

South Australian School for Vision Impaired

Site Improvement Plan



2016

Our Mission:

To demonstrate leadership and best practice in the delivery of education programs for students with vision impairment.

Our Vision is:

of a service where highly trained staff, parents, and relevant agencies collaborate to provide students with access to SACSA, Australian Curriculum and expanded core curriculum for students with vision impairment, which enables them to achieve to their full potential.

1. Curriculum Improvement

Strategic Priority	Targets	Strategies to achieve priority	Evidence
<p>Using TfEL as a framework, further development of SASVI's whole school Literacy & Numeracy agreements to include implementation of the ACER PAT R & M that provides necessary data in line with DECD's 'higher standards of learning achievement' priority</p> <p>The Numeracy & Literacy Results Plus DECD initiative and Partnership agreements underpins SASVI's agreements</p> <p>Working as a Partnership, further consistency across SA in teachers' moderation of student work.</p>	<p>Whole School Literacy Agreement is re-visited to make any necessary updates and to share SASVI's common understanding and literacy pedagogy with new staff:</p> <ul style="list-style-type: none"> shared purpose, policies, actions and practices <p>Class teachers use student data and formative assessment practices to identify students not reaching standards</p> <p>Targeted intervention provides support to individual students to further challenge capable students and to break down tasks for students experiencing conceptual gaps.</p> <p>New teachers collaborate with colleagues and a mentor to plan in accordance with the whole school approach to literacy</p> <p>R-7 teachers implement Australian Curriculum, in all areas, according to DECD policy. Secondary Program Support and Advisory Teachers (VI) are familiar with all areas of the Australian Curriculum to negotiate accommodations, assessment needs and resources of students in mainstream sites. All secondary teachers are familiar with SACE assessments and have a clear understanding of the Special Provisions for VI students</p>	<p>Class teachers, IT, LOTE & RBL teachers released in Terms 1 and 3 for Numeracy & Literacy Sharing Days</p> <p>PD budget line resources teacher release</p> <p>Extend & support effective teaching strategies for the whole school, using TfEL as a framework, during staff meeting PDs</p> <p>Support and resource daily reading & comprehension blocks for all students through involvement of all school staff.</p> <p>Data indicates that this was very effective in 2015</p> <p>In 2016 this will be increased to 40 mins a day</p> <p>Mentoring and training for all staff on levels of questioning in order to increase students reading comprehension levels</p> <p>Staff participate in Anne Baker maths training days</p> <p>SASVI staff attends Partnership PDs and meetings.</p> <p>Teams of teachers from schools across the Partnership share samples of students' work to discuss levels of student attainment and further develop staff moderation skills</p> <p>Group PD for SASVI, Charles Campbell College & Seaview HS VI resource program staff & Statewide Service (advisory teachers).</p> <p>Communication with Primary and</p>	<p>Teachers participate in regular TfEL workshops as the PD component of staff meetings. Deep understanding of TfEL principles are reflected in individual Professional Performance Plans.</p> <p>The documented whole school Literacy plan and assessments are on the whole school server as is data on individual student performance</p> <p>All SASVI staff participates in the Literacy Reading Blocks, including admin staff.</p> <p>Ann Baker Maths PD</p> <p>Class teachers participate in Australian Curriculum PDs.</p> <p>Partnership Numeracy & Literacy Results+ strategies and PDs</p> <p>Increased student achievement in Maths.</p> <p>Increased Literacy proficiency, in accordance with DECD targets. Use formative and summative assessments to monitor student achievement and provide intervention as required.</p> <p>Primary timetables allocate 720 mins per week to Literacy, Science and Maths.</p> <p>Increased % of parents read regularly with their child and provide numeracy support at home</p> <p>All students with vision impairment are supported to fully access the school curriculum at the appropriate level, and in</p>

