

ADELAIDE WEST SPECIAL EDUCATION CENTRE SITE IMPROVEMENT PLAN 2016

DECD Strategic Plan	Le Fevre Peninsula Partnership priorities	Adelaide West Priorities	Goals	Key Strategies / Actions	Evidence
1. Higher standards of learning achievement	Quality teaching and learning	By 2017 the Adelaide West Curriculum delivery will incorporate mandated curriculum areas such as the Keeping Safe: Child Protection Curriculum, Australian Curriculum and SACE	<p>All assessment and reporting, planning and programming aligns with the requirement of the Australian Curriculum or SACE</p> <p>Numeracy and Literacy teaching is informed by whole site data collection</p> <p>Students ability to respond and recognise abusive situations is improved</p>	<p>Work with Australian Curriculum facilitators and implementation officers to ensure that the curriculum delivered at Adelaide West:</p> <ul style="list-style-type: none"> • Includes the Australian Curriculum in the provision of a broad and balanced program of learning for our students that includes balanced literacy in all learning areas • Includes Six Key Principles for Effective Teaching of Mathematics (P.Sullivan, 2011) to ensure children and young people access numeracy learning across the curriculum. • Aligns the senior secondary curriculum (SACE) with the Australian Curriculum. • Incorporates a strong focus on mental health and wellbeing <p>Keeping Safe: Child Protection Curriculum to be delivered in all classes</p>	<p>Individual teacher planning reflects and supports the documented curriculum plan</p> <p>Numeracy focus Staff meeting minutes address Sullivans Six Key Principles.</p> <p>NEP plans include goals for all students under the general capabilities of Literacy, Numeracy, Personal and Social and ICT in the Australian Curriculum and aligned to SACE subjects for senior students.</p> <p>Video/photographic and written documentation around specific elements of the curriculum highlights the personalised programming of individual students within the curriculum</p> <p>Annual UAELB and BRI assessments ABLES data is collected every semester</p> <p>Curriculum and Unit plans developed for the delivery of KS:CPC and documented within the whole school curriculum plan</p>

		<p>Quality Teaching and Learning</p>	<p>Every student at Adelaide West Special Education Centre will have a functional communication system</p> <p>Teachers will ensure that multi modal communication systems are embedded into their curriculum delivery</p> <p>Eye Gaze systems are accessible to identified students at Adelaide West Special Education Centre</p> <p>AAC will be used all day, everyday</p> <p>Teachers at Adelaide West are part of a professional community supporting</p>	<p>A communication plan will be documented for all students before the end of 2016</p> <p>School staff will use a multi modal approach when implementing communication strategies in the classroom, school and community environments.</p> <p>Communication modes include:</p> <ul style="list-style-type: none"> • Gesture • Key word signing • Picture symbols • Eye gaze • Voice output communication aid • iPad communication applications <p>80% of students make an improvement in the UAELB and BRI</p> <p>Identified students will have opportunities , equipment and service provider support to use the Eye Gaze System for communication</p> <p>Staff will participate in professional development which reflects their knowledge and skills in Augmentative and Alternative Communication</p> <p>Increase staff capacity to plan and deliver a high quality curriculum that is adapted to include learning strategies for students with highly</p>	<p>Communication plan and goals will be documented in student's Negotiated Education Plan</p> <p>Individual communication plans and teachers planning will include records of students' preferred modes of communication.</p> <p>Annual UAELB and BRI assessments</p> <p>Staff are informed via the student summary, record and collect data via the heat map analysis, record sheet and photographic and video evidence</p> <p>Data walks will record staff use of AAC at different times of day</p> <p>Minutes of staff training demonstrate use of and knowledge of the professional standards</p> <p>Records of attendance at professional development, records of classroom observations, minutes of meetings</p>
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<p>2. Improve health and wellbeing</p>	<p>Health and well being</p>	<p>Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and mobility opportunities via education (MOVE)</p>	<p>Objective validation of practice at this site confirms expertise.</p> <p>MOVE</p> <p>Facilitate MIT training and recertification every 3 years - Host Basic Provider training annually</p> <p>As a specialist communication school, Adelaide West Special Education Centre will continue to specialise in Augmentative and Alternative Communication (AAC)</p>	<p>Participate in external school review</p> <p>Staff will share knowledge and expertise, supporting other schools in the use of AAC</p>	<p>External school review report</p> <p>Collection of data around the MOVE program from schools that have attended training to demonstrate the improvements in practice and students outcomes that result from the implementation of MOVE</p> <p>Teachers will build capacity by sharing their knowledge in AAC at local, national and international conferences</p>
<p>3. Engage children, families and communities</p>	<p>Continuity of learning</p>	<p>Form strategic and mutually beneficial partnerships</p>	<p>To be a recognised part of the Le Fevre Peninsula community</p> <p>Strong networks and wide connections inform practice</p> <p>Develop a resource for families around sibling groups and other supports for siblings</p>	<p>Establishing and maintaining connections with OVC community, council organisations and local businesses</p> <p>Investigate opportunities to involve siblings in the life of Adelaide West to acknowledge and recognise the support that they give to our students</p>	<p>Records of joint events between OVC and Adelaide West students.</p> <p>Records of participation in other events</p> <p>Records of discussion about the needs of siblings</p>
<p>4. Right service at the right time</p>	<p>Health and well being</p>	<p>Adelaide West is recognised as a national/international centre of expertise in curriculum, communication and mobility opportunities via education</p>	<p>Increased demand for visits by Outreach</p>	<p>Promote Outreach services explaining the support to potential users</p>	<p>Data and student outcomes demonstrate achievement of targets</p> <p>Examples of practice are presented to families, educators and interested other</p> <p>Records of access to the service by other sites</p>

<p style="text-align: center;">5. Build a better system</p>		<p style="text-align: center;">Form strategic and mutually beneficial partnerships</p>	<p>To be a strong voice within efficient functioning partnerships</p> <p>Mutually supportive relationship between Adelaide West and Tertiary Education Institutions</p>	<p>Active membership of Le Fevre Peninsula partnership, Special Educ. Leaders' Network, MOVE, SASEPLA and CCN hubs</p> <p>Develop strong links with Flinders University, Uni SA and people with expertise in this area e.g. Jane Farrall, Professor Barry Carpenter and Pammi Raghavendra, Assoc Prof Flinders University</p>	<p>Records of meetings and outcomes for partnership and network meetings</p> <p>School P.D. calendar reflects professional learning and mutually beneficial dialogue occurs</p>
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