

School plan 2018-2020

Kalinda School 5699



School background 2018–2020

School vision statement

Kalinda School is committed to empowering and challenging students through inclusive, innovative, stimulating and personalised learning where students achieve their full potential as valued and productive citizens within society.

School context

Kalinda School is a School for Specific Purposes (SSP) for students with moderate and severe intellectual disabilities, with a current enrolment of 37 students.

Five students have high support needs – 14% of the total student population.

The school caters for students from Kindergarten to Year 12, with the majority of the student population 12 years of age or older in 2018.

The local community generously supports the school. In 2011 the school moved in to a brand new purpose-built facility, which includes an indoor hydrotherapy pool.

All classrooms have interactive whiteboards as well as a connected classroom facility that was installed early in 2012.

The school receives funding from the Resource Allocation Model (RAM).

The school is located in close proximity to Griffith Public School and Griffith High School. Opportunities for appropriate inclusion for individual students across both schools are being further developed – current programs include Year 11 and 12 Hospitality and K–6 performing arts and physical activity opportunities.

School planning process

Kalinda School has undertaken a rigorous consultation process. This included;


Surveys of students, staff, parents/carers and wider community members to identify the strengths and areas of improvement.

Kalinda School held a School Plan Consultation Day where staff, parents and community members attended to review the 2015–2017 School Plan against the School Excellence Framework. This included the school vision, Strategic Directions and the improvement measures. This process then informed the direction in which Kalinda School would take for the 2018–2020 School Plan which was drafted on the day.

The Kalinda P & C committee, as well as other community members who could not attend the School Plan Consultation Day, were consulted with the draft school plan to seek feedback and comment.

The Strategic Directions for 2018–2020 have taken in to account all stakeholders views, suggestions and input.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Student Learning

Purpose:

To deliver practical, innovative and flexible learning that challenges and stimulates students to excel against their goals and aspirations, encouraging students to exceed their expectations to achieve their full potential.



STRATEGIC DIRECTION 2 Explicit Teaching

Purpose:

To develop and sustain a culture of high expectations, inquiry and innovation, using and creating evidence-based practices through reflection and collaboration, to provide individualised and meaningful education.



STRATEGIC DIRECTION 3 Holistic Wellbeing

Purpose:

To ensure holistic wellbeing is a priority by creating a positive culture where collaborative relationships are built on respect, responsibility and inclusion, empower us to become confident, resilient and valued global citizens.

Strategic Direction 1: Student Learning

Purpose

To deliver practical, innovative and flexible learning that challenges and stimulates students to excel against their goals and aspirations, encouraging students to exceed their expectations to achieve their full potential.

Improvement Measures

All students will have current and active Individualised Plans

An Assessment and Reporting Framework is implemented across the whole school.

People

Students

Are well prepared for their potential life roles in family, community and workforce.

Staff

Are dedicated to meeting the educational and social needs of all students.

Promote individualised learning that aims to fulfill the diverse capabilities of each student and provide all students with access to high quality schooling that is inclusive and free from discrimination.

Parents/Carers

Understand and utilise the communication methods that are available at Kalinda School to build partnerships for the benefit and achievement of all students.

Leaders

Facilitate positive relationships both within and outside the school in order to maximize opportunities available to all students.

Community Partners

Developing stronger partnerships with our local community thus strengthening early childhood and post school transition processes.

Processes

Individualised Plans

Develop a whole school approach to the implementation of Individualised Plans that are aligned with Department of Education policies and procedures and provide direction for educational and transition programs.

Assessment and Reporting

Develop a whole school Assessment and Reporting framework which encompasses evidenced based research practices to support individual student needs.

Evaluation Plan

* Feedback and surveys from students, parents, staff, community members, external agencies, service providers

* Data from Individual Learning Plans to analyse and evaluate the results of information

* Improvement across the Literacy and Numeracy Continuums

Practices and Products

Practices

Individualised Plans

In collaboration with all stakeholders, comprehensive Individualised Plans are informed by sound holistic information about each students' wellbeing and learning needs.

Assessment and Reporting

The school has systematic processes in place for reliable assessment to support teachers' consistent evidence based judgement and moderation that lead to measurable improvements.

Products

Individualised Plans

100% of students, parents and teachers are actively involved in 10 weekly review meetings.

Assessment and Reporting

An assessment and reporting framework from Kindergarten to Year 12.

Strategic Direction 2: Explicit Teaching

Purpose

To develop and sustain a culture of high expectations, inquiry and innovation, using and creating evidence-based practices through reflection and collaboration, to provide individualised and meaningful education.

