

MURRAY BRIDGE SPECIAL SCHOOL



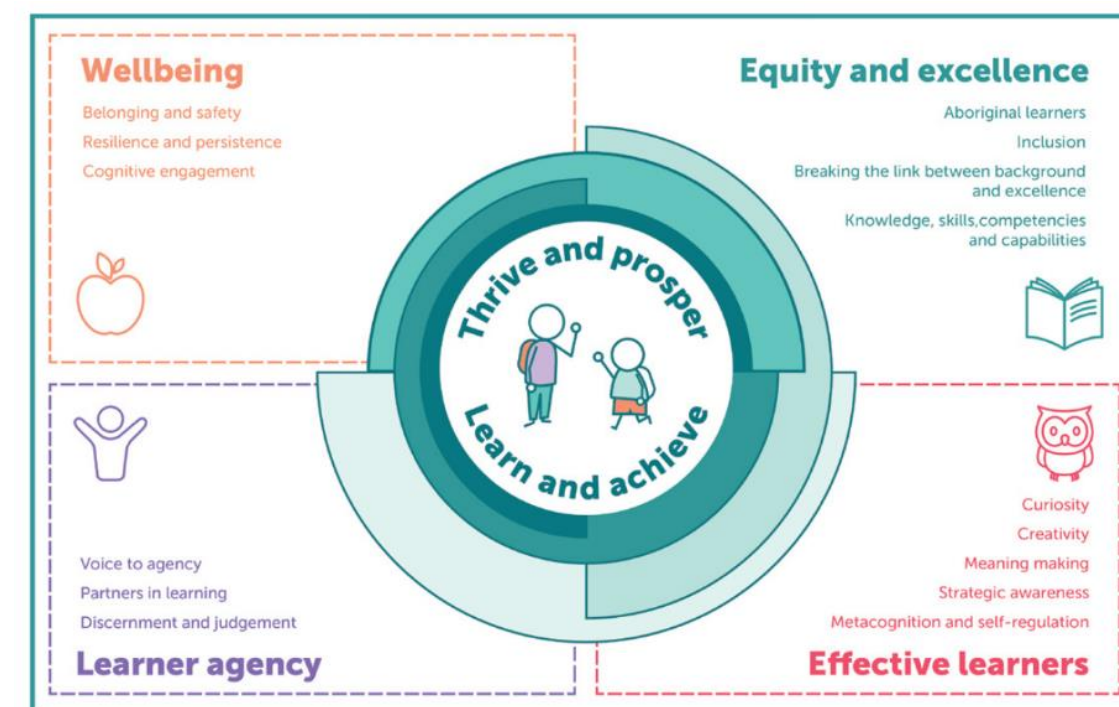
RESEARCH INTO ACTION

Site Learning Plan 2025 -

Murray Bridge Special School

Statement of purpose:

Every learner has access to quality education in a safe, engaging, challenging and caring environment supporting them to be the best they can be.



Guiding principles				
<i>Trust and verify</i>	<i>Tight and flexible</i>	<i>Evaluate for impact</i>	<i>Learning system</i>	<i>Collective responsibility</i>
Effective practices for school improvement				
<i>Lead contextualised improvement</i>	<i>Use data and evidence to impact learning</i>	<i>Establish and nurture a culture of learning</i>	<i>Strengthen responsive teaching and learning</i>	<i>Invest resources where they matter most</i>
<i>Activate the SA Curriculum for meaningful and authentic learning</i>	<i>Foster connection through community partnerships</i>		<i>Build collective responsibility for improved practice and student learning</i>	<i>Enact evidence informed pedagogical practices</i>

