



Kilparrin Teaching and Assessment School and Services

Site Learning Plan 2025

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 (DHoH) and or with blindness or low vision (BLV) with additional disabilities.

Areas of Impact



Wellbeing

Goal 1: To increase student wellbeing by supporting independence, communication including Augmentative and Alternative Communication (AAC), literacy, and numeracy skills through the implementation of the Expanded Core Curricula (ECC).



Learner agency

Goal 2: As a site, we aim to empower students as active participants in their learning by strengthening communication including Augmentative and Alternative Communication (AAC), literacy, and numeracy skills through the implementation of the Expanded Core Curricula (ECC).

Levers for Impact

Focus Areas that will have the greatest effect on improving Wellbeing and Learner Agency

Expanded Core Curricula: Strengthen the integration of the ECC (DHoH & BLV) and , with a rigorous focus on curriculum in everyday learning. When teachers adopt a shared common approach to practical applications of the Expanded Core Curriculum, we will support the improvement of skill, abilities and learner agency.

Assistive Technology: Through the use and evidenced based application of Assistive Technology (AT) in the classroom, we are ensuring our students have equitable access to the curriculum, AAC, and participation by reducing barriers with tools proven to be effective.

Formative Assessments Practices: Abilities Based Learning and Education Support (ABLES), and Roadmap of Communicative Competence (ROCC) data is collected in Term 1 and Term 4 as a baseline assessment and a growth measure for monitoring student progress over time. This will ensure teachers have tools to regularly monitor student progress and adjust their use of evidence-based teaching strategies to increase cognitive engagement.

Collaborative Learning Teams: Strengthen the use of collaboration and data for intentional teaching and support, including the learning goals in One Plans.

Professional Development (PD): We aim to promote inclusive practices by creating a culture where learner wellbeing and agency are actively promoted by equipping educators with strategies to create student-centered learning environments. The use of PD as a tool enhances teacher capacity to support student resilience and wellbeing, and promote learner agency.

Student Voices: Students will be encouraged to take ownership of their learning by actively participating in decision-making processes to enhance their engagement and motivation. This involvement fosters critical thinking and leadership skills, as they provide feedback and contribute to creating an inclusive and responsive learning environment.

Community Partnerships: We aim to provide learners with valuable real-world experiences and resources through community partnerships. These partnerships enhance students' skills and confidence, allowing them to apply their learning in practical contexts. Additionally, they help students build connections that enable them to actively participate and contribute to their communities, fostering a sense of belonging and civic responsibility.

Success Indicators

- Students will show growth in their ABLES and/or ROCC assessment.
- Students will show growth through observation, data collection, ECC assessment, work samples, photographic, and/or video evidence.
- Formative assessment data of *Personal and Social Capability* domains of the ABLES.