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| Site Number:  0476 |

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| **2022 - 2024**  **School Improvement Plan for**  **Adelaide North Special School** |

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| **Vision Statement:**    Our purpose is to give students living with disabilities the greatest opportunities to grow and succeed in a learning environment that is respectful and values individual potential and a stronger future.  Together we will lead a specialised education using evidence based practices that are measurable and target student growth using the Australian Curriculum, personal and individually negotiated goals alongside differentiated learning, engaging and effective pedagogy. |





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| **2022 – 2024**  **School Improvement Plan for**  **Adelaide North Special School** |



**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.
* Please note, editing will not be possible whilst the template is in Teams. Whilst it can be housed in Teams, it will need to be downloaded through the desktop app for editing purposes

Complete every step - [The School Improvement Planning Handbook](https://edi.sa.edu.au/educating/school-improvement/about-school-improvement/planning-templates-and-resources) 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 (25 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

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: Adelaide North Special School | | | |
| Goal 1: To increase the students ABLESA band levels in social capabilities | | | **ESR Directions:**  Direction 1: Establish ongoing self-review processes that monitor impact of SIP actions and teaching practices, at regular points throughout the year, to ensure improved literacy and numeracy outcomes, and care for all students.  Direction 2: Extend staff capacity to deliver improved student outcomes, by developing quality and coherent whole school pedagogical approaches within effectively structured classrooms, which maximise learning opportunities for students.  Direction 3: Build on the school’s inclusive approach to working with students with disabilities and maximising their outcomes, by increasing opportunities for collaboration amongst al l staff and developing deeper consultative processes with both staff and parents. | | | |
| Target 2022:  Click or tap here to enter text. | **2023:**  Click or tap here to enter text. | | | **2024:**  Click or tap here to enter text. | | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  If we use evidence to plan and prioritise differentiated and consistent daily timetabled social development programs for each student’s next steps then we will increase student ABLESA band levels. | | | | | | |
| Student Success Criteria (what students know, do, and understand):  We will see student evidence of improvement via the social development continuum  We will see a rich literacy focus in all social development lessons | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
| All staff will promote and use AAC in day-to-day social communications with students | Daily | Teachers to identify and plan key pathways for AAC communication  Teachers and SSOs will use identified AAC pathways in communication  Staff will model AAC everyday  Leaders and staff will provide feedback during walk throughs | | | | AAC (including PODDS available to all staff)  Jane Farrall - consultant |
| Each teacher will use data to develop personalised learning goals. | Term 1 and term 3 | Teachers will use ABLESA data to identify One Plan SMARTAR goals for each student.  Teachers will formulate One Plan SMARTAR social capacity goals.  Teachers will add social capacity goals to staff share to support a goal bank  Teachers will work collaboratively to moderate social capacity goals  Teachers will display learning intentions and success criteria in all social development lessons  Teachers will program a logical and intentional sequence of learning  Leadership will provide time to analyse evidence and team plan for differentiated next steps and learning intentions  Jane Farrall will support teachers with linking social development to the 4 Blocks literacy | | | | One Plan documentation  IT structures for ‘staff share’ and Teams cloud  Week ‘0’ time allocation  Staff meeting time allocated |
| Each teacher will analyse evidence to plan for differentiated next steps. | Week 7 of each term? | Teachers will monitor and evaluate students’ progress using evidence  Teachers will seek student and peer feedback  Teachers will review evidence to identify students not showing growth  Teachers will plan sprints to address students not achieving goals as expected  Teachers will moderate evidence to determine next steps | | | | ABLESA data  Social dimensions continuum |
| Each teacher’s social development lessons will include explicit learning intentions and success criteria to inform students of achievement against their individual goals | PDP? | Teachers to | | | | Click or tap here to enter text. |
| Teachers to implement the evidence based best practice high impact teaching strategies (HITS) | Click or tap here to enter text. | Teachers to co-plan a commitment to action in one ComMat domain  Leaders will support the HITS model | | | | HITS booklets and links |
| 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 the students ABLESA band levels in social capabilities | | | | | | |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
| We will see student evidence of improvement via the social development continuum  We will see a rich literacy focus in all social development lessons | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Actions | 90% embedded | **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?** | |
| Needs attention/work in progress |
| Not on track |
| All staff will promote and use AAC in day-to-day social communications with students | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Each teacher will use data to develop personalised learning goals. | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Each teacher will analyse evidence to plan for differentiated next steps. | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Each teacher’s social development lessons will include explicit learning intentions and success criteria to inform students of achievement against their individual goals | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Teachers to implement the evidence based best practice high impact teaching strategies (HITS) | 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. | |

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| Goal 1: To increase the students ABLESA band levels in social capabilities | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2022:  Click or tap here to enter text. | **Results towards targets:**  **Click or tap here to enter text.** |
| Challenge of Practice:  If we use evidence to plan and prioritise differentiated and consistent daily timetabled social development programs for each student’s next steps then we will increase student ABLESA band levels. | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria­:  We will see student evidence of improvement via the social development continuum  We will see a rich literacy focus in all social development lessons | **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?  Click or tap here to enter text. | |