<p>Area of impact Wellbeing: Developing learner wellbeing in English and Mathematics by ensuring consistent and predictable delivery of specialist learning programs, assessments and pedagogies.</p> <p>Elaborations:</p> <p>Where are we?</p> <ul style="list-style-type: none"> • Commitment to Berry Street Education Model training (days 3 & 4 2025) • Documented, published and shared with the school community MBSS Statement Of Intent- ‘Assisting Learners Manage Anxiety Through Strengths Based Positive Education’ based on Berry Street Education Model • ABLES English and Mathematics is used to assess entry points for learning and One Plan development • ABLES English and Mathematics is used to support reporting practices • ABLES English and Mathematics strategies section is used to inform One Plan goals • Learning4All (inclusive school communities) ‘Teaching Prewriting Skills’, ‘Spell To Write’, ‘Reading Getting Started’ and ‘Maths and Money’ programs used to support achievement in English and Mathematics <p>Where do we want to get to?</p> <ul style="list-style-type: none"> • Evidence-based specialist learning programs to teach English and Mathematics are embedded across the school • Supporting pedagogies such as Intensive Interaction, Minimal Speech, Visual Cues, and the Gradual Release Model are embedded across the school and evident in daily learning interactions • Self-Regulation Strategies are developed, documented, published, and embedded in daily practice for all learners • Consistent and Predictable Routines are developed and published for each learner and practiced on a daily basis • Ready to Learn Plans are developed for all learners, documented, published, and embedded in daily practice • Staff demonstrate unconditional positive regard in all interactions with learners • Learner One Plans contain at least one Wellbeing goal <p>How might we get there?</p> <ul style="list-style-type: none"> • Review and whole of staff commitment to MBSS Statement Of Intent (revisited 23/01/2025 to check for understanding, feedback and affirmation) • PD/Information seeking/sharing re: the work of Professor Barry Carpenter and his research to support the mental health of learners with complex learning disabilities • PD/Information seeking/sharing re: pedagogies such as Intensive Interaction, Minimal Speech, Visual Cues, and the Gradual Release Model • ABLES initial ‘snapshot’ assessment of all learners to be completed by Week 4 term 1 and include Critical and Creative Thinking and Movement and Physical Activity • Work collaboratively with the Self-Regulation Service to develop staff PD and independently assess school need in working with our learners to develop their self-regulation skills • Explore and research current evidence-based Literacy and Numeracy programs for learners with complex, multifaceted disabilities including review of Learning4All curriculum support programs

SA Curriculum:

Goal: Supporting improvement in English and Mathematics by developing dispositions and capabilities to reason, problem solve and learn.

Measuring success: 90% of learners show improvement from their first semester assessment (ABLES Critical and Creative Thinking) to their second semester assessment (ABLES Critical and Creative Thinking)

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What is our focus: ABLES - Critical and Creative Thinking

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What impact will this have on learners: Learners will develop growing levels of confidence to attempt problem-solving strategies independently and/or have the skills to request assistance. Learners will develop meaning making and an understanding of their world. Learners will be able to experience the joy, satisfaction and success of meaningful inclusion into daily living activities. Learners will experience a decrease in anxiety and stress and an increase in calm and focus to learn.

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What actions should be taken to support our goal?

Action	Timeline	Roles and responsibilities	Resources
Staff will identify learners working in Level A Critical and Creative Thinking, and provide them with opportunities to work with a range of staff so they begin to respond and react to familiar activities or people	End of Week 8 Term 1 2025	LF's to develop a roster to ensure members of class teams work with all learners throughout the day Learning Facilitators to record and assess learner responses Principal 'Class Assists' Monitoring	Scheduled walkthrough time formal/informal Learning4All resource manuals 'Return to School' MBSS assessment ABLES assessment ABLES level specific strategies
Staff will provide learning activities that encourage the learner to use trial and error to engage with obstacles and attempt basic, one-step (even if incorrect) strategies	Term 1 2025 – ongoing	Learning Facilitators to provide daily practice in math and money development skills SSO's to support daily individual learner programs Principal 'Class Assists' Monitoring	Big 6 resources SA Curriculum English and Mathematics DfE and NGO Therapists Augmentative and Alternative Communication systems
Staff will provide a range of learning activities that encourage the learner to recognise whether a strategy or outcome was successful or unsuccessful	Term 1 2025 – ongoing	Learning Facilitators/SSO's to establish engagement and motivators for each learner Learning Facilitators and SSO's collaboratively design learning activities	(Minimal Speech) Potter resources Staff meetings Staff class meetings
Staff will provide a range of learning activities that encourage the learner to recognise and repeat patterns or categories and initiate familiar tasks with support. The activities will be designed to support the learner to transfer basic familiar strategies to attempt unfamiliar activities or tasks and beginning to understand another person's intention or beliefs.	Term 1 2025 – ongoing	SSO's to support the creation, delivery and assessment of programs Learning Facilitators to assess, monitor and record achievement	Autism Inclusion teacher SEESAW Budget line for materials required to construct personalised activity books Time for SSOs/Learning Facilitators to create resources
Staff will provide visual, technological and/or verbal support to enable learners to begin to explain choices, understand others have different points of view and systematically employ ways to successfully navigate challenging activities.	Term 1 2025 – ongoing	Learning Facilitators will design personalised learning experience books based on knowledge of the learner SSOs will input into and support the design, delivery and assessment of the programs Learning Facilitators to assess, monitor and record achievement	PD meeting time Release time (NIT) for LF's to interpret ABLES Critical and Creative Thinking, its relationship to the SA Curriculum and mesh into the classroom and supporting pedagogies

