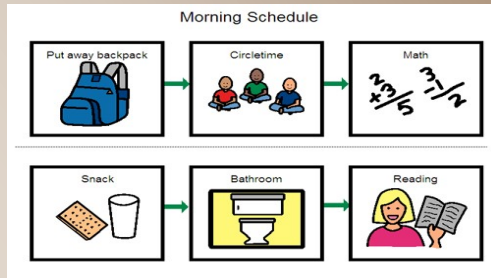


# MURRAY BRIDGE SPECIAL SCHOOL SITE IMPROVEMENT PLAN 2019—2021



## COMMUNICATION IMPROVEMENT

If we use the agreed systems for communication negotiated in learner One Plans to develop visual communication structures and explicitly teach these then we will increase our learners' ability to participate in a two way conversation about learning.

### HIGH IMPACT ACTIONS

Working collaboratively with Student Support Services (Speech Pathology)

Learner One Plans to have a focus on communication (at least one goal)

Explicit teaching of individual learners agreed communication tool

Consistent use of agreed communication tool for learners across of whole school

### SUCCESS CRITERIA

When we interact with learners we will see them demonstrate an understanding of shared communication by initiating the process (or part process) with a communication partner a minimum twice a week.

Classroom observations will see learners using communication systems to make simple single requests, choices, measure the progress of the day (E.g. visual timetables), or use symbol sequence to develop simple sentences.

When we review learner journals we will see work showing they are successfully communicating with others.

Semester One Plan reviews will demonstrate learner achievement toward goals in improved communication.



## IMPROVING STUDENT VOICE IN COMMUNICATION

If learners are explicitly taught to share their experiences in learning through a communication strategy such as see-saw then we will increase the reach of voice of our learners and increase the broader school communities participation and understanding of learning, assessment, recording, and reporting in communication.

### HIGH IMPACT ACTIONS

Whole school community information and agreements re: use of see-saw

Explicit teaching of see-saw to learners

Sharing our learners achievement with the broader community using see-saw

### SUCCESS CRITERIA

When we review learner journals we will see an increasing ability to use various aspects of see-saw e.g. selection of learning for uploading, independently uploading or assisting in the process, developing relevant commentary to uploaded documents, responding to any comments received.

When we observe in the classroom we will see learners use see-saw to share one photograph of themselves working on communication activities a minimum of once a fortnight with a significant adult.

When we talk to learners they will be able to share what they are achieving using see-saw e.g. what are they sharing, who they are sharing with and how they feel about sharing.