

# The Grove Education Centre

2019 to 2021

School name

The Grove Education Centre

Vision statement

**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 Values:**

Professional Integrity - Evidence Based - Collaborative - Respectful



Government  
of South Australia  
Department for Education

# Plan summary

Goals	Targets	Challenge of practice	Success Criteria
<p>Improvement Goal 1:</p> <p>To increase student achievement in writing</p>	<p>By the end of 2019, 50% of students will improve one level on their 2018 Developmental Writing Scale score.</p> <p>By the end of 2020, 55% of students will improve one level on their 2018 Developmental Writing Scale score.</p> <p>By the end of 2021, 60% of students will improve one level on their 2018 Developmental Writing Scale score.</p>	<p>We will implement a common evidence based approach to daily writing instruction in every classroom.</p> <p>Specifically we will use explicit teaching strategies, designing, reviewing and implementing targeted mini lessons.</p>	<p>From the analysis of writing samples, moderation and data we will see the majority of students' writing skills improving according to the Developmental Writing Scale and progress towards their OP goals. Specifically we will see students:</p> <ul style="list-style-type: none"> <li>• Understanding that print is made of letters (levels 1, 2 and 3 of the DWS)</li> <li>• Understanding that print is made of letters and spaces (level 4 of the DWS)</li> <li>• Writing one or more intelligible words (levels 5, 6 and 7 of the DWS)</li> <li>• Writing partial sentences (level 8 of the DWS)</li> <li>• Writing one or more complete sentences (level 9 of the DWS)</li> <li>• Writing three or more related sentences with increasing coherence and cohesion (levels 10, 11 and 12 of the DWS)</li> <li>• Writing two or more coherent paragraphs of at least three sentences each (levels 13 and 15 of the DWS)</li> <li>• Achieving their individual writing goal from their OP</li> </ul> <p>Students generate increasingly complex and grammatically correct sentences speech/AAC</p>

Goals	Targets	Challenge of practice	Success Criteria
<p>Improvement Goal 2: Increase students' reading achievement</p>	<p>By the end of <b>2019</b>, 80% of transitional and conventional literacy learners as measured by the Literacy Assessment Battery will achieve a 10% improvement in phonemic awareness against their 2018 score</p> <p>By the end of <b>2020</b>, 85% of transitional students will achieve their Individual One Plan reading goal (Concept of Word, Word Recognition, Comprehension, Phoneme Awareness)</p> <p>By the end of 2020, 85% of late emergent students will achieve their individual One Plan reading goal (Rhyme Detection, Phoneme Matching)</p> <p>By the end of 2020, 85% of emergent students will achieve their individual One Plan reading goal (Letter Name Identification, Letter Sounds)</p> <p>By the end of 2020, 85% of early emergent students will achieve their individual One Plan reading goal (Concepts About Print)</p> <p>By the end of <b>2021</b>, 90% of transitional students will achieve their Individual One Plan reading goal (Concept of Word, Word Recognition, Comprehension, Phoneme Awareness)</p> <p>By the end of 2021, 90% of late emergent students will achieve their individual One Plan reading goal (Rhyme Detection, Phoneme Matching)</p> <p>By the end of 2021, 90% of emergent students will achieve their individual One Plan reading goal (Letter Name Identification, Letter Sounds)</p> <p>By the end of 2021, 90% of early emergent students will achieve their individual One Plan reading goal (Concepts About Print)</p>	<p>We will implement daily systematic sequential phonics instruction and self-selected reading.</p> <p>Specifically we will use explicit teaching strategies and intentionally design learning tasks using 'word walls' and 'word family' instruction.</p> <p>Comprehension groups will use the explicit strategy of Anchor Read Apply.</p> <p>Shared Reading groups will use the explicit strategy of CROWD (Completion Recall Open Ended Wh Questions Distancing) in the CAR (Comment Ask Respond).</p>	<p>From the analysis of phonemic awareness data we will see an improvement in students' skills within regular classroom reading and writing activities and in termly developmental spelling tests. Specifically we will see:</p> <p>Conventional and transitional students:</p> <ul style="list-style-type: none"> <li>• hearing and transcribing sounds in words when writing, hearing initial sounds in one syllable words</li> <li>• hearing final sounds in one syllable words</li> <li>• hearing medial sounds in one syllable words</li> <li>• hearing a number of medial sounds in multisyllabic words and improved ability to decode words when reading</li> </ul> <p>From the analysis of the Bridge and Emergent Literacy Assessments we will see an improvement students' engagement and concepts about print. Specifically we will see:</p> <p>Late Emergent students:</p> <ul style="list-style-type: none"> <li>• Choosing words that rhyme/don't rhyme, Recognising initial sounds</li> </ul> <p>Emergent students:</p> <ul style="list-style-type: none"> <li>• Recognising letter names and sounds</li> </ul> <p>Early Emergent students:</p> <ul style="list-style-type: none"> <li>• Joint attention, appreciation, print awareness and story comprehension</li> </ul>