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | | | |
| Goal 2: students will increase their literacy band levels through embedded literacy practices | | | **ESR Directions:**  Direction 1: Establish ongoing self-review processes that monitor impact of SIP actions and teaching practices, at regular points throughout the year, to ensure improved literacy and numeracy outcomes, and care for all students.  Direction 2: Extend staff capacity to deliver improved student outcomes, by developing quality and coherent whole school pedagogical approaches within effectively structured classrooms, which maximise learning opportunities for students.  Direction 3: Build on the school’s inclusive approach to working with students with disabilities and maximising their outcomes, by increasing opportunities for collaboration amongst al l staff and developing deeper consultative processes with both staff and parents. | | | |
| Target 2022:  Click or tap here to enter text. | **2023:**  Click or tap here to enter text. | | | **2024:**  Click or tap here to enter text. | | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | | |
| Challenge of Practice:  If we ensure literacy embedded practice is consistently, daily timetabled lessons and is focussed on students’ assessed levels then we will increase the number of students’ improving in ABLESA (speaking / listening & reading / writing), DWS and ComMat. | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Students will be informed of learning intention and success criteria in literacy lessons  We will see student evidence of improvement in Reading & writing  We will see student evidence of improvement in communication | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
| Staff to develop a school wide literacy agreement statement | Click or tap here to enter text. | Teachers to document a commitment to action  Teachers to document all student growth in schools staff share and Teams cloud | | | | Click or tap here to enter text. |
| Evidence sets to be identified and implemented for students at top band levels | Click or tap here to enter text. | Teachers to identify students at top band levels in current A&R structure and data.  Leadership to work with Jane Farrall in identifying appropriate and research based assessment tools. | | | | Click or tap here to enter text. |
| All staff will promote and use AAC in day-to-day communications with students | Click or tap here to enter text. | Teachers will have data walls displaying the learning required for each students growth  Staff continue to refresh their AAC paths of communication | | | | Click or tap here to enter text. |
| Teachers of transitional, conventional readers will use a systematic approach to teach reading strategies | Click or tap here to enter text. | Teachers will have data walls displaying the learning required for each students growth  Teachers will review evidence to identify students not showing growth  Teachers will plan sprints to address students not achieving goals as expected | | | | Click or tap here to enter text. |
| Teachers to use evidence to improve students writing levels | Click or tap here to enter text. | Teachers will have data walls displaying the learning required for each students growth  Teachers will review evidence to identify students not showing growth  Teachers will plan sprints to address students not achieving goals as expected  Teachers to moderate DWS work samples | | | | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Teachers will be critical professionals using probing questions to plan for sprints and differentiated next steps | | | | Click or tap here to enter text. |
| Goal 2: students will increase their literacy band levels through embedded literacy practices | | | | | | |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
| Students will be informed of learning intention and success criteria in literacy lessons  We will see student evidence of improvement in Reading & writing  We will see student evidence of improvement in communication | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Actions | 90% embedded | **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?** | |
| Needs attention/work in progress |
| Not on track |
| Staff to develop a school wide literacy agreement statement | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Evidence sets to be identified and implemented for students at top band levels | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| All staff will promote and use AAC in day-to-day communications with students | Click or tap here to enter text. | Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Teachers of transitional, conventional readers will use a systematic approach to teach reading strategies | 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: students will increase their literacy band levels through embedded literacy practices | |
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| Targets 2022:  Click or tap here to enter text. | **Results towards targets:**  **Click or tap here to enter text.** |
| Challenge of Practice:  If we ensure literacy embedded practice is consistently, daily timetabled lessons and is focussed on students’ assessed levels then we will increase the number of students’ improving in ABLESA (speaking / listening & reading / writing), DWS and ComMat. | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria ­­– did we improve student learning?  Students will be informed of learning intention and success criteria in literacy lessons  We will see student evidence of improvement in Reading & writing  We will see student evidence of improvement in communication | **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?  Click or tap here to enter text. | |

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| Goal 3: Click or tap here to enter text. | | | **ESR Directions:**  Direction 1: Establish ongoing self-review processes that monitor impact of SIP actions and teaching practices, at regular points throughout the year, to ensure improved literacy and numeracy outcomes, and care for all students.  Direction 2: Extend staff capacity to deliver improved student outcomes, by developing quality and coherent whole school pedagogical approaches within effectively structured classrooms, which maximise learning opportunities for students.  Direction 3: Build on the school’s inclusive approach to working with students with disabilities and maximising their outcomes, by increasing opportunities for collaboration amongst al l staff and developing deeper consultative processes with both staff and parents. | | | |
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| Challenge of Practice:  Click or tap here to enter text. | | | | | | |
| Student Success Criteria (what students know, do, and understand):  Click or tap here to enter text. | | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | | |
| Actions | **Timeline** | **Roles & Responsibilities** | | | | **Resources** |
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| Goal 3: Click or tap here to enter text. | | | | | | |
| A picture containing text, clipart  Description automatically generated 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 | **Evidence**  **Are we improving student learning?**  **How are we tracking against our student success criteria?** | | | **What are our next steps?  Potential adjustments?** | |
| Needs attention/work in progress |
| Not on track |
| 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. | |
| Actions | 90% embedded | **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. | |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Targets 2022:  Click or tap here to enter text. | **Results towards targets:**  **Click or tap here to enter text.** |
| Challenge of Practice:  Click or tap here to enter text. | **Evidence -** has this made an impact?  **Click or tap here to enter text.** |
| Success Criteria ­­– did we improve student learning?  Click or tap here to enter text. | **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?  Click or tap here to enter text. | |