<i>What did we learn?</i>		
<i>To what extent did we achieve what we set out to do for each learner? How do we know?</i>	<i>What are we noticing about the culture in the school?</i> <ul style="list-style-type: none"> 	<i>What will we embed? What will we stop?</i> <ul style="list-style-type: none">

Literacy:

Goal: Increase Learner Achievement In Communication (Literacy)

Measuring success:

100% of learners are able to respond to or make simple requests using personalised communication systems

90% of learners show improvement from their first semester assessment (ABLES English – Speaking and Listening and ABLES English – Reading and Writing) to their second semester assessment (ABLES English – Speaking and Listening and ABLES English – Reading and Writing)

90% of learners currently accessing the South Australian Curriculum (English) show improvement from their first semester assessment to their second semester assessment

What is our focus: Personalised communication systems

What impact will this have on learners: If we explicitly follow a systematic, evidence-based approach to communication development then we will increase learner achievement in augmentative and alternate communication, and reading; particularly in oral language, phonics and word knowledge. Learners will be able to experience the joy, satisfaction and success of meaningful inclusion into daily living activities. Learners will experience a decrease in anxiety and stress and an increase in calm and focus to learn

What actions should be taken to support our goal?

Action	Timeline	Roles and responsibilities	Resources
Identify and document personalised communication systems for all learners	Initial identification and documentation end term 1 2025. Ongoing	Learning Facilitators to assess learners against ABLES English Speaking and Listening, Reading and Writing to identify and facilitate most engaging and challenging personalised communication system. Site staff to work in collaboration with DfE and NGO therapists to identify and facilitate most engaging and challenging personalised communication system. SSO's to support daily individual learner programs Principal 'Class Assists' Monitoring	Scheduled walkthrough time formal/informal Learning4All resource manuals 'Return to School' MBSS assessment ABLES assessment ABLES level specific strategies Big 6 resources SA Curriculum English DfE and NGO Therapists Augmentative and Alternative Communication systems (Minimal Speech) Potter resources Staff meetings Staff class meetings Autism Inclusion teacher SEESAW Budget line for materials required to construct personalised language experience books Time for SSOs/Learning Facilitators to create resources
Staff will use key word phrases or short succinct sentences (Minimal speech - Potter) to increase a learner's comprehensive language skills and success in completing requested task.	Term 1 2025 - Ongoing	Principal 'Class Assists' Monitoring All staff to actively practice and consistently use minimal speech as appropriate with targeted learners Learning Facilitators to assess and check for understanding and success at request/task	PD meeting time Release time (NIT) for LF's to interpret Caldwell's
Staff will focus on communicating and building relationships with learners based on the research and teachings of Phoebe Caldwell (Intensive	Term 1 2025 - Ongoing	Staff will participate in whole of site, team based and individual PD provided through access to Caldwell resources	

<p>Interaction and working with people with extreme communication patterns)</p> <p>Learning facilitators will use the systemic approach from Learning4All 'Teaching Prewriting Skills, 'Spell To Write' and 'Reading Getting Started' programs to explicitly teach reading and pre-reading skills</p> <p>Staff will provide targeted learners daily practice to develop; phonological skills in rhythm and rhyme and/or onset-rime; phonemic skills in isolation, blending, segmentation and manipulation</p> <p>Identify and create bespoke learning resources to encourage the development of pre-reading, pre-writing, reading and writing skills</p>	<p><i>Week 6 2025 - Ongoing</i></p> <p><i>Week 8 2025 - Ongoing</i></p> <p><i>Initial identification complete week 6 term 1 2025. Creation of bespoke learning resources ongoing</i></p>	<p>Learning Facilitators to provide daily practice in pre-reading and reading development skills SSO's to support daily individual learner programs Principal 'Class Assists' Monitoring</p> <p>Learning Facilitators to identify which learners respond to Intensive Interaction strategies to develop rhythm and rhyme skills and which learners respond to more complex strategies to develop onset-rime, isolation, blending, segmentation and manipulation skills SSO's to support daily individual learner programs Principal 'Class Assists' Monitoring</p> <p>Learning Facilitators will design personalised language experience books based on knowledge of the learner SSOs will input into and support the design, delivery and assessment of the programs</p>	<p>work and incorporate practices into the classroom and supporting pedagogies</p>
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What did we learn?

