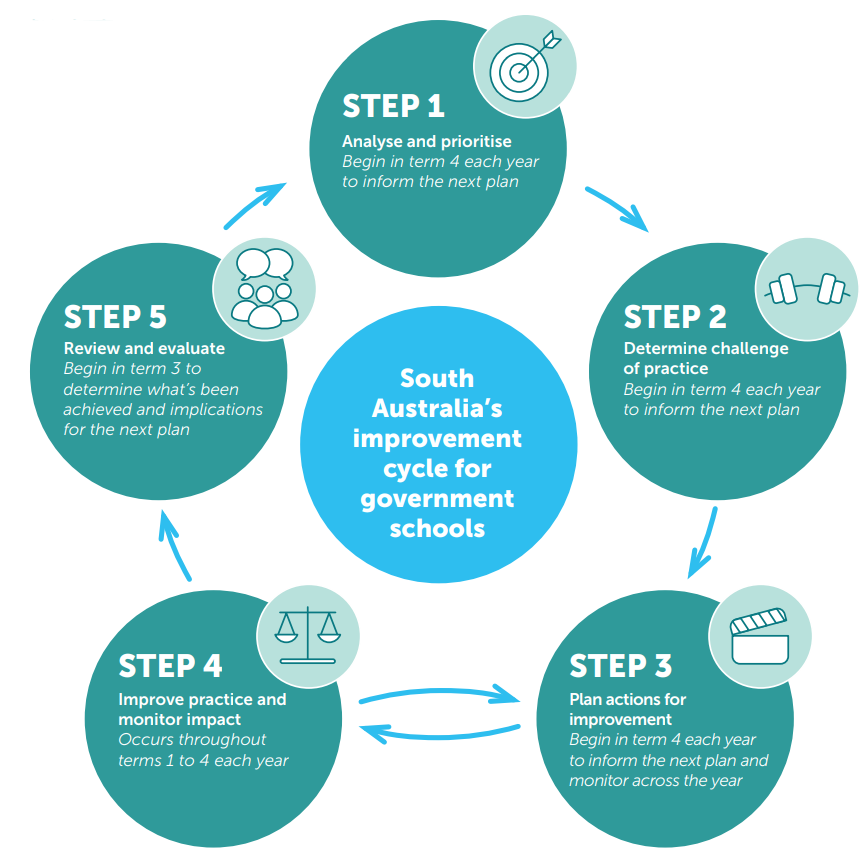
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| **2022 - 2024**  **2024 School Improvement Plan for**  **KILPARRIN** |

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| Site Number:  1372 |





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



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| **2022 - 2024**  **2024 School Improvement Plan for**  **KILPARRIN** |

**Completing the template:**

* The document will open as ‘Read Only’ so will need to be saved prior to editing.
* If copying and pasting text from another document, paste as ‘keep text only’ or ‘merge formatting’.
* 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. Your Local Education Team can support you as required.
* Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
* Use the template regularly throughout the year to capture your Step 4 work (improve practice and monitor impact), and 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:

School Improvement

[education.schoolimprovement@sa.gov.au](mailto:education.schoolimprovement@sa.gov.au)



