

Strategic Improvement Plan 2021-2024

Kalinda School 5699



School vision and context

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 for Specific Purposes (SSP), located in Griffith, supports students with additional needs. Our school enrolls students from Kindergarten to year 12 with moderate to severe intellectual disability, and / or Autism. Students may have a secondary disability which could include sensory needs, vision or hearing impairment, physical, autism and / or complex behaviours. Students are referred to Kalinda School through a Regional Placement Panel and parents / caregivers visit the school prior to enrolment into one of our five classes. The school is well resourced with a purpose built facility. These facilities include; Sensory Space, Library, Kitchen Garden, student Kitchen, Multipurpose Room and a Hydrotherapy Pool.

The staff is committed to delivering high-quality education for all