

Vision – All students achieve to their potential and make positive contributions in their community.

AIM	TARGETS	STRATEGIES	TIMELINE
<p>Students will achieve successful outcomes through meeting their individual NEP goals and transitions successfully to a post school option.</p>	<p>100% of students will meet NEP goals as developed, negotiated and monitored each term.</p> <p>100% of students will complete SACE (modified) and be linked with at least one agency or post school option.</p> <p>Students will confidently use at least one form of communication.</p>	<ul style="list-style-type: none"> • All One Child, One Plans are regularly reviewed including a face to face family meeting in Term 1 and Term 3. • All educators meet at least twice a term to review the planning, learning and assessment cycle of individual students • Implement a Balanced Literacy Approach as a whole school agreement. • Use 'clicker 7' and PODD in all classrooms • Junior primary classes implement a played based Investigations program supported by the Special Educator. NEP goals are an important part of this program. • Collect "PASpS Data Assessment and Reporting Tool' and ABLES to set future goals and program directions particularly in the areas of Literacy, Numeracy and Social and Personal. Senior students will develop own tool instead of PASpS tool. • Engage 0.2 Speech Pathologist to develop targeted oral language development for students including visuals, PODD, switching and eye gaze devices. • Work in partnership with NOVITA to create targeted individual programs for students and develop staff knowledge of complex communication and mobility equipment. • Provide ongoing SMARTAR goal and One Plan training for staff. 	<p>Term 1 → Term 4</p> <p>Term 2</p> <p>Term 1 – PASps Data Assessment and Reporting.</p> <p>Term 2 – ABLES, Social and Personal</p> <p>Term 2– ABLES, Literacy</p> <p>Term 3– ABLES, Numeracy</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1→ Term 4</p>

		<ul style="list-style-type: none"> • Develop report format that reflects curriculum link, NEP Goal and student progress (including ABLES data). • Develop partnerships with private providers such as Community Bridging Service, Orana and Bedford to expose our students and families to a variety of post school options and support each family to link with an agency in Year 12. • Map SACE progress for all students beginning in Year 10. • Regular post school meeting with parent to discuss options. • One staff member attending Empowering Local Learners developing strong links with the Partnership and sharing good practice in Numeracy with other staff. 	<p>Term 4</p> <p>On-going</p> <p>Term 1</p> <p>Term 2</p>
<p>Meet the DECD Attendance benchmark of 92%.</p>	<p>All absences are explained.</p> <p>Students are actively participating in engaging and challenging evidence based curriculum.</p>	<ul style="list-style-type: none"> • Monitor attendance of all students daily & review data • Display board of class attendance. • Teaching staff to follow-up as per policy re unexplained absence • ACEO to monitor attendance of Aboriginal students and communicate with families as required via phone calls & home visits • Consultation with Education Office as required • Communicate targets and importance of regular attendance to families via newsletter • Recognition of attendance at assembly (awards). • Self-assessment of teacher practice in line with the Australian Professional Standards for Teachers for teachers through peer observation, instructional coaching and lesson studies. 	<p>Term 4</p> <p>Term 1-4</p>

<p>Students interact safely and display appropriate social skills in a range of situations</p>	<p>A decrease in inappropriate behaviour as evidenced by analysis of EDSAS data.</p> <p>Increase connections with our Partnership, agencies and families.</p>	<ul style="list-style-type: none"> • Review whole school behaviour code. • Whole school agreement to implement 'Way to A' program including training for new staff. • Behaviour data collected, recorded and used to inform targeted programs. • Visual schedules in place to support behaviour expectations in classrooms. • Staff trained in Shine and CPC and implementing programs. • Continue to develop SRC. 2018 extend membership to include Junior Primary. • Review sequence life skills programs beginning with shopping and cooking. • Students are provided with a range of experiences through excursions, visiting other schools, community events and visitors. 	<p>Term 4 Term 1</p>
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