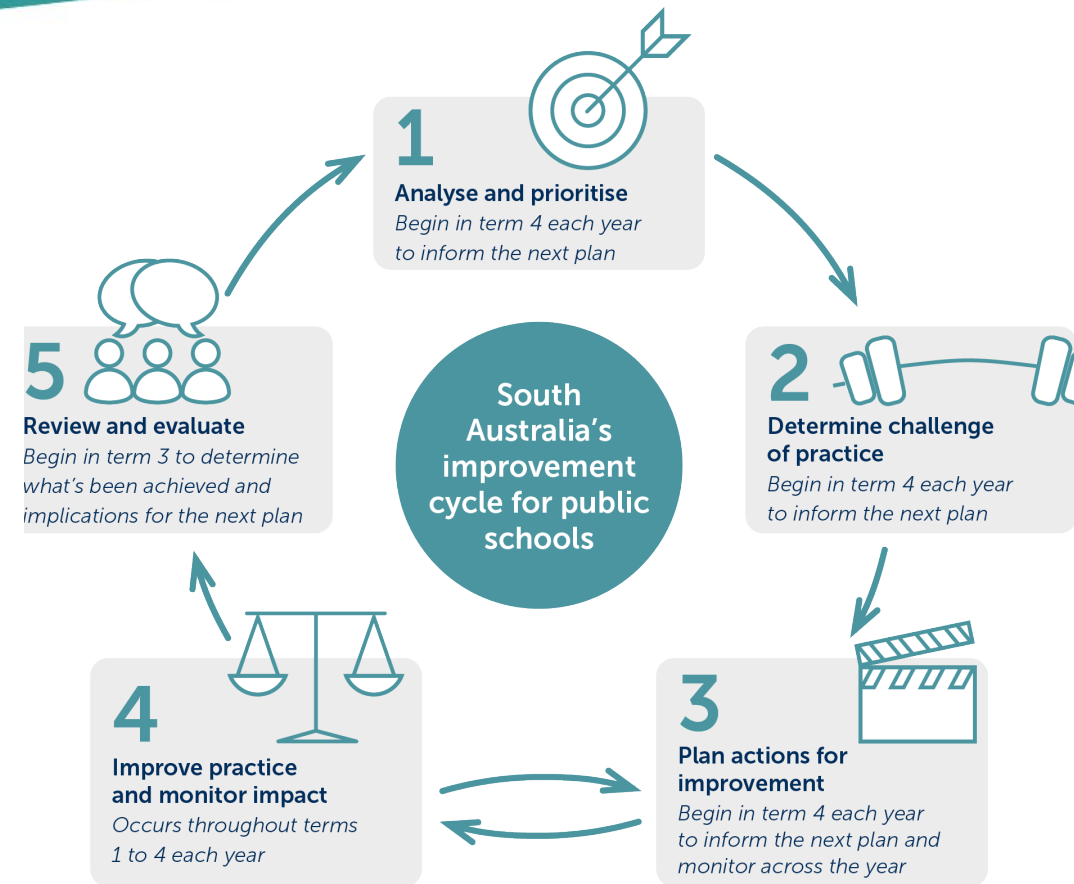


# School Improvement Plan for Adelaide West Special Education Centre



**Vision Statement:**

To involve students in creative, innovative, collaborative, and interactive curriculum designed to optimise their access and inclusion in school and the community.



2022 – 2024

# School Improvement Plan for Adelaide West Special Education Centre

## Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.


Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (18 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:  
Review, Improvement and Accountability  
Phone: 8226 1284  
education.RIA@sa.gov.au



Government of South Australia  
Department for Education

 **STEP 1 Analyse and Prioritise** **Site name: Adelaide West Special Education Centre**

**Goal 1: To increase student skills in reading**

**ESR Directions:**  
 External School Review – Adelaide West Special Education Centre, November 2021  
 Outcomes of the External School Review 2021  
 At Adelaide West Special Education Centre, the influence of previous External School Review directions is evident in the school's improvement. The centre's planning processes are evidence-based and targeted and effectively use improvement planning and monitoring processes to raise student achievement. Effective teaching is consistently practised and actively engages and challenges students. Teacher and leader practice is positively impacted by targeted professional learning and regular performance development discussions that build capacity.  
 The Principal will work with the Education Director to implement the following directions:  
 Direction 1 Support improvement in practice through evidence-based critical reflection of student achievement and learning growth.  
 Direction 2 To support engagement and challenge in student learning, revisit and consolidate agreements of highly effective high impact teaching strategies that meet the needs of all students.  
 Direction 3 To achieve school priorities and student learning targets, develop and connect targeted professional learning and performance development structures and procedures that build staff capacity.