Improvement Measures

Literacy and Numeracy is taught across all subject areas as evidenced in teaching programs.

An explicit system of collaboration and feedback against the Australian National Teaching Standards exists to drive individual performance improvement of staff. Staff demonstrate growth against the Australian National Teaching Standards.

Professional Learning schedule is in place, reflective of the needs of students and staff.

People

Students

Know clear expectations as active participants in learning.

Staff

Dedication to improvement as teachers and leaders within the school.

Coordinated approach to Literacy and Numeracy programs.

Parents/Carers

Consultation through the Individual Learning Plan meetings which will inform teaching programs.

Leaders

Facilitate professional learning opportunities for individuals and as a whole school.

Thorough implementation of the Professional Development Plans.

Evaluate and assess progress towards improvement of teachers against the Teaching Standards.

Community Partners

Collaboration and sharing of knowledge with network of schools and Schools for Specific Purposes.

Processes

Deep Knowledge of Curriculum

Develop in staff a deep knowledge of current and future curriculum requirements and how they align with students who have special needs.

Collaborative Practice

Implementation of a Professional Development Framework with all teachers using mentoring, coaching, collaboration and evidence based research to improve teaching practices in Literacy and Numeracy across all Key Learning Areas.

Evaluation Plan

- * Lesson Plans
- * Data analysis results reflected in teaching programs
- * Teachers measuring themselves against the Teaching Standards
- * Improvement of student learning as measured against the Literacy and Numeracy Continuums
- * Self assessment and reflection
- * Peer observation and feedback
- * 360 Reflection Tool

Practices and Products

Practices

Deep Knowledge of Curriculum

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Collaborative Practice

Lessons are systematically planned using data and research based teaching practices as part of a coherent program that has been collaboratively individualised for all students.

Products

Deep Knowledge of Curriculum

Teachers plan and teach using the most current and relevant curriculum with a focus on Literacy and Numeracy across all Key Learning Areas.

Collaborative Practice

Every teacher demonstrates quality teaching practices.

Strategic Direction 3: Holistic Wellbeing

Purpose

To ensure holistic wellbeing is a priority by creating a positive culture where collaborative relationships are built on respect, responsibility and inclusion, empower us to become confident, resilient and valued global citizens.

Improvement Measures

Increase in students displaying positive behaviours as evidenced in incident reports and positive behaviour entries on EBS

Increase in the satisfaction rate of all stakeholders regarding the physical environment of the school through surveys and anecdotal records.

People

Students

Active participants of the Positive Behaviour for Learning committee.

Know and understand their expectations.

Engaged in explicit lessons taught based on the school expectations.

Staff

Collaboration and professional relationships are established and valued

Mutual respect

Parents/Carers

Partners in education.

Clear communication between home and school.

Sharing of knowledge.

Leaders

Lead and provide opportunities for others to lead.

Students as leaders.

Supporting all stakeholders.

Community Partners

Collaboration with the school.

Teamwork.

Processes

Wellbeing Framework

Implement evidence based practices across the school to improve student wellbeing, responsibility, respect and inclusiveness which supports student learning in all stages.

Physical School Environment

Create and maintain an inviting school environment that is supportive of student sensory and physical needs.

Evaluation Plan

- * Positive Behaviour for Learning meeting minutes

- * Feedback from Positive Behaviour for Learning external coach

- * Analysis of Positive Behaviour for learning data including but not limited to incident reports and positive behaviour entries on EBS

- * Learning Support Team meeting minutes

- * Feedback through surveys from students, parents, staff and community regarding the physical classroom and playground spaces.

- * Tell them From Me Survey

- * Targeted information surveys for students, staff, parents and community.

Practices and Products

Practices

Wellbeing Framework

The school has implemented evidence based change to whole school practices resulting in measurable improvements in wellbeing, engagement and learning.

The school addresses the diverse academic and social needs of every student to support them in being successful learners and global citizens.

Physical School Environment

School physical environment is reflective of optimum conditions for student learning across the school.

Products

Wellbeing Framework

School wide Wellbeing Policy and procedures that are in place and communicated clearly to all stakeholders

A whole school approach to behaviour with explicit processes in place for positive and negative behaviours.

Local implementation document written, consulted and implemented which reflects the Department of Education's Wellbeing Framework.

Physical School Environment

A sensory room established and used frequently by classroom teachers and open at lunch times and create a playground that is inclusive for all students to access.