<p>Regular Maths PDs and workshops to raise teacher confidence to develop students' mathematical concepts and problem solving. Completion of Whole School Maths Agreement</p> <p>Full participation in Partnership Numeracy Literacy Results Plus initiatives and PD</p>	<p>Sharing Days for class teacher to develop a Whole School Maths agreement: Common understanding Continuity Assessment of specific proficiencies embedded in different year levels Strategies for explicitly teaching specific concepts Common language Awareness of different computation strategies Multi-sensory approach Specific teaching of analysing, evaluating, formulating, representing and solving</p>	<p>Secondary Curriculum Implementation Consultants PD sessions are provided to skill relevant staff in the use of assistive equipment (talking calculators: scientific and graphic), adaptive geometry equipment, UEBC Maths Braille codes, tactile graphs etc.</p> <p>Communication with SACE, SACE Special Provision Officers and Curriculum Implementation Consultants. Work shadowing and mentoring between colleagues.</p> <p>Class teachers, IT and RBL teachers released in Terms 1 and 3 to share and discuss specific maths computation strategies and a common language PD budget line resources teacher release</p>	<p>their preferred format (Large Print, Braille and tactile resources) PD sessions provide opportunities for staff to increase skills in use of assistive technology.</p> <p>Through the validation process SASVI demonstrates evidence of engagement with a pedagogical and curriculum framework. Performance Development conversations and line manager feedback incorporates self-review, peer review and student feedback. Teachers' observation record sheets and notes Written feedback by trusted colleagues Student feedback analysis</p>
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<p>Knowledge and deep understanding of specific Braille maths code transcription formalities and braille/tactile layout Ongoing consolidation of the Australian Curriculum subject areas</p>	<p>Specific Braille maths focus workshops up skill 100% of SASVI staff and ensure full access to Maths AC for Braille/tactile dependent students.</p>	<p>Twice termly PLCs for specific PD: Maths braille Maths braille vertical setting out Tactile graphics Tactile graphs Use of abacus Calculator work Brailnote scientific calculator</p>	<p>Staff are proficient to support blind students with the maths curriculum from pre-school to Year 12</p>
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2. Vision Impairment

Strategic Priority	Targets	Strategies to achieve priority	Evidence
<p>Resource termly two day courses to target development of specific skills of students with vision impairment throughout SA. Short Courses are an efficient use of Statewide Support Service resources. Programs & strategies are planned to improve access to the curriculum by students with vision impairment by up skilling the students, their mainstream staff and parents. This is an important Professional Learning opportunity for VI students across the state, their mainstream staff and families. It is also valuable PL for less experienced SASVI staff</p>	<p>a) 2016, 100% of students identified as needing intensive support in identified areas of the Australian Curriculum and Expanded Core Curriculum for students with vision impairment have access to SASVI Short Courses or Day Courses.</p> <p>2016 courses:</p> <ul style="list-style-type: none"> • Independent Living Skills • Assistive Technology • Pre-school ILS & Tactile • Post School Options/Transition • Tactile Graphics • Leisure & Recreation • Orientation & Mobility • Brailnote <p>To support full and equitable access to specific areas of the curriculum.</p>	<p>Mainstream and SASVI students, families and staff participation</p> <p>Review data collected from the 2015 courses to inform the planning of the 2016 program.</p> <p>Manager of SSS will coordinate each Short Course.</p> <p>Staff a Short Course facilitator to liaise with the Manager to conduct administration and documentation processes.</p> <p>Use mentors to provide role models to students in each Short Courses</p> <p>Collaborate with agencies: (CanDo4Kids, Guide Dogs, RSB, Blind Sports Assoc), to develop the skills of staff, students and parents through the Short Course Programs</p> <p>Use SASVI resources to fund accommodation & travel for country students & to release a member of staff to attend from mainstream sites (DECD sites).</p>	<p>Teachers, students and parents work with SASVI staff to develop the necessary skills and knowledge to assist in accessing and participating in specific areas of the curriculum.</p> <p>Data collected and analysed concerning:</p> <ul style="list-style-type: none"> • Attendees and their learning needs • Cost of running the Short Course Program • Short and long term benefits of attendance and participation • Future learning needs of students • Feedback from all attendees <p>Schools and parents of students attending Short Courses are provided with a report that details skills taught and achieved, skills to be reinforced back at school, and future learning needs.</p>

<p>SASVI Whole of Service Professional Learning Community (PLC) for teachers and SSOs in Weeks 3 & 7 to further develop skills in maths braille, tactile graphics and implications of specific vision conditions on learning</p>	<p>100% of SASVI staff, throughout the service, have the capability to teach and support students to develop their Australian Curriculum maths skills through the medium of braille and tactile representation</p>	<p>Use SASVI resources to release staff for small team PLCs twice a term (teachers and SSOs) Use staff members who are proficient in the teaching of braille maths and tactile representation and competent Braille adults to facilitate PD sessions to develop staff braille skills in maths up to senior secondary level</p>	<p>SASVI teachers are competent to teach Maths Braille, vertical layout and tactile graphics from pre-school to Year 12. Staff can be deployed to all sectors of SASVI</p>
<p>Staff wellbeing and resilience</p>	<p>Staff members are well informed about all relevant aspects of school operations, and are supported in managing their workloads and psychological wellbeing by Leadership, staff and school processes.</p> <p>SASVI staff based at different sites:</p> <ul style="list-style-type: none"> a) the Secondary Programs b) advisory teachers working at different mainstream sites, including overnight stays in country areas <p>feel connected and supported by SASVI</p>	<p>Use WHS Psychological Health policy to support wellbeing Use Performance Development procedures to ensure workloads are balanced and staff have the necessary skills and training to perform their role successfully. Provide mentoring for all new staff or staff changing their roles Provide opportunity for staff to discuss, reflect and celebrate successes & achievements PD for Week 0 facilitated by clinical psychologist to support staff with strategies to: Support staff who are working with very ill children Students suffering with depression or anxiety or trauma Grief associated with deterioration in vision</p>	<p>Staff complete a reviewed Psych Health checklist, and staff Opinion survey. Responses are analysed by Leadership and WHS teams and appropriate adjustments to processes are made. Relevant staff involved in the mentoring program with members of the Leadership team. Support is provided in programming and planning, classroom management strategies, workload management, planning of Professional Development etc. Mid-term and end of term social activities are planned to celebrate the work of staff.</p> <p>Review of the SASVI Social Skills/Self Advocacy framework Review of transition processes</p>

