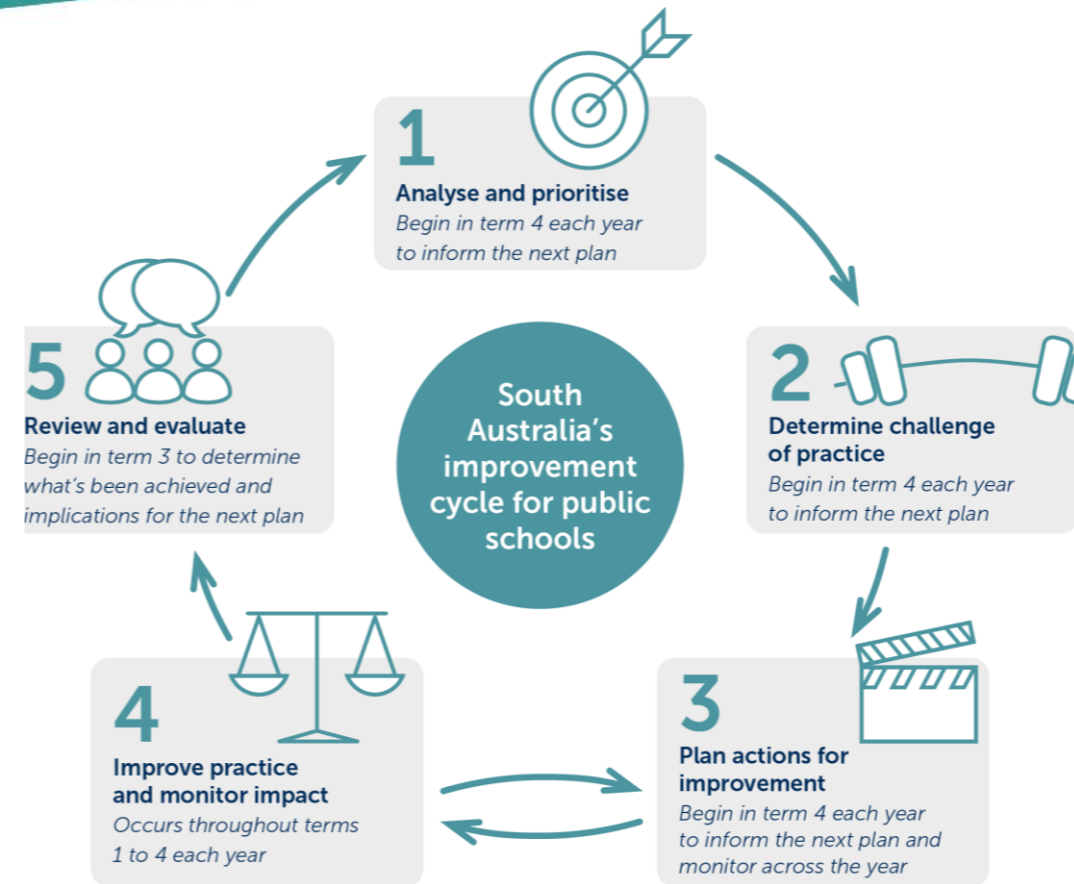


School Improvement Plan for Modbury Special School



Vision Statement:

Making the difference for children and young people with disabilities and complex communication needs. Promoting independence by providing individualised and flexible educational opportunities supported by consistent, evidence based practices.

The school values the development of safety, respect, responsibility and a learning attitude through the practice of Positive Behaviour Intervention and Support, Highly Structured Teaching, Augmentative and Alternative Communication and Sensory Programming. Creating a supportive environment with compassionate and professional staff assisting all students to flourish across the social, emotional, academic and practical dimensions of school life.