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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: KILPARRIN | | |
| Goal 1: To increase student communication, literacy and numeracy to support independence and community participation. | | | **ESR Directions:**   1. Strengthen self-review processes, by establishing regular check-in points and using measurable analysis of data, to continuously drive improvement for the school and statewide service. 2. Strengthen the use of data for intentional teaching and support, including the learning goals in one plans. 3. Strengthen the integration of the Expanded Core Curriculum, with a rigorous focus on curriculum, into everyday learning. | | |
| Achievement towards Goal in 2022:  A whole school literacy theme and approach. Individual teachers use themes to plan cross curricular. All students will have a personalised  alternative pencil and a number of writing samples. | | **Target 2023:**  **A whole school literacy theme and approach. Individual teachers use themes to plan cross curricular. All students will have a personalised**  **alternative pencil and a number of writing samples.** | | **2024:**  **All students will have a personalised**  **alternative pencil and a number of writing samples**  **To have a toolkit of assessments for literacy and numeracy.** | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | |
| Challenge of Practice:  If we have a shared understanding and a whole school approach to improving literacy and numeracy outcomes for students, then we will increase evidence of communication and consistently identify and address our students needs of language in literacy and numeracy learning. | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | |
| 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. | | | **How and when will this be monitored, tracked and measured?**  Ables data will be collected in Term 1 and Term 4. Teachers will work with class SSOs for Moderation. All staff have the opportunity to give feedback via the students individual profile in the staffroom.  Teachers will focus on students One Child One Plan Literacy goals. | | |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice | | | | | |
| Actions | **Timeline** | | **Roles & Responsibilities –** How will this be done? | | **Resources** |
| Resources to support and cater for the diverse needs of our students. Providing students with language they can access and use during literacy and numeracy lessons. | 2024 | | Each teacher will ensure that they differentiate to support individual learning goals.  Each leader will ensure teachers have access to resources to support teaching and learning.  The Complex Communication/AAC Coordinator to support goals and monitor actions including regular Professional  learning workshops. Click or tap here to enter text. | | DfE guide books and resources. Networking with other Special schools and initiatives from the local partnership. Attendance at Professional learning. |
| Increase in the use of assessments, interventions and create a school wide approach to accountability of literacy and numeracy. | 2024 | | Each teacher will meet data collecting timelines. Each leader will ensure timelines are met. | | Assistive technology-Clicker. Pictello, Interactive Whiteboard and Seesaw. |
| Develop and create literacy and numeracy programmes that meet students individual goals | 2024 | | Each teacher will programme according to student goals using the ELYF, AC and SACE. Each leader will ensure teachers will access resources and professional learning to meet individual leaning goals.  Click or tap here to enter text. | | Braille-tactile resources |
| Collect writing samples from individual students. | 2024 | | Each teacher will collect writing sample. Each leader will ensure writing samples are collected and compared over time. | | AAC, language displays, vocabulary added to individual students systems |
| Click or tap here to enter text. | Click or tap here to enter text. | | Each teacher will…  Each leader will… | | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | | Each teacher will…  Each leader will… | | Click or tap here to enter text. |