<p><b>Target 2022:</b></p> <ul style="list-style-type: none"> <li>• 40% of all students achieve a 3 or 4 in their Literacy One Plan goal</li> <li>• 60% of all students achieve a 4 or 4 in their Literacy One Plan goal</li> </ul>	<p><b>2023:</b></p> <ul style="list-style-type: none"> <li>• 30% of all students achieve a 3 or 4 in their Literacy One Plan goal</li> <li>• 70% of all students achieve a 4 or 4 in their Literacy One Plan goal</li> </ul>	<p><b>2024:</b></p>
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 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
 If we develop a common approach of the pedagogy of the Big 6 in reading then we will see students achieving their One Plan goals.

**Student Success Criteria** (what students know, do, and understand):

\*Site rubric- emergent, transitional, and conventional

 **STEP 3 Plan actions for improvement**

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Pedagogical Approach</b>  <b>If we develop our pedagogical practices in teaching reading then we will use high yield strategies to see increased student skills in reading</b></p>	Term 1-4	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Engage in professional learning opportunities</li> <li>Participate in PLCs, and maintain commitment to actions, reflections, and goals in learning journal</li> <li>Maintain assessment data using agreed assessments</li> <li>Use AAC and knowledge of communication during each session</li> <li>Intentionally plan for SSO roles</li> <li>Embed new learning into PDP conversations</li> <li>Develop SMARTAR literacy goals using data in consultation with families</li> <li>Maintain a teaching and learning program/ plan, illustrates the levels of planning, use of data, identified pedagogical approaches, differentiated tasks and role of SSOs</li> <li>Embed planning conversations into PDP conversations</li> </ul> <p>SSOs will:</p> <ul style="list-style-type: none"> <li>Engage in professional learning opportunities</li> <li>Use AAC and knowledge of communication during each session</li> <li>Implement teacher plans</li> <li>Assist in collecting assessment information</li> <li>Participate in moderated assessments</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Engage in professional learning opportunities</li> <li>Lead and facilitate PLCs and learning journal work</li> <li>Facilitate necessary professional learning coaches/ mentors</li> <li>Complete class walkthroughs with clear feedback process</li> <li>Embed learning journal reflections into PDP conversations</li> <li>Investigate use of PASM/ SPA assessment for phone awareness</li> <li>Develop visual to show relationship between all assessment tools – ABLES, ELA, TLA</li> </ul>	<p><b>PEOPLE</b>  Jane Farrall Consulting  Dept Speech Therapist  EY Partnership leader  Coordinator  Lead teachers</p> <p><b>INFORMATION</b>  Blanks Levels of questioning  The Big 6  Science of reading  Dylan William AfL -formative assessment</p> <p><b>MATERIALS</b>  Preschool and primary literacy guidebooks  Journals  Digital texts  ACARA  Whole School Literacy Agreement  Planning and programming agreement</p> <p><b>TOOLS</b>  Blanks Level of Questioning Tool  ABLES  PSC  PASM  ROCC  ELA  TLA</p> <p><b>CAPITAL</b>  Digital literacies  Assistive technology -Tapit, iPads, laptops  Resource making – posters, books  PLC release budget</p> <p><b>STRUCTURES</b>  Staff meetings  PLCs released  Year level meetings  Class team meetings  PDP processes</p>
<p><b>Capacity</b>  <b>Teachers will engage in professional learning to develop their capacity to use a variety of texts in their practice to develop oral language and vocabulary</b></p>	Term1-4	Click or tap here to enter text.	
<p><b>Curriculum</b>  <b>Teachers will make data visible in their programming and planning of the curriculum : Assess-Plan-Teach-Respond cycle</b></p>	Term1 Week 4 Terms2-4		

	Click or tap here to enter text.		
<b>Teachers collaboratively plan teaching and learning programs, using data sets as part of Assess-Plan-teach-Respond</b>	2/term staffmeetings	Click or tap here to enter text.	
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text. PEOPLmunication skills Big 6

**Goal 1: To increase student skills in reading**



**STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?**

Student Success Criteria	Yes Needs attention/work in progress Not on track	<b>Evidence</b> <b>Are we improving student learning?</b> <b>How are we tracking against our student success criteria?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
*Site rubric- emergent, transitional, and conventional	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded Needs attention/work in progress Not on track	<b>Evidence</b> <b>Are we doing what we said we would do?</b> <b>Are we improving student learning?</b> <b>How do we know which actions have been effective?</b>	<b>What are our next steps?</b> <b>Potential adjustments?</b>
<b>Pedagogical Approach</b> <b>If we develop our pedagogical practices in teaching reading then we will use high yield strategies to see increased student skills in reading</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Capacity</b> <b>Teachers will engage in professional learning to develop their capacity to use a variety of texts in their practice to develop oral language and vocabulary</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<b>Curriculum</b> Teachers will make data visible in their programming and planning of the curriculum : Assess-Plan-Teach-Respond cycle	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers collaboratively plan teaching and learning programs, using data sets as part of Assess-Plan-teach-Respond	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 1: To increase student skills in reading****STEP 5 Review and Evaluate** - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<b>Targets 2022:</b> <ul style="list-style-type: none"> <li>40% of all students achieve a 3 or 4 in their Literacy One Plan goal</li> <li>60% of all students achieve a 4 or 4 in their Literacy One Plan goal</li> </ul>	<b>Results towards targets:</b> Click or tap here to enter text.
<b>School Improvement planning template</b> If we develop a common approach of the pedagogy of the Big 6 in reading then we will see students achieving their One Plan goals.	<b>Evidence</b> - has this made an impact? Click or tap here to enter text.

