## RSS SITE IMPROVEMENT PLAN 2015/16

### ATTENDANCE

<table>
<thead>
<tr>
<th>Area for Improvement</th>
<th>Improvement Goals</th>
<th>Strategies</th>
<th>Indicators of Improvement</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Improve student attendance in line with DECD Targets. | • Improved student attendance while acknowledging issues specific to the site.  
• Decreased number of unexplained absences  
• Decreased number of ‘Family’ code absences.  
• ‘On site, in sight’  
• Communication between school and families is open, positive and supportive & we aim to ensure this continues. | • Use Data Warehouse and EDSAS data to determine major reasons for absences.  
• Identify students whose attendance is of concern, due to frequent unexplained absences.  
• Discuss / review absences with class teachers  
• Class teachers follow up unexplained absences - contact parents and document reasons provided.  
• Absence Stickers put in diary for family to complete  
• Well being team meets to discuss any concerns re absences and how this can be approached with parents. (eg phone call)  
• NEP in first term, to include discussions on attendance with NEP reviews whenever necessary.  
• Newsletter items re attendance but also acknowledgement of parents who do keep children home when they are ill.  
• Consider ‘hooks’ to engage and encourage disengaged students to attend eg awards/rewards (acknowledgements)  
• Exemptions for family holidays and medical reasons.  
• DECD Support Services and Attendance Officer contacted for assistance  
• Term letters to parents with days absent and unexplained absences for parents to check. | • Increased attendance  
• Less ‘U’ & ‘F’ Codes in Roll books  
• Caregivers request Exemption form if having family holiday  
• Classroom and Admin staff are aware of reasons for student absences.  
• Staff are completing roll books confidently and accurately and actively communicating with parents regarding attendance, absences and exemptions  
• Families more confident in speaking to staff if having issues in getting students to school | • DECD Attendance Requirements  
• Data Warehouse  
• EDSAS  
• Wellbeing Team  
• PCW - Lesley Heinrich |
## RSS SITE IMPROVEMENT PLAN 2015/16

### ASSESSMENT & DATA COLLECTION

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<tr>
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<tbody>
<tr>
<td><strong>Improve whole school assessment and data collection processes.</strong></td>
<td>Data collection will display consistency across the school.</td>
<td>Develop individual Student Portfolios as a whole school tool for consistent data collection.</td>
<td>Each student will have a portfolio of data, testing and assessment evidence, which will be continually developed over the student’s school life.</td>
<td>Student Portfolios</td>
</tr>
<tr>
<td>Data collected may include:</td>
<td>Documented evidence of student learning, linked to individual student goals in their NEP.</td>
<td>Develop a structured outline and process for the use of the Student Portfolios.</td>
<td>Evidence and data is available to support achievement of individual student goals and comments in NEPs and student reports.</td>
<td>Yellow book</td>
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<tr>
<td>Student Information</td>
<td>Agreed collection of suitable assessment processes and diagnostic testing tools available for teachers.</td>
<td>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.</td>
<td>Future student goals will be developed taking into account data collection and evidence of previous skill development and on-going needs.</td>
<td>Diagnostic Testing Folder</td>
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<tr>
<td>Negotiated Education Plans</td>
<td>Consistent whole school testing sequence, providing evidence based assessment and data collection.</td>
<td>Explore PATM and PATR for use for specific target groups of students.</td>
<td>Designed and documented sequence of diagnostic testing and assessment from R-12+.</td>
<td>Developmental Checklists</td>
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<td>Transition Information</td>
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<td>Reflect, Respect, Relate</td>
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<td>Developmental Information / Checklists</td>
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<td>Positive Partnerships Checklists</td>
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<td>Diagnostic Testing</td>
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<td>Read, Record, Respond</td>
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<td>Learning Progress</td>
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<td>Social Responsiveness Scale</td>
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<tr>
<td>Speech, Language and Communication</td>
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<td>PATM</td>
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<td>Health</td>
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<td>PATR</td>
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<td>Outreach</td>
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<td>School Reporting</td>
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<td>Anecdotal Notes</td>
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<tr>
<td>Work Samples</td>
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## COMMUNICATION & LANGUAGE

### Area for Improvement

**Improve communication opportunities for all students.**

**Important issues to consider:**
- All students have intellectual disabilities.
- Many students have limited oral language.
- Many students are non-verbal and have multiple impairments.
- Some students have hearing and/or visual impairments.
- Students with speech impairments have limited outside support.
- Therapies involving NDIS service providers must be held off site due to lack of available space.
- Many students use a range of communication strategies (e.g., Speech, sign, gesture, body language, AAC devices, including their own personal communication forms).
- Support from parents and caregivers for the use of alternate communication devices in the home environment, sometimes dependent on their beliefs about their child's language development, confidence and personal skills.

### Improvement Goals

- Students will have an effective and personalized communication strategy to use, based on his/her abilities and needs.
- Staff understand their students and the way that they individually communicate their feelings, needs and wants.
- Improved processes for identifying appropriate communication strategies for students.
- Increased provision of alternate AAC devices for students who are non-verbal, or have limited verbal communication.

### Strategies

- Staff collaborate to review current communication practices, strategies and technologies and their effectiveness for individual students.
- Determine the need for intervention or assistance by Speech Pathologists or other service providers for individual students, and refer as necessary.
- Individual students are provided with a range of communication methods to use and find.
- Verbal students - communication goals set as appropriate (fluency, ability to use technology for communication, Communication goals to be included within each NEP, and students to have a minimum of one targeted communication goal.

### Indicators of Improvement

- Each student is able to communicate information in some form.
- NEP goals progress or achieved.
- Improved student engagement.
- Improved student well being.
- Evidence of more intensive.
- Students will be supported in a range of communication and language options to access the curriculum and their community.
- Possibly less behavioural interventions.
- Every student has a communication.

### Resources

- DECD Speech Pathologist
- SpeechTherapists (NDIS)
- PODD
- PECS
- Signing
- Switches
- Dynavox
- iPad & iPod
- Intensive Interaction
- Communication apps
  - Proloquo2go
  - Taptotalk