<p><i>To what extent did we achieve what we set out to do for each learner? How do we know?</i></p>	<p><i>What are we noticing about the culture in the school?</i></p> <ul style="list-style-type: none"> • 	<p><i>What will we embed? What will we stop?</i></p> <ul style="list-style-type: none"> •
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Numeracy:

Goal: Increase learner achievement in Mathematics, particularly in number.

Measuring success:

90% of learners show improvement from their first semester assessment (ABLES Mathematics – Number and Algebra; Measurement and Geometry, Statistics and Probability) to their second semester assessment (ABLES Mathematics – Number and Algebra; Measurement and Geometry, Statistics and Probability)

90% of learners currently accessing the South Australian Curriculum (Mathematics) show improvement from their first semester assessment to their second semester assessment

What is our focus: Explicit teaching of the gradual release model to teach number concepts.

What impact will this have on learners: Our learners (both formally and informally) will demonstrate an understanding of numbers and counting, comparing groups of objects, and pattern. Learners will be able to experience the joy, satisfaction and success of meaningful inclusion into daily living activities. Learners will experience a decrease in anxiety and stress and an increase in calm and focus to learn

What actions should be taken to support our goal?

Action	Timeline	Roles and responsibilities	Resources
Staff will explicitly model the practical use of counting in everyday situations (e.g., pointing to and counting out people, materials, or objects at the start of an activity) to increase a learners' understanding and familiarity with number.	Term 1 2025 – ongoing	All staff to actively and consistently model counting throughout the day at every opportunity Learning Facilitators to record and assess learner responses Principal 'Class Assists' Monitoring	Recording and assessment Journals SEESAW DfE and NGO Therapists Augmentative and Alternative Communication systems Budget line for materials required to construct First/Then resources Time for SSOs/Learning Facilitators to create resources
Staff will consistently use key words, symbols and the vocabulary of numeracy in everyday routines (e.g., counting out objects, talking about 'under' or 'over' or 'bigger' or smaller' etc.) to build a learners' understanding and use of numeracy vocabulary	Term 1 2025 – ongoing	All staff to actively and consistently use the language and symbolism of mathematics throughout the day at every opportunity Learning Facilitators to monitor classroom for consistency of mathematical language use Learning Facilitators to record and assess learner responses Principal 'Class Assists' Monitoring	Staff meeting time to share resources and experiences Budget line for materials required to construct personalised mathematics experience books Learning4All resource manuals 'Return to School' MBSS assessment ABLES assessment ABLES level specific strategies
Staff will consistently use a simple visual schedule to teach concepts of 'first' and 'then' to increase a learners' understanding of place value.	Term 1 2025 – ongoing	Learning Facilitators/SSO's to establish engagement and motivators for each learner Learning Facilitators and SSO's collaboratively design First/Then learning structures SSO's to support the creation, delivery and assessment of programs Learning Facilitators to assess, monitor and record achievement	
	Term 2 2025 – ongoing		

<p>Staff will use a bespoke approach (incorporating individual interests) to engage each learner with their identified numeracy priority</p> <p>Learning facilitators will use the systemic approach from Learning4All 'Maths and Money' program to explicitly teach math and money skills</p>	<p><i>Term 1 2025 – ongoing</i></p>	<p>Learning Facilitators will design personalised mathematics learning experience books based on knowledge of the learner</p> <p>SSOs will input into and support the design, delivery and assessment of the programs</p> <p>Learning Facilitators to assess, monitor and record achievement</p> <p>Learning Facilitators to provide daily practice in math and money development skills</p> <p>SSO's to support daily individual learner programs</p> <p>Principal 'Class Assists' Monitoring</p>	
<p><i>What did we learn?</i></p>			
<p><i>To what extent did we achieve what we set out to do for each learner? How do we know?</i></p>	<p><i>What are we noticing about the culture in the school?</i></p> <ul style="list-style-type: none">	<p><i>What will we embed? What will we stop?</i></p> <ul style="list-style-type: none">	