<p>Student wellbeing and resilience</p>	<hr/> <p>All students are engaged in their learning. SASVI to complete Component 2 of the 'Kids Matter' framework. Student feel safe at school and are engaged in their learning Teachers utilise strategies and age relevant attainment standards from SASVI's social skills, resilience & self-advocacy programs, based on AC General Capabilities - Personal & Social Development</p> <p>Students participate in Recreation & Leisure programs and 'Arts' initiative</p> <p>Students and families adhere to SASVI's revised IT Policy and protocol</p> <hr/>	<p>Staff improve student engagement and develop growth mindsets through TfEL and positive interactions. Consolidate staff good practice to use formative assessments and differentiation as a fundamental part of their teaching Kids Matter training Students complete a Kids Matter wellbeing survey which is analysed by staff to inform practice</p> <p>Social skills is taught across all curricular areas, is taught incidentally in response to specific scenarios and is taught explicitly through role play, discussion forums and role modelling</p> <p>A collaborative Recreation Program with Blind Sports Association for students to participate in lunch time sporting activities and also Thursday, after school Gym Club.</p> <p>All teachers are aware of anti-bullying strategies, and teach these as part of the Child Protection Curriculum.</p> <p>Work collaboratively with other VI agencies: Blind Sport, CanDo4Kids, Guide Dogs Association and RSB</p>	<p>Students complete a student opinion survey that indicates improvement on questions from Quality Teaching & Learning, Support of Learning and Relationships & Communication</p> <p><u>Attendance:</u> The attendance for ALL students improves to 93% in line with state-wide target (regular ophthalmology appointments do impact on attendance)</p> <p>Students are explicitly taught social skills, resilience, self-advocacy and recreation & leisure, as part of their expanded core curriculum for VI.</p> <p>Students participate in class and lunch time activities to develop skills to participate in a variety of social and sporting activities. Students participate in activities to: identify physical, social and emotional changes associated with their own growth, development, and vision impairment: work in groups to achieve shared goals, and understand the effect on relationships within the group: recognise that individuals hold different views, values and beliefs. Weekly sport activities at lunchtimes through Blind Sport and SASVI PE teacher Weekly after school gym club with VI gym coach. Families and students are informed about Paralympic sport and encouraged to participate.</p>
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4. Assistive Technology

Strategic Priority	Targets	Strategies to achieve priority	Evidence
<p>Release a skilled teacher to monitor National Partnership equipment procedures and work in close partnership with SERU</p> <p>Organise assistive technology assessments for VI students, statewide, at SASVI's training lab</p> <p>2. Provide PD opportunities for SASVI & Mainstream VI students to develop skills in using assistive technology to access the curriculum</p> <p>3. Provide PD opportunities for SASVI staff, relevant mainstream school staff and parents of VI students to develop skills in using assistive technology.</p>	<p>100% of DECD students identified to be provided with relevant equipment and PD</p> <p>AT teacher provides relevant equipment following an assistive technology assessment and equipment trials in SASVI's Training Lab</p> <p>SERU technical support manages the cataloguing of equipment and loan agreements SASVI manages the ordering of equipment</p> <p>SASVI & mainstream staff have the necessary expertise to use the assistive technology with the student</p>	<p>Provide assistive technology to support the teaching & participation of VI students in the school curriculum, following an individual assessment of their needs.</p> <p>Staff, students and parents to become knowledgeable in their use of the assistive technology.</p> <p>SASVI to be established as a centre of expertise for the PD</p> <p>Available budgets to cover TRT release, travel & accommodation to provide PD in country DECD sites once a year, as needed</p> <p>The AT teacher provides PD to mainstream staff and students.</p> <p>SASVI provides further PD opportunities by organising termly Assistive Technology Short Courses</p> <p>Through PD build SASVI staff's capacity to determine accurately the equipment needs of students with VI and how they function.</p>	<p>Identified VI students have been provided with appropriate assistive technology, in their preferred learning medium, to access the curriculum</p> <p>Diagnostic IT assessments for each identified student</p> <p>SASVI has the necessary equipment to be a centre of expertise</p> <p>Staff, parents & students participate in PD</p>