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# 3

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: KILPARRIN | | |
| Goal 2: To increase students skills, abilities, independence and wellbeing through implementing the Expanded Core Curriculum ECC | | | **ESR Directions:**   1. Strengthen self-review processes, by establishing regular check-in points and using measurable analysis of data, to continuously drive improvement for the school and statewide service. 2. Strengthen the use of data for intentional teaching and support, including the learning goals in one plans. 3. Strengthen the integration of the Expanded Core Curriculum, with a rigorous focus on curriculum, into everyday learning. | | |
| Achievement towards Goal in 2022:  Each student has a One Child One Plan goal related to the Expanded Core Curriculum ECC | | **Target 2023:**  **To develop a Kilparrin specific Expanded Core Curriculum ECC Rubric** | | **2024:**  **Students will demonstrate improvement in their annual Expanded Core Curriculum ECC needs assessment.** | |
| A picture containing sword  Description automatically generated 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 skill, abilities and independence. | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | |
| Student Success Criteria (what students know, do, and understand):  Through observations, data collection, Expanded Core Curriculum assessment, work samples, photographic/video evidence. | | | **How and when will this be monitored, tracked and measured?**  Monitored and tracked by class teachers and the Expanded Core Curriculum Coordinator. Use of Expanded Core Curriculum rubric. | | |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice | | | | | |
| Actions | **Timeline** | | **Roles & Responsibilities –** How will this be done? | | **Resources** |
| Each student will have an ECC needs assessment completed. Complete an ECC needs assessment and identify target areas for learning. | 2024 | | Each teacher will complete an ECC assessment for all students.  Each leader will ensure all staff complete the assessment.  Support will be provided by the Expanded Core Curriculum Coordinator. | | Expanded Core Curriculum Induction document BLENZ EI (NZ school) BLENZ curriculum 2017  VI Needs  Assessment: [https://earubric.com/expa](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fearubric.com%2Fexpanded-core-curriculum-needs-screening-tool%2F&data=05%7C01%7CCathy.RocheWells558%40schools.sa.edu.au%7C922b7c1ffcb24f7a2a3d08dad34ad8e5%7C73bbf4e906884946aea9bd0bb40ecf07%7C0%7C0%7C638054615654391931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ASt3c1yjy7kTJpvxMlD%2B%2BfQwouaORids656LzdBW3nE%3D&reserved=0) [nded-core-curriculum-needs-screening-](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fearubric.com%2Fexpanded-core-curriculum-needs-screening-tool%2F&data=05%7C01%7CCathy.RocheWells558%40schools.sa.edu.au%7C922b7c1ffcb24f7a2a3d08dad34ad8e5%7C73bbf4e906884946aea9bd0bb40ecf07%7C0%7C0%7C638054615654391931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ASt3c1yjy7kTJpvxMlD%2B%2BfQwouaORids656LzdBW3nE%3D&reserved=0) [tool/](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fearubric.com%2Fexpanded-core-curriculum-needs-screening-tool%2F&data=05%7C01%7CCathy.RocheWells558%40schools.sa.edu.au%7C922b7c1ffcb24f7a2a3d08dad34ad8e5%7C73bbf4e906884946aea9bd0bb40ecf07%7C0%7C0%7C638054615654391931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ASt3c1yjy7kTJpvxMlD%2B%2BfQwouaORids656LzdBW3nE%3D&reserved=0)  DHH Needs  Assessment: [https://www.google.com/u](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D%26cad%3Drja%26uact%3D8%26ved%3D2ahUKEwi9j6azutf7AhXU-zgGHbd-Ab8QFnoECBMQAQ%26url%3Dhttps%253A%252F%252Feducateiowa.gov%252Fsites%252Fdefault%252Ffiles%252Fdocuments%252FECC-DHH%252520Needs%252520Assessment.docx%26usg%3DAOvVaw3iQWtq_V0j7QKp5IPfNoHn&data=05%7C01%7CCathy.RocheWells558%40schools.sa.edu.au%7C922b7c1ffcb24f7a2a3d08dad34ad8e5%7C73bbf4e906884946aea9bd0bb40ecf07%7C0%7C0%7C638054615654391931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=izOnrUQuLdw7Dda5e8dn9WPcGz%2BcG7hUn1S2m0DPcCs%3D&reserved=0) 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[&cd=&cad=rja&uact=8&ved=2ahUKEwi](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D%26cad%3Drja%26uact%3D8%26ved%3D2ahUKEwi9j6azutf7AhXU-zgGHbd-Ab8QFnoECBMQAQ%26url%3Dhttps%253A%252F%252Feducateiowa.gov%252Fsites%252Fdefault%252Ffiles%252Fdocuments%252FECC-DHH%252520Needs%252520Assessment.docx%26usg%3DAOvVaw3iQWtq_V0j7QKp5IPfNoHn&data=05%7C01%7CCathy.RocheWells558%40schools.sa.edu.au%7C922b7c1ffcb24f7a2a3d08dad34ad8e5%7C73bbf4e906884946aea9bd0bb40ecf07%7C0%7C0%7C638054615654391931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=izOnrUQuLdw7Dda5e8dn9WPcGz%2BcG7hUn1S2m0DPcCs%3D&reserved=0) 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| Each teacher will participate in ECC Professional learning opportunities on site. | 2024 | |  | | Earubric.com/expanded- core- curriculum- needs-screening tool |
| ECC will be in students OCOP and reported to in Student Portfolios | 2024 | | Each teacher will ensure all students have an ECC goal in their OCOP which is reported to in the students Portfolio | | Educateiowa.gov/sites/files/ed/documents/ Expanded Core Curriculum |
| Each teacher will encourage parents, carers and service providers to attend information sessions on ECC | 2024 | | Each teacher will encourage parents, carers and service providers to attend Training and Development sessions.  Each leader will communicate via school resources and other communication methods when Training and Development will occur.  Each Leader will keep the Leadership team up to date with progress | | VI Needs  Assessment: [https://earubric.com/expa](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fearubric.com%2Fexpanded-core-curriculum-needs-screening-tool%2F&data=05%7C01%7CCathy.RocheWells558%40schools.sa.edu.au%7C922b7c1ffcb24f7a2a3d08dad34ad8e5%7C73bbf4e906884946aea9bd0bb40ecf07%7C0%7C0%7C638054615654391931%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ASt3c1yjy7kTJpvxMlD%2B%2BfQwouaORids656LzdBW3nE%3D&reserved=0) 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# Steps 1, 2 & 3