**Success Criteria:**

\*Site rubric- emergent, transitional, and conventional

**Evidence - did we improve student learning? how do we know?**

[Click or tap here to enter text.](#)

**Reflection on Actions** – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

[Click or tap here to enter text.](#)

**Reflection on our improvement planning and implementation** – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

 **STEP 1 Analyse and Prioritise**

<p><b>Goal 2: To increase student achievement in number</b></p>	<p><b>ESR Directions:</b>                  External School Review – Adelaide West Special Education Centre, November 2021                  Outcomes of the External School Review 2021                  At Adelaide West Special Education Centre, the influence of previous External School Review directions is evident in the school's improvement. The centre's planning processes are evidence-based and targeted and effectively use improvement planning and monitoring processes to raise student achievement. Effective teaching is consistently practised and actively engages and challenges students. Teacher and leader practice is positively impacted by targeted professional learning and regular performance development discussions that build capacity.                  The Principal will work with the Education Director to implement the following directions:                  Direction 1 Support improvement in practice through evidence-based critical reflection of student achievement and learning growth.                  Direction 2 To support engagement and challenge in student learning, revisit and consolidate agreements of highly effective high impact teaching strategies that meet the needs of all students.                  Direction 3 To achieve school priorities and student learning targets, develop and connect targeted professional learning and performance development structures and procedures that build staff capacity.</p>
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<p><b>Target 2022:</b></p> <ul style="list-style-type: none"> <li>• 40% of all students achieve a 3 or 4 in their Numeracy One Plan goal</li> <li>• 60% of all students achieve a 4 or 4 in their Numeracy One Plan goal</li> </ul>	<p><b>2023:</b></p> <ul style="list-style-type: none"> <li>• 30% of all students achieve a 3 or 4 in their Numeracy One Plan goal</li> <li>• 70% of all students achieve a 4 or 4 in their Numeracy One Plan goal</li> </ul>	<p><b>2024:</b>                  Click or tap here to enter text.</p>
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 **STEP 2 Challenge of practice**

**Challenge of Practice:**  
 If we use to data to intentionally plan differentiated learning, then we will see increase in student achievement in number

**Student Success Criteria** (what students know, do, and understand):  
 Increased Seesaw reporting in numeracy as evidenced by administration report  
 Students achieve a 4-5 in One Plan Numeracy Goal





## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p><b>Pedagogy:</b> Teachers will demonstrate pedagogical approach that utilises high yield strategies - sequential, hands on and immersive</p>	Term 2 2022	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Engage in professional learning opportunities</li> <li>Maintain data records using agreed assessment tools</li> <li>Engage in PLCs, using a learning journal to record commitments to actions, reflections, and goals</li> <li>Use and model AAC throughout th day</li> <li>Collaboratively plan in year level meetings</li> <li>Maintain a teaching and learning program/ plan, illustrates the levels of planning, use of data, identified pedagogical approaches, differentiated tasks and tole of SSOs</li> <li>Embed new learning into PDP conversations</li> <li>Develop SMARTAR numeracy goals using data in consultation with families</li> <li></li> </ul> <p>SSOs will:</p> <ul style="list-style-type: none"> <li>Engage in professional learning opportunities</li> <li>Use and model AAC in sessions</li> <li>Contribute to assessments and record keeping</li> <li>Implement teacher plans</li> <li>Participate in moderation assessment tasks</li> <li>Collect evidence of learning</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Engage in professional learning activities</li> <li>Facilitate and lead PLC teams, modelling critical challenge</li> <li>Complete class walkthroughs with constructive feedback</li> <li>Use and model AAC</li> </ul>	<p><b>PEOPLE</b> DP Bernie Ellis The Grove</p> <p><b>INFORMATION</b> Big ideas in Number</p> <p><b>MATERIALS</b> Preschool and primary numeracy guidebooks ACARA EY Learning Journals</p> <p><b>TOOLS</b> Number assessment Evidence type chart ABLES –</p> <p><b>CAPITAL</b> PLC release budget Assistive technologies Numicon/ concrete materials</p> <p><b>STRUCTURES</b> Staff Meetings Year level meetings PLCs Team meetings The Grove visits Pilot Group numeracy PDP processes Learning Journals</p>
<p>Teachers collaboratively plan teaching and learning programs, using data sets as part of Assess-Plan-teach-Respond</p>	2/ term staffmeetings Terms 1-4		
<p>Teachers will celebrate numeracy learning on a display board, rotating the main front office on a roster</p>	Term 3		