2022 – 2024

School Improvement Plan for Modbury Special School

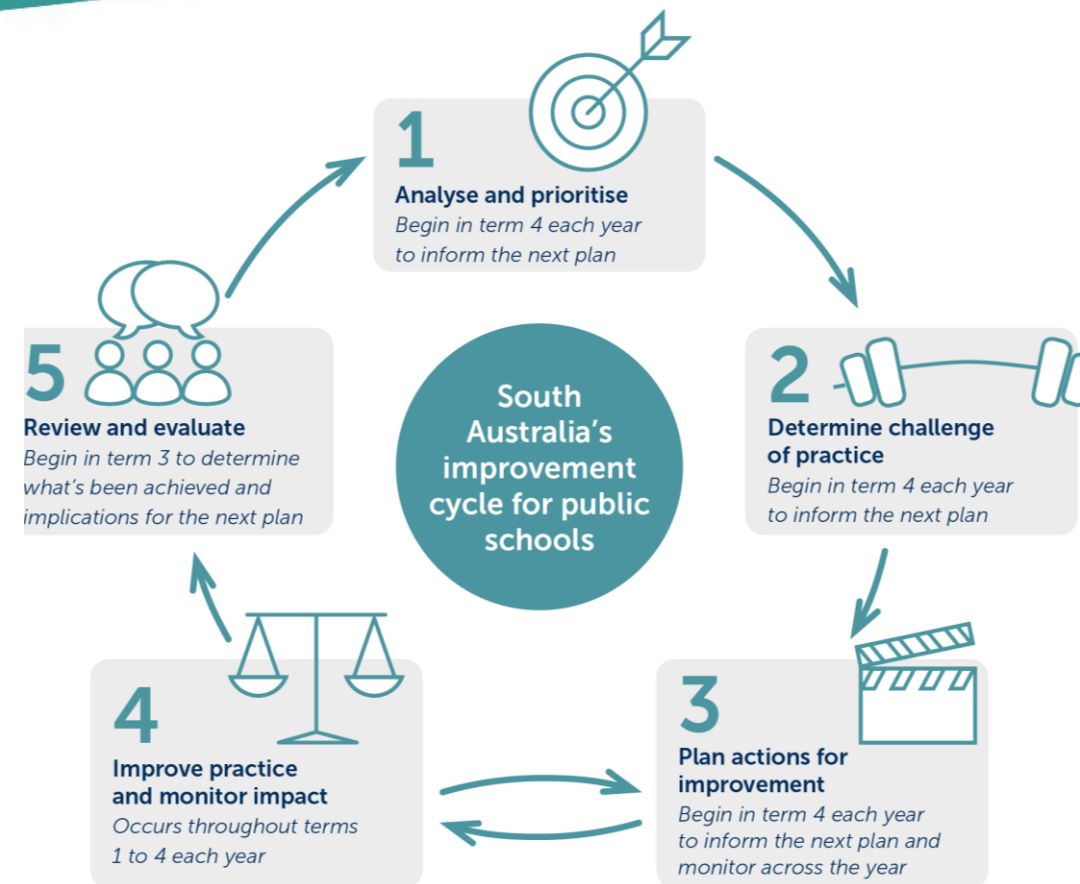
Completing the template:

- 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.

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 (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



Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise
Site name: Modbury Special School

Goal 1: Numeracy: Students will demonstrate increased developmental levels as measured by the ABLES Mathematics scale and progress towards achievement of their individual One Plan goals.

ESR Directions:

Ensure all staff across the school are scaffolded to implement the COP by continuing to develop and conduct capacity building systems that closely align with school priorities and clearly identify strategies to improve practice.

Deepen the opportunity to meet the needs of all learners by ensuring staff across the school are receptive to, understand and utilize data that identifies students' learning needs and ensuring greater clarity regarding the criteria for optional assessments. March 2020

Target 2022:
Evidence of at least 45% of students with improved developmental levels as measured by ABLES Mathematics scale and evidence of progress towards achievement of their individual One Plan goals

2023:
60% of students with improved developmental levels as measured by ABLES Mathematics scale and evidence of progress towards achievement of their individual One Plan goals

2024:
70% of students with improved developmental levels as measured by ABLES Mathematics scale and evidence progress towards achievement of their individual One Plan goals


STEP 2 Challenge of practice
Challenge of Practice:

Numeracy: If all staff develop an understanding of differentiated numeracy opportunities and tasks in every day mathematics then we will see evidence of individualised student engagement achieving their negotiated numeracy learning goals

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

Numeracy: When ABLES and One Plan reviews are undertaken there will be evidence (both objective and anecdotal) of students demonstrating functional numeracy skills enabling increasing understanding of mathematical concepts