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | Site name: KILPARRIN | | |
| Goal 3: Through our State-wide Support Service we will support families and staff who work with children and young people with hearing /hard of hearing and or vision impairment and additional disabilities to access individualised learning. | | | **ESR Directions:**   1. Strengthen self-review processes, by establishing regular check-in points and using measurable analysis of data, to continuously drive improvement for the school and statewide service. 2. Strengthen the use of data for intentional teaching and support, including the learning goals in one plans. 3. Strengthen the integration of the Expanded Core Curriculum, with a rigorous focus on curriculum, into everyday learning. | | |
| Achievement towards Goal in 2022:  SSS Teachers facilitated professional development sessions at sites across the state related to vision and hearing. Two online PD days were facilitated on ‘Introduction to Vision Impairment for Students with Additional Disabilities’ and ‘Cortical Vision Impairment’, as well as an onsite PD on ‘Introduction to Early Intervention, Supporting Young Children who are Blind or Vision Impaired’ | | **Target 2023:**  **SSS Teachers will facilitate professional development sessions at Kilparrin, at sites and online, with a stronger focus on supporting young people who are Deaf/Hard of hearing (main focus was vision in 2022)** | | **2024:**  **SSS Teachers will host professional development days to whole country regions (eg Yorke Peninsula, Riverland) relating to supporting young people who are Deaf/Hard of hearing and/or vision impaired with additional disabilities.**  **To facilitate Communities of Practice relating to hearing/vision impairment** | |
| A picture containing sword  Description automatically generated STEP 2 Challenge of practice | | | | | |
| Challenge of Practice:  If SSS advisory teachers support staff and families of children and young people who are Deaf/Hard of hearing and/or have vision impairment and additional disabilities by providing relevant and informative professional learning opportunities, we will see improvement in practice to support individualised learning. | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | |
| Student Success Criteria (what students know, do, and understand):  With increased knowledge relating to teaching children/young people who are Deaf/Hard of Hearing and/or have vision impairment and additional disabilities, families/staff will use appropriate resources and implement appropriate strategies to help access learning/the curriculum, leading to improved learning | | | **How and when will this be monitored, tracked and measured?**  **Home/site visits, discussion/observation that recommended accommodations/adjustments are being implemented, summative/formative assessment** | | |
| What actions should be taken to improve our practice and reach our goals? - High-impact actions to address challenge of practice | | | | | |
| Actions | **Timeline** | | **Roles & Responsibilities –** How will this be done? | | **Resources** |
| All medical information on file will be reviewed and updated as available | 2024 | | Each teacher will inform SSS admin of appropriate family member/site leader to send Service Agreement too. Some Early Intervention Teachers will give to families in person and discuss. Teachers to sign and date Service Agreement.  SSS Admin to include ‘provision of professional learning at sites as required and invitations to attend Kilparrin online and onsite professional learning opportunities’ in Service Agreements  Deputy Principal will review and sign/date Service Agreements | | Medical professionals eg Women’s and Children’s Hospital, Australian Hearing, all SSS staff |
| Information on Professional Learning to be included in the Service Agreement between families/sites and Kilparrin | 2024 | | Each teacher will offer site based, individualized Professional Learning. SSS teachers will facilitate at least one online or onsite (at Kilparrin) professional learning opportunity each term, and will invite all supported clients (and families where appropriate) to attend  Click or tap here to enter text. | | All SSS staff |
| Professional Learning opportunities to be offered online and/or site based at least once a term, and facilitated by SSS teachers | 2024 | | Each Deputy Principal will work with SSS staff in facilitating online and onsite (at Kilparrin) Professional Learning opportunities    Click or tap here to enter text. | | All SSS staff |
| Collaborate with families and educators to ensure our support influences teaching and learning | 2024 | | Each teacher will contribute to 2 communities of practice sharing/meetings. Communities of practice to occur once a term  Click or tap here to enter text. | | All SSS staff |
| Identify country region (eg Yorke Peninsula) and offer professional learning day/s relating to supporting young people who are Deaf/Hard of hearing and/or vision impaired with additional disabilities | 2024 | | Identify region, which group of teachers will host the day/s and what each will contribute. Deputy principal will support/contribute as required.  Click or tap here to enter text. | | All SSS staff |
| Click or tap here to enter text. | Click or tap here to enter text. | | Each leader will…  Each teacher will… | | Click or tap here to enter text. |

# Goal 1 – Step 4

**2022 - 2024**

**2024 School Improvement Plan for  
KILPARRIN**

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**Completing steps 4 and 5**

* Step 4 is about tracking, reflecting on and adjusting your actions. After careful planning, you need to act to improve your teaching and leadership practice.
* Step 5 is the review and evaluation process to determine the next steps for your school.
* 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).
* Complete every step - The [School Improvement Planning Handbook](https://edi.sa.edu.au/library/document-library/psp/school-improvement/school-improvement-handbook.pdf) explains how to do this. In addition, your Local Education Team will provide support.