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**Goal 2: To increase student achievement in number**
**STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?**

Student Success Criteria	<span style="color: green;">●</span> Yes <span style="color: yellow;">●</span> Needs attention/work in progress <span style="color: red;">●</span> Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Increased Seesaw reporting in numeracy as evidenced by administration report Students achieve a 4-5 in One Plan Numeracy Goal	Click or tap here to enter text.	Click or tap here to enter text.
Actions	<span style="color: green;">●</span> 90% embedded <span style="color: yellow;">●</span> Needs attention/work in progress <span style="color: red;">●</span> Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
<b>Pedagogy:</b> Teachers will demonstrate pedagogical approach that utilises high yield strategies - sequential, hands on and immersive	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Teachers will celebrate numeracy learning on a display board, rotating the main front office on a roster</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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## Goal 2: To increase student achievement in number



### STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p><b>Targets 2022:</b></p> <ul style="list-style-type: none"> <li>• 40% of all students achieve a 3 or 4 in their Numeracy One Plan goal</li> <li>• 60% of all students achieve a 4 or 4 in their Numeracy One Plan goal</li> </ul>	<p><b>Results towards targets:</b></p> <p>Click or tap here to enter text.</p>
<p><b>Challenge of Practice:</b></p> <p>If we use to data to intentionally plan differentiated learning, then we will see increase in student achievement in number</p>	<p><b>Evidence - has this made an impact?</b></p> <p>Click or tap here to enter text.</p>
<p><b>Success Criteria – did we improve student learning?</b></p> <p>Increased Seesaw reporting in numeracy as evidenced by administration report</p> <p>Students achieve a 4-5 in One Plan Numeracy Goal</p>	<p><b>Evidence - did we improve student learning? how do we know?</b></p> <p>Click or tap here to enter text.</p>

**Reflection on Actions** – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?

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**Reflection on our improvement planning and implementation** – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

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## STEP 1 Analyse and Prioritise

<p><b>Goal 3:</b> Click or tap here to enter text.</p>			<p><b>ESR Directions:</b>            External School Review – Adelaide West Special Education Centre, November 2021            Outcomes of the External School Review 2021            At Adelaide West Special Education Centre, the influence of previous External School Review directions is evident in the school's improvement. The centre's planning processes are evidence-based and targeted and effectively use improvement planning and monitoring processes to raise student achievement. Effective teaching is consistently practised and actively engages and challenges students. Teacher and leader practice is positively impacted by targeted professional learning and regular performance development discussions that build capacity.            The Principal will work with the Education Director to implement the following directions:            Direction 1 Support improvement in practice through evidence-based critical reflection of student achievement and learning growth.            Direction 2 To support engagement and challenge in student learning, revisit and consolidate agreements of highly effective high impact teaching strategies that meet the needs of all students.            Direction 3 To achieve school priorities and student learning targets, develop and connect targeted professional learning and performance development structures and procedures that build staff capacity.</p>
<p><b>Target 2022:</b> Click or tap here to enter text.</p>	<p><b>2023:</b> Click or tap here to enter text.</p>	<p><b>2024:</b> Click or tap here to enter text.</p>	

## STEP 2 Challenge of practice

<p><b>Challenge of Practice:</b> Click or tap here to enter text.</p>
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<p><b>Student Success Criteria</b> (what students know, do, and understand): Click or tap here to enter text.</p>
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## STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Goal 3:** Click or tap here to enter text.



## STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	<span style="color: green;">●</span> Yes <span style="color: yellow;">●</span> Needs attention/work in progress <span style="color: red;">●</span> Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	<span style="color: green;">●</span> 90% embedded <span style="color: yellow;">●</span> Needs attention/work in progress <span style="color: red;">●</span> Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
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**Goal 3:** Click or tap here to enter text.



### STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<b>Targets 2022:</b> Click or tap here to enter text.	<b>Results towards targets:</b> Click or tap here to enter text.
<b>School Improvement planning template</b> Click or tap here to enter text.	<b>Evidence - has this made an impact?</b> Click or tap here to enter text.
<b>Success Criteria – did we improve student learning?</b> Click or tap here to enter text.	<b>Evidence - did we improve student learning? how do we know?</b> Click or tap here to enter text.
<b>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year?</b> Click or tap here to enter text.	

**Reflection on our improvement planning and implementation** – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

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