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All staff will have a clear Numeracy learning goal in their PDP which will lead to improving the numeracy capacity and knowledge of all students, with a focus on trialling and experimenting.	During PDP reviews term 1 and 3	Leadership to ensure all PDP's are developed and reviewed. All staff complete PDP template by end of term 1 each year Teachers and SSO's will work towards improving their understanding of Numeracy when working with students Staff bring Learning Goals and Assessment information for Aboriginal students to PDP discussions.	PDP Template
All staff participate in T&D opportunities to improve their capacity and understanding of numeracy differentiated to the needs of each student.	End of 2022	Coordinator to plan and develop training opportunities for all staff during staff meetings, Pupil Free Days, after school	Guest speakers, using internal school knowledge and skills https://edi.sa.edu.au/educating/literacy-and-numeracy/guidebooks/build-foundations-numeracy-guidebook-actions-for-primary-teachers#title0
Staff will use concrete materials to enhance student learning opportunities during planned and incidental numeracy opportunities.	Daily	Teachers to create resources eg. Group time, Social stories. Opportunities: CAPS, local walks, swimming, excursions, buddy classes We will see each student using manipulative materials to support their Numeracy learning	PowerPoints Social stories bus

All teachers to assess students in ABLES to identify learning intentions for each student, These to be incorporated into student One Plans and Differentiated Curriculum Plans	Assessments to be done terms 1 and 3	Class teachers to do the assessments twice a year, review One Plans, Create Differentiated Curriculum plans	ABLES Assessment Sharing student learning goals with SSO's
Teachers to incorporate and use Meta-Language (vocab) for Numeracy on ProLoQuo2Go to focus on communication around mathematics to reinforce and illustrate essential mathematical terms	Beginning term 1, added to all year On Induction days 2022	Leaders will provide time for the staff to review student needs on AAC devices Staff will provide suggestions to the Communication Professional Learning Community to be added PLC will add and monitor staff suggestions. PLC will plan the year's T&D from feedback given during 2021 SIP review	Time for communication group to update pages
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: Numeracy: Students will demonstrate increased developmental levels as measured by the ABLES Mathematics scale and progress towards achievement of their individual One Plan goals.



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	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Numeracy: When ABLES and One Plan reviews are undertaken there will be evidence (both objective and anecdotal) of students demonstrating functional numeracy skills enabling increasing understanding of mathematical concepts	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	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?
All staff will have a clear Numeracy learning goal in their PDP which will lead to improving the numeracy capacity and knowledge of all students, with a focus on trialling and experimenting.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All staff participate in T&D opportunities to improve their capacity and understanding of numeracy differentiated to the needs of each student.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Staff will use concrete materials to enhance student learning opportunities during planned and incidental numeracy opportunities.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

All teachers to assess students in ABLES to identify learning intentions for each student, These to be incorporated into student One Plans and Differentiated Curriculum Plans	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers to incorporate and use Meta-Language (vocab) for Numeracy on ProLoQuo2Go to focus on communication around mathematics to reinforce and illustrate essential mathematical terms	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.

Goal 1: Numeracy: Students will demonstrate increased developmental levels as measured by the ABLES Mathematics scale and progress towards achievement of their individual One Plan goals.



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: Evidence of at least 45% of students with improved developmental levels as measured by ABLES Mathematics scale and evidence of progress towards achievement of their individual One Plan goals	Results towards targets: Click or tap here to enter text.
Challenge of Practice: Numeracy: If all staff develop an understanding of differentiated numeracy opportunities and tasks in every day mathematics then we will see evidence of individualised student engagement achieving their negotiated numeracy learning goals	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: Numeracy: When ABLES and One Plan reviews are undertaken there will be evidence (both objective and anecdotal) of students demonstrating functional numeracy skills enabling increasing understanding of mathematical concepts	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.](#)

STEP 1 Analyse and Prioritise

<p>Goal 2: Social Skills: Students will demonstrate increased developmental levels as measured by the ABLES Personal and Social Capabilities scale and progress towards achievement of their individual One Plan goals.</p>		<p>ESR Directions: Ensure all staff across the school are scaffolded to implement the COP by continuing to develop and conduct capacity building systems that closely align with school priorities and clearly identify strategies to improve practice. Deepen the opportunity to meet the needs of all learners by ensuring staff across the school are receptive to, understand and utilize data that identifies students' learning needs and ensuring greater clarity regarding the criteria for optional assessments. March 2020</p>
<p>Target 2022: 60% of students with improved developmental levels as measured by ABLES Self and Social Awareness scales and evidence of progress towards achievement of their individual One Plan goals</p>	<p>2023: 65% of students with improved developmental levels as measured by ABLES Self and Social Awareness scales and evidence of progress towards achievement of their individual One Plan goals</p>	<p>2024: 70% of students with improved developmental levels as measured by ABLES Self and Social Awareness scales and evidence of progress towards achievement of their individual One Plan goals</p>

