

**STAND
OUT**

SEPLA-CON 19

Monday 22nd July – Rosehill Racecourse
Tuesday 23rd July – Rydges Parramatta



Using Goal Attainment Scaling as an outcome measure to ascertain student achievement.

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Biography:

Dave Speden BOcc Ther, NZROT
Kimi Ora School

Dave Speden is an occupational therapist, and Head of Therapy, at Kimi Ora School Wellington. He has extensive experience in facilitating the use of assistive technology in his practice. He has presented at several national and international conferences on his use of assistive technology at Kimi Ora School.

Dave has lectured on assistive technology at the Otago Polytechnic School of Occupational Therapy for the past 12 years.

Jess Hall, BEd

Deputy Principal, Kimi Ora School

Jess is a teacher and Deputy Principal at Kimi Ora School in Wellington, NZ. She is passionate about making every student's voice heard, developing rich and varied programs that display student's abilities and providing students and staff with appropriate and valued curriculum development and assessment. Jess has worked with other special schools in NZ to develop the CRSSC (Central Regional Special Schools Curriculum,) literacy and numeracy curriculum and is a leader in the development of ePortfolios for special needs students. She has presented at national and international conferences on her use of ePortfolios for formative assessment, using social media to develop relationships with wider whanau and implementation and assessment of the CRSSC Curriculum.

Student achievement can be a challenge to measure with a student population who are working on a highly individualised programme that has several different needs. Examples of the programmes students are working on at Kimi Ora School is expanded curriculums, sensory processing, behaviour, life skills, physical skills, communication, socialisation and play. We celebrate the successes of our students whether these are big or small and at times it has been hard to find a measure that captures this.

As a school we conducted an inquiry around how we were conducting our Individual Education Plan process and how we were measuring our data. Through this process we discovered that we needed to enhance our student and family voice as well as have a less subjective means of measuring student achievement.

We then researched two options as an outcome measure. The Canadian Occupational Performance Measure and Goal Attainment Scaling were reviewed. Ultimately the Goal Attainment Scale was chosen as it is a highly flexible tool that provides a shared language between students, parents, teachers and therapists that allowed for meaningful goals to be developed.

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Goal attainment scaling begins with writing a clear SMART goal to measure student achievement. Then a scale is developed that shows steps to this goal plus steps beyond this goal. Measurement of these goals has allowed us as a school to accurately track student achievement, have clear data on programmes, improve clear writing of goals and allow for showing steps to and beyond a set goal.

Participants in this presentation will come away with

A clear understanding of the Goal Attainment Scaling process

Ideas for identifying competency factors around setting a goal

Handy charts on writing a SMART Goal and examples of Goal Attainment Scales

An understanding of how outcome measures can be used to chart student achievement

Examples in a range of areas