

# RSS SITE IMPROVEMENT PLAN 2015/16



## ATTENDANCE

Area for Improvement	Improvement Goals	Strategies	Indicators of Improvement	Resources
<p><b>Improve student attendance in line with DECD Targets.</b></p> <p><b>Important issues to consider:</b></p> <ul style="list-style-type: none"> <li>• All students at RSS have an intellectual disability and some may also have a physical disability.</li> <li>• RSS students come from throughout the Riverland, including Waikerie and the Mallee.</li> <li>• Many students have health care plans - asthma/seizures/ peg feeds etc</li> <li>• Some students have chronic health issues related to disability</li> <li>• Many students must travel to Adelaide for Specialist/ Paediatric appointments.</li> <li>• Therapies involving NDIS service providers must be held off site due to lack of available space.</li> <li>• Older students often have Centrelink/ Families SA/ Now &amp; Next appointments and work experience off site.</li> <li>• Many students are reliant on DECD Transport to travel to and from school - limited alternative transport available in the Riverland &amp; Mallee.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student attendance while acknowledging issues specific to the site.</li> <li>• Decreased number of unexplained absences</li> <li>• Decreased number of 'Family" code absences.</li> <li>• 'On site , in sight'</li> <li>• Communication between school and families is open, positive and supportive &amp; we aim to ensure this continues.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Data Warehouse and EDSAS data to determine major reasons for absences.</li> <li>• Identify students whose attendance is of concern, due to frequent unexplained absences.</li> <li>• Discuss / review absences with class teachers</li> <li>• Class teachers follow up unexplained absences - contact parents and document reasons provided.</li> <li>• Absence Stickers put in diary for family to complete</li> <li>• Well being team meets to discuss any concerns re absences and how this can be approached with parents. (eg phone call)</li> <li>• NEP in first term, to include discussions on attendance with NEP reviews whenever necessary.</li> <li>• Newsletter items re attendance but also acknowledgement of parents who do keep children home when they are ill.</li> <li>• Consider 'hooks' to engage and encourage disengaged students to attend eg awards/rewards (acknowledgements)</li> <li>• Exemptions for family holidays and medical reasons.</li> <li>• DECD Support Services and Attendance Officer contacted for assistance</li> <li>• Term letters to parents with days absent and unexplained absences for parents to check.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• Less 'U' &amp; 'F' Codes in Roll books</li> <li>• Caregivers request Exemption form if having family holiday</li> <li>• Classroom and Admin staff are aware of reasons for student absences.</li> <li>• Staff are completing roll books confidently and accurately and actively communicating with parents regarding attendance, absences and exemptions</li> <li>• Families more confident in speaking to staff if having issues in getting students to school</li> </ul>	<ul style="list-style-type: none"> <li>• DECD Attendance Requirements</li> <li>• Data Warehouse</li> <li>• EDSAS</li> <li>• Wellbeing Team</li> <li>• PCW - Lesley Heinrich</li> </ul>

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## ASSESSMENT & DATA COLLECTION

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<p><b>Improve whole school assessment and data collection processes.</b></p> <p><b>Data collected may include:</b></p> <ul style="list-style-type: none"> <li>• Student Information</li> <li>• Negotiated Education Plans</li> <li>• Transition Information</li> <li>• Developmental Information / Checklists</li> <li>• Diagnostic Testing</li> <li>• Learning Progress</li> <li>• Speech, Language and Communication</li> <li>• Health</li> <li>• Outreach</li> <li>• School Reporting</li> <li>• Anecdotal Notes</li> <li>• Work Samples</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection will display consistency across the school.</li> <li>• Documented evidence of student learning, linked to individual student goals in their NEP.</li> <li>• Agreed collection of suitable assessment processes and diagnostic testing tools available for teachers.</li> <li>• Consistent whole school testing sequence, providing evidence based assessment and data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individual Student Portfolios as a whole school tool for consistent data collection.</li> <li>• Develop a structured outline and process for the use of the Student Portfolios.</li> <li>• Collate data collection processes currently used throughout the school, and review new assessment and diagnostic testing tools to be considered for use within the school.</li> <li>• Explore PATM and PATR for use for specific target groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student will have a portfolio of data, testing and assessment evidence, which will be continually developed over the student's school life.</li> <li>• Evidence and data is available to support achievement of individual student goals and comments in NEPs and student reports.</li> <li>• Future student goals will be developed taking into account data collection and evidence of previous skill development and on-going needs.</li> <li>• Designed and documented sequence of diagnostic testing and assessment from R-12+.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Portfolios</li> <li>• Yellow book</li> <li>• Diagnostic Testing Folder</li> <li>• Developmental Checklists</li> <li>• Reflect, Respect, Relate</li> <li>• Positive Partnerships Checklists</li> <li>• Read, Record, Respond</li> <li>• Social Responsiveness Scale</li> <li>• PATM</li> <li>• PATR</li> </ul>

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## COMMUNICATION & LANGUAGE

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<p><b>Improve communication opportunities for all students.</b></p> <p><b>Important issues to consider:</b></p> <ul style="list-style-type: none"> <li>• All students have intellectual disabilities.</li> <li>• Many students have limited oral language.</li> <li>• Many students are non-verbal and have multiple impairments.</li> <li>• Some students have hearing and/or visual impairments.</li> <li>• Students with speech impairments have limited outside support.</li> <li>• Therapies involving NDIS service providers must be held off site due to lack of available space.</li> <li>• Many students use a range of communication strategies ie. Speech, sign, gesture, body language, AAC devices, including their own personal communication forms.</li> <li>• Support from parents and caregivers for the use of alternate communication devices in the home environment, is sometimes dependent on their beliefs about their child, language development, confidence and personal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have an effective and personalised communication strategy to use, based on his/her abilities and needs.</li> <li>• Staff understand their students and the way that they individually communicate their feelings, needs and wants.</li> <li>• Improved processes for identifying appropriate communication strategies for students.</li> <li>• Increased provision of alternate AAC devices for students who are non-verbal, or have limited verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff collaborate to review current communication practices, strategies and technologies and their effectiveness for individual students.</li> <li>• Determine the need for intervention or assistance by Speech Pathologists or other service providers for individual students, and refer as necessary.</li> <li>• Individual students are provided with a range of communication methods to use and find</li> <li>• Verbal students - communication goals set as appropriate (fluency, ability to use technology for communication,</li> <li>• Communication goals to be included within each NEP, and students to have a minimum of one targeted communication goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student is able to communicate information in some form.</li> <li>• NEP goals progress or achieved.</li> <li>• Improved student engagement</li> <li>• Improved student well being.</li> <li>• Evidence of more intensive</li> <li>• Students will be supported in a range of communication and language options to access the curriculum and their community.</li> <li>• Possibly less behavioural interventions.</li> <li>• Every student has a communication</li> </ul>	<ul style="list-style-type: none"> <li>• DECD Speech Pathologist</li> <li>• Speech Therapists (NDIS)</li> <li>• PODD</li> <li>• PECS</li> <li>• Signing</li> <li>• Switches</li> <li>• Dynavox</li> <li>• iPad &amp; iPod</li> <li>• Intensive Interaction</li> <li>• Communication apps                             <ul style="list-style-type: none"> <li>- Proloquo2go</li> <li>- Taptotalk</li> </ul> </li> </ul>