STEP 2 Challenge of practice

<p>Challenge of Practice: Social Skills: If all staff use common language to support student's positive behaviour in social situations we will see students demonstrating improved social capabilities across a range of inclusive settings</p>
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Student Success Criteria (what students know, do, and understand):
Social Skills: When ABLES and One Plan reviews are undertaken there will be evidence (both objective and anecdotal) of students demonstrating functional behaviours enabling increasing participation in inclusive social activities

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All staff will focus on using PBIS language and will have a social skills capacity goal in their PDP that matches the SIP leading to improve the social skills capacity of all students.	During PDP reviews term 2 and 4	Leadership to ensure all PDP's are developed and reviewed. All staff complete PDP template by end of term 1 each year Teachers and SSO's will work towards improving their use of PBIS language when working with students and assisting the students to develop their social capacity skills. Staff bring Learning Goals and Assessment information for Aboriginal students to PDP discussions.	PDP template
Staff will actively engage in professional learning opportunities in the area of PBIS to ensure students are provided with opportunities to learn new and appropriate socially acceptable behaviours	Each term Induction days 2022	Deputy to organise training with the PBIS Professional Learning Community with a focus on learning needs directed from staff needs PLC will plan the year's T&D from feedback given during 2021 SIP review	Staff meeting times Pupil Free days External experts
Staff will create social activities and opportunities to explicitly teach acceptable behaviours both in the classroom environment and out in community settings.	Daily	Teachers to create resources eg. Group time, Social stories. Opportunities: CAPS, local walks, swimming, excursions, buddy classes	PowerPoints Social stories Bus ProLoQuo2Go

<p>All teachers will assess all students in ABLES to gather information around the learning intentions for each student, These are to be incorporated into student One Plans and Differentiated Curriculum Plans</p>	<p>Term 1 and 3</p>	<p>Class teachers to do the assessments twice a year, review One Plans, Create Differentiated Curriculum plans with reviews each term or semester. Teachers will share Learning goals with SSO's</p>	<p>ABLES Assessment</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: Social Skills: Students will demonstrate increased developmental levels as measured by the ABLES Personal and Social Capabilities scale and progress towards achievement of their individual One Plan goals.



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?

<p>Student Success Criteria</p>	<p> ● Yes ● Needs attention/work in progress ● Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria? </p>	<p>What are our next steps? Potential adjustments? </p>
<p>Social Skills: When ABLES and One Plan reviews are undertaken there will be evidence (both objective and anecdotal) of students demonstrating functional behaviours enabling increasing participation in inclusive social activities</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p> ● 90% embedded ● Needs attention/work in progress ● Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective? </p>	<p>What are our next steps? Potential adjustments? </p>
<p>All staff will focus on using PBIS language and will have a social skills capacity goal in their PDP that matches the SIP leading to improve the social skills capacity of all students.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Staff will actively engage in professional learning opportunities in the area of PBIS to ensure students are provided with opportunities to learn new and appropriate socially acceptable behaviours</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Staff will create social activities and opportunities to explicitly teach acceptable behaviours both in the classroom environment and out in community settings.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>All teachers will assess all students in ABLES to gather information around the learning intentions for each student, These are to be incorporated into student One Plans and Differentiated Curriculum Plans</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

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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 2: Social Skills: Students will demonstrate increased developmental levels as measured by the ABLES Personal and Social Capabilities scale and progress towards achievement of their individual One Plan goals.



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

<p>Targets 2022: 60% of students with improved developmental levels as measured by ABLES Self and Social Awareness scales and evidence of progress towards achievement of their individual One Plan goals</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: Social Skills: If all staff use common language to support student's positive behaviour in social situations we will see students demonstrating improved social capabilities across a range of inclusive settings</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Social Skills: When ABLES and One Plan reviews are undertaken there will be evidence (both objective and anecdotal) of students demonstrating functional behaviours enabling increasing participation in inclusive social activities</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<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? Click or tap here to enter text.</p>	

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.

