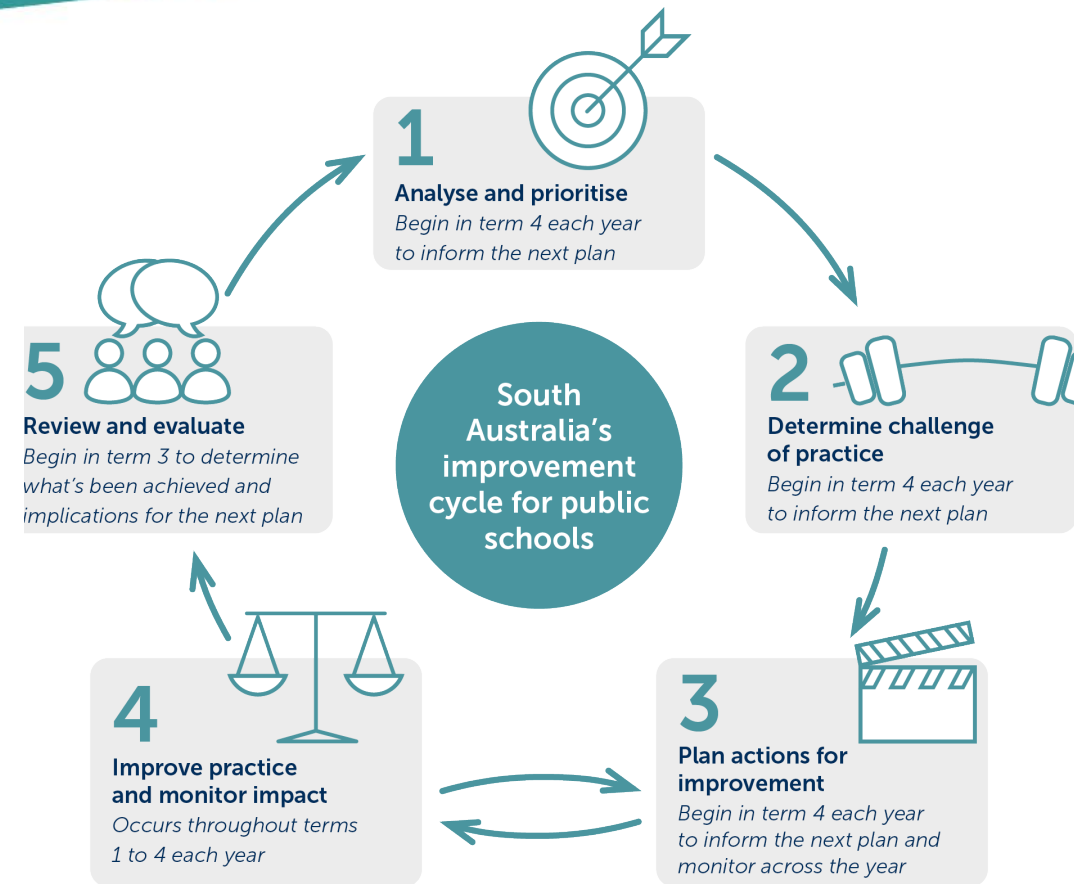


School Improvement Plan for



Vision Statement:

Kilparrin is a diverse learning community committed to providing accessible, engaging and rigorous education for children and student. We provide specialised support for children and students who are deaf/hard of hearing and or vision impaired with additional disabilities.



2022 – 2024

School Improvement Plan for

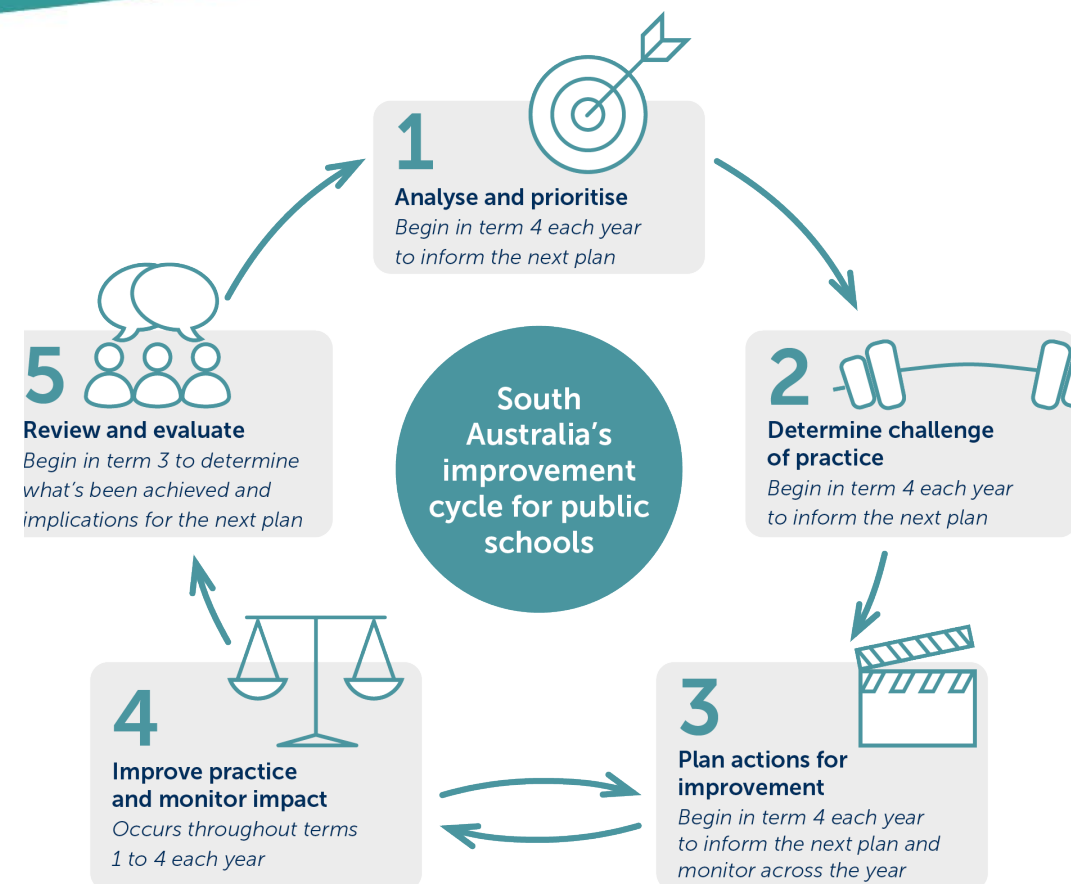
Completing the template:

- 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:

Goal 1: To increase student communication, literacy and numeracy to support independence and community participation

ESR Directions:

Click or tap here to enter text.

Target 2022:

A whole school numeracy theme and approach. All students will have a personalised alternative pencil and a number of writing samples.

2023:

To have a toolkit of assessments for literacy and numeracy

2024:

To overall see an increase in teaching and learning within the areas of literacy and numeracy

STEP 2 Challenge of practice

Challenge of Practice:

We will have a shared understanding and common approaches of literacy and numeracy outcomes for students at Kilparrin. We will identify and address the needs for language in literacy and numeracy learning and there will be an increase in evidence collected.

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

Students have beginning knowledge and their improvement is documented with the Abilities Based Learning and Education Support (ables) assessment

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Resources to support and cater for the diverse needs of our students.	2022	All staff and leadership team (Expanded Core Curriculum, Complex Communication and AAC and Assistive Technology Coordinators)	DfE guide books and resources
Increase in the use of assessments, interventions and create a school wide approach to accountability of literacy and numeracy	2022	All staff	Assistive Technology- Clicker, Pictello, Interactive Whiteboard and Seesaw
Develop and create a literacy and numeracy whole school agreement that outlines themes per term and approaches that are used	2022	All staff	Braille-Tactile resources and braille
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	AAC- language displays, vocabulary added to systems
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Networking with other Special Schools and initiatives within the local partnership

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 communication, literacy and numeracy to support independence and community participation



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?
	Students have beginning knowledge and their improvement is documented with the Abilities Based Learning and Education Support (ables) assessment	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?
Resources to support and cater for the diverse needs of our students.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Increase in the use of assessments, interventions and create a school wide approach to accountability of literacy and numeracy	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Develop and create a literacy and numeracy whole school agreement that outlines themes per term and approaches that are used	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.	Click or tap here to enter text.

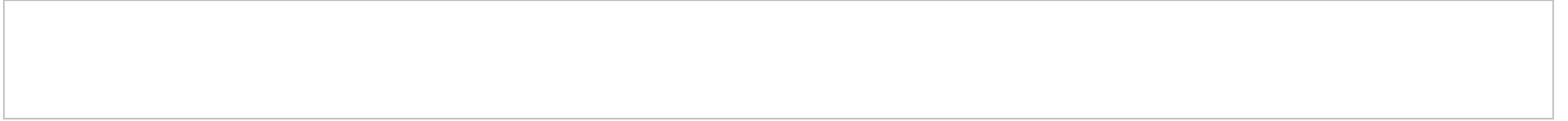
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
----------------------------------	----------------------------------	----------------------------------	----------------------------------

Goal 1: To increase student communication, literacy and numeracy to support independence and community participation



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: A whole school numeracy theme and approach. All students will have a personalised alternative pencil and a number of writing samples.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: We will have a shared understanding and common approaches of literacy and numeracy outcomes for students at Kilparrin. We will identify and address the needs for language in literacy and numeracy learning and there will be an increase in evidence collected.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria: Students have beginning knowledge and their improvement is documented with the Abilities Based Learning and Education Support (ables) assessment</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>	
<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.</p>	



STEP 1 Analyse and Prioritise

Goal 2: To increase students skills, abilities, independence and wellbeing through implementing the Expanded Core Curriculum ECC		ESR Directions: Click or tap here to enter text.
Target 2022: To develop an Kilparrin specific Expanded Core Curriculum ECC needs assessment	2023: Each student to have a Once Child One Plan goal related to the Expanded Core Curriculum ECC	2024: Students will demonstrate improvement in their annual Expanded Core Curriculum needs assessment

STEP 2 Challenge of practice

Challenge of Practice:

If we adopt a shared common approach to practical applications of the expanded core curriculum we will support the improvement of skills, abilities and independence

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

Through observations, data collection Expanded Core Curriculum ECC assessment, work samples, photographic/video evidence and learning and the curriculum

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Each student will have an ECC needs assessment completed.	2022	All staff under the direction of the Expanded Core Curriculum Coordinator	Expanded Core Curriculum Induction document (BLENZ EI)
ECC will be reported in student Portfolios	2022	Click or tap here to enter text.	Earubris.com/expanded-core-curriculum-needs-screening-tool
Develop Expanded Core Curriculum Professional learning Committee/working group	2022	Click or tap here to enter text.	Educatiowa.gov/sites/files/ed/documents/Expanded Core Curriculum
Training and Development to sites/staff/parents/carers- relating to Expanded Core Curriculum	2022	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 2: To increase students skills, abilities, independence and wellbeing through implementing the Expanded Core Curriculum ECC

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?
Through observations, data collection Expanded Core Curriculum ECC assessment, work samples, photographic/video evidence and learning and the curriculum	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?
Each student will have an ECC needs assessment completed.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
ECC will be reported in student Portfolios	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Develop Expanded Core Curriculum Professional learning Committee/working group	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Training and Development to sites/staff/parents/carers- relating to Expanded Core Curriculum	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.	Click or tap here to enter text.

Goal 2: To increase students skills, abilities, independence and wellbeing through implementing the Expanded Core Curriculum ECC



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: To develop an Kilparrin specific Expanded Core Curriculum ECC needs assessment</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>Challenge of Practice: If we adopt a shared common approach to practical applications of the expanded core curriculum we will support the improvement of skills, abilities and independence</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Through observations, data collection Expanded Core Curriculum ECC assessment, work samples, photographic/video evidence and learning and the curriculum</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>	
<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.</p>	

STEP 1 Analyse and Prioritise

Goal 3: Through our State-wide Support Service we will support families and staff who work with children and young people with hearing and or vision impairment and additional disabilities to access individualised learning

ESR Directions:

Click or tap here to enter text.

Target 2022:
State-wide Support Service teachers will host professional development days at Kilparrin based on current medical information of children and young people on file.

2023:
State-wide Support Service teachers will host professional development days relating to vision and or hearing in consideration of additional disabilities in regional settings.

2024:
Families and Team Around the Child (TAC) have the opportunity to attend information sessions at Kilparrin or off site relating to Early Years Development including play, early learning and transition.

STEP 2 Challenge of practice

Challenge of Practice:

If SSS advisory teachers support staff and families of children and young people with vision and or hearing impairment and additional disabilities by providing relevant and informative learning opportunities then we will see improvement in practice to support individualised learning.

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

With increased knowledge relating to teaching students with vision/hearing impairment, staff will use appropriate resources and implement appropriate strategies to help students access the curriculum, leading to improved learning outcomes.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
All medical information updated. Identify students have a current relevant vision or hearing assessment	T1 2022	State-wide Support Teachers	Teachers with post graduate qualifications in hearing and /or vision impairment Assessment tools ie Cortical Vision Assessment
All sites to be surveyed in regard to Professional Learning needs	T1 2022	State-wide Support Teachers	Click or tap here to enter text.
Information on Professional Development to be included in the service agreement	Term 1 2022	State-wide Support Teachers	Click or tap here to enter text.
Professional Development offered on site once a term	2022	State-wide Support Teachers	Click or tap here to enter text.
Collaborate with teachers to ensure our support influences teaching and learning.	Click or tap here to enter text.	State-wide Support Teachers	Delivering State-wide Professional Learning in hearing/vision impairment One Child One Plan OCOP

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: Through our State-wide Support Service we will support families and staff who work with children and young people with hearing and or vision impairment and additional disabilities to access individualised learning



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?
	With increased knowledge relating to teaching students with vision/hearing impairment, staff will use appropriate resources and implement appropriate strategies to help students access the curriculum, leading to improved learning outcomes.	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 medical information updated. Identify students have a current relevant vision or hearing assessment	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
All sites to be surveyed in regard to Professional Learning needs	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Information on Professional Development to be included in the service agreement	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Professional Development offered on site once a term	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Collaborate with teachers to ensure our support influences teaching and learning.	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: Through our State-wide Support Service we will support families and staff who work with children and young people with hearing and or vision impairment and additional disabilities to access individualised learning



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: State-wide Support Service teachers will host professional development days at Kilparrin based on current medical information of children and young people on file.</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>SIP template</p> <p>If SSS advisory teachers support staff and families of children and young people with vision and or hearing impairment and additional disabilities by providing relevant and informative learning opportunities then we will see improvement in practice to support individualised learning.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? With increased knowledge relating to teaching students with vision/hearing impairment, staff will use appropriate resources and implement appropriate strategies to help students access the curriculum, leading to improved learning outcomes.</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.