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**Step 5 – Review and evaluate**



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| 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? | | | |
| Goal 1: To increase student communication, literacy and numeracy to support independence and community participation. | | | |
| 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 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. | 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 |
| Resources to support and cater for the diverse needs of our students. Providing students with language they can access and use during literacy and numeracy lessons. | 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 literacy and numeracy programmes that meet students individual goals | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Collect writing samples from individual 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. |
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| A picture containing text, clipart  Description automatically generatedSTEP 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? | | | |
| Goal 2: To increase students skills, abilities, independence and wellbeing through implementing the Expanded Core Curriculum ECC | | | |
| 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 |
| Through observations, data collection, Expanded Core Curriculum assessment, work samples, photographic/video evidence. | 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 |
| Each student will have an ECC needs assessment completed. Complete an ECC needs assessment and identify target areas for learning. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Each teacher will participate in ECC Professional learning opportunities on site. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| ECC will be in students OCOP and reported to in Student Portfolios | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Each teacher will encourage parents, carers and service providers to attend information sessions on ECC | 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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| A picture containing text, clipart  Description automatically generatedSTEP 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? | | | |
| Goal 3: Through our State-wide Support Service we will support families and staff who work with children and young people with hearing /hard of hearing and or vision impairment and additional disabilities to access individualised learning. | | | |
| 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 |
| With increased knowledge relating to teaching children/young people who are Deaf/Hard of Hearing and/or have vision impairment and additional disabilities, families/staff will use appropriate resources and implement appropriate strategies to help access learning/the curriculum, leading to improved learning | 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 medical information on file will be reviewed and updated as available | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Information on Professional Learning to be included in the Service Agreement between families/sites and Kilparrin | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Professional Learning opportunities to be offered online and/or site based at least once a term, and facilitated by SSS teachers | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Collaborate with families and educators 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. |
| Identify country region (eg Yorke Peninsula) and offer professional learning day/s relating to supporting young people who are Deaf/Hard of hearing and/or vision impaired with additional disabilities | 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. |

# 1 – Step 5

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| Icon  Description automatically generatedSTEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Goal 1: To increase student communication, literacy and numeracy to support independence and community participation. | |
| Targets 2024:  A whole school literacy theme and approach. Individual teachers use themes to plan cross curricular. All students will have a personalised  alternative pencil and a number of writing samples. | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If we have a shared understanding and a whole school approach to improving literacy and numeracy outcomes for students, then we will increase evidence of communication and consistently identify and address our students needs of language in literacy and numeracy learning. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  Students have beginning knowledge and their improvement is documented with the Abilities Based Learning and Education Support (ables) assessment. | **Evidence -** did we improve student learning? how do we know?  Click or tap here to enter text. |
| Evaluate our 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. | |
| Review 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. | |
| Icon  Description automatically generatedSTEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps? | |
| Goal 2: To increase students skills, abilities, independence and wellbeing through implementing the Expanded Core Curriculum ECC | |
| Targets 2024:  To develop a Kilparrin specific Expanded Core Curriculum ECC Rubric | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If we adopt a shared common approach to practical applications of the Expanded Core Curriculum, we will support the improvement of skill, abilities and independence. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  Through observations, data collection, Expanded Core Curriculum assessment, work samples, photographic/video evidence. | **Evidence -** did we improve student learning? how do we know?  Click or tap here to enter text. |
| Evaluate our 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. | |
| Review 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: Through our State-wide Support Service we will support families and staff who work with children and young people with hearing /hard of hearing and or vision impairment and additional disabilities to access individualised learning. | |
| Targets 2024:  Click or tap here to enter text. | **Results towards targets:**  Click or tap here to enter text. |
| Challenge of Practice:  If SSS advisory teachers support staff and families of children and young people who are Deaf/Hard of hearing and/or have vision impairment and additional disabilities by providing relevant and informative professional learning opportunities, we will see improvement in practice to support individualised learning. | **Evidence -** has this made an impact?  Click or tap here to enter text. |
| Success Criteria­:  With increased knowledge relating to teaching children/young people who are Deaf/Hard of Hearing and/or have vision impairment and additional disabilities, families/staff will use appropriate resources and implement appropriate strategies to help access learning/the curriculum, leading to improved learning | **Evidence -** did we improve student learning? how do we know?  Click or tap here to enter text. |
| Evaluate our 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. | |
| Review 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. | |