STEP 1 Analyse and Prioritise

<p>Goal 3: Communication: Students will demonstrate increased developmental levels as measured by ROCC and progress towards achievement of their individual One Plan goals.</p>		<p>ESR Directions: Ensure all staff across the school are scaffolded to implement the COP by continuing to develop and conduct capacity building systems that closely align with school priorities and clearly identify strategies to improve practice. Deepen the opportunity to meet the needs of all learners by ensuring staff across the school are receptive to, understand and utilize data that identifies students' learning needs and ensuring greater clarity regarding the criteria for optional assessments. March 2020</p>
<p>Target 2022: Communication: 45% of students will demonstrate increased developmental levels as measured by ROCC and progress towards achievement of their individual One Plan goals.</p>	<p>2023: 60% of students with improved developmental levels as measured by ROCC and evidence of progress towards achievement of their individual One Plan goals</p>	<p>2024: 70% of students with improved developmental levels as measured by ROCC and evidence of progress towards achievement of their individual One Plan goals</p>

STEP 2 Challenge of practice

<p>Challenge of Practice: Communication: If all staff provide authentic communication opportunities then students will be able to effectively communicate and express themselves with clarity and confidence.</p>
<p>Student Success Criteria (what students know, do, and understand): Communication: Students will effectively demonstrate the use of ProLoQuo2Go/PODD with improvement in ROCC and when One Plan goals reviews are undertaken there will be evidence (both objective and anecdotal) of increasingly functional communication to achieve their needs and wants</p>

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All staff will focus on using multimodal communication modes and will have a Communication goal in their PDP that matches the SIP leading to improve the communication capacity of all students	During PDP reviews term 1 and 3	Leadership to ensure all PDP's are developed and reviewed. All staff complete PDP template by end of term 1 each year Teachers and SSO's will work towards improving their use of AAC when working with students Staff bring Learning Goals and Assessment information for Aboriginal students to PDP discussions.	PDP Template AAC
All teachers to assess students in ROCC to gather information around learning intentions for each student, These to be incorporated into student One Plans and Differentiated Curriculum Plans	ROCC/ ABLES reviews term 1 and 3	Class teachers to do the assessments twice a year, review One Plans, Create Differentiated Curriculum plans Pupil Fee days to share to enable all staff to share student goals	ROCC assessment ABLES Assessment Sharing student learning goals with SSO's Pupil Free Days
Staff will consistently/ constantly model ProLoQuo2Go/PODD or other AAC format to extend all learners effective communication using specific AAC tools	Daily	All staff will model AAC: Using both High Tech and Low Tech options. All staff will use these with students when participating in communication opportunities to improve the communication capacity / understanding of the students.	IPad's, PODD books, Low Tech devices, T&D opportunities

All staff will participate in further training with ROCC and AAC devices to improve their competency with assessing and communicating with all students.	Each term Induction days 2022	Communication group to plan for training needs based on feedback from the staff PLC will plan the years T&D from feedback given during 2021 SIP review	Staff meeting time, Student Free Days, External trainers https://edi.sa.edu.au/educating/literacy-and-numeracy/designing-literacy-and-numeracy-learning/guidebooks/build-foundations-literacy-primary-teachers
	Beginning term 1, added to all year	Leaders will provide time for the staff to review student needs on AAC devices Staff will provide suggestions to the Communication Professional Learning Community to be added PLC will add and monitor staff suggestions.	Time for communication group to update pages
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: Communication: Students will demonstrate increased developmental levels as measured by ROCC and progress towards achievement of their individual One Plan goals.



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	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Communication: Students will effectively demonstrate the use of ProLoQuo2Go/PODD with improvement in ROCC and when One Plan goals reviews are undertaken there will be evidence (both objective and anecdotal) of increasingly functional communication to achieve their needs and wants	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	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?
All staff will focus on using multimodal communication modes and will have a Communication goal in their PDP that matches the SIP leading to improve the communication capacity of all students	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All teachers to assess students in ROCC to gather information around learning intentions for each student, These to be incorporated into student One Plans and Differentiated Curriculum Plans	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Staff will consistently/ constantly model ProLoQuo2Go/PODD or other AAC format to extend all learners effective communication using specific AAC tools	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

All staff will participate in further training with ROCC and AAC devices to improve their competency with assessing and communicating with all students.	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.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 3: Communication: Students will demonstrate increased developmental levels as measured by ROCC and progress towards achievement of their individual One Plan goals.



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

<p>Targets 2022: Communication: 45% of students will demonstrate increased developmental levels as measured by ROCC and progress towards achievement of their individual One Plan goals.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>SIP template Communication: If all staff provide authentic communication opportunities then students will be able to effectively communicate and express themselves with clarity and confidence.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Communication: Students will effectively demonstrate the use of ProLoQuo2Go/PODD with improvement in ROCC and when One Plan goals reviews are undertaken there will be evidence (both objective and anecdotal) of increasingly functional communication to achieve their needs and wants</p>	<p>Evidence - did we improve student learning? how do we know? 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?

[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.](#)