Term 4	Completed scope and sequence document including links to AC
	Provide training on behaviour referral process and documentation. Behaviour referral process to be taken to staff meeting and behaviour PLC to provide coaching	Behaviour PLC	Term 2	Staff meeting minutes
	Behavioural referral process will begin as a school wide approach from term 3 Buzz/Gotcha/WOW word –weekly Social skills visuals – I am friendly I have feelings Authentic Student Voice	All staff	Term 3	Behaviour referral process documentation
	New Program "Every Body Needs to Know" linked in new Scope and Sequence to Australian Curriculum, - Personal and Social Capabilities and SACE	Finalise links to SACE and review updated scope and sequence document	Torrens House Staff, Coordinator	Term 4
Interoception as a school wide approach	Ensure all staff have completed training and development	Wellbeing PLC	Term 2	Interoception checklist
	Audit of current school wide use of Interoception	Wellbeing PLC	Term 4	Wellbeing PLC to present snapshot of current use and sharing of best practice video during staff meetings

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<b>PRIORITY AREA 2</b>	<b>Engaged, Confident and Safe Learners</b>			
<b>Action Strategies</b> (Targets)	<b>KEY Tasks</b> What needs to be done?	<b>Responsibility</b> By whom?	<b>Time frame</b> By when?	<b>Measures</b> Evaluate?
Interception as a school wide approach	Embed (differentiated daily practice of Interception skills) and ensure Interception is linked to the AC	All staff	Term 4	Sharing of best practice videos and Interception checklist/evaluation
Common maths assessment tool used across school for all students (Mathscon, ABLES)	Training of new staff in use of tool	Teachers previously completed training to induct new staff	Term 1	Data collection and analysis, graph and displayed on data wall
	Engagement of Maths Coach to support number sense	Leadership to coordinate	Term 1	
STEAM Scope and Sequence amended to include Inquiry Questions to develop critical and creative thinking and problem solving skills with an engineering and design pedagogical focus	Maths Coach to support teachers to analyse current maths data to inform NEP goals and task design	All teachers	Term 1	Data analysis and NEP goals
	Collaborative input to produce draft document	All teachers	Term 4	Scope and Sequence document ready for school wide use in 2019
	Coordinate release time and STEM coach	Leadership and STEM staff team		
	Research and training	STEAM PLC	Term 4	Whole school PD session in term 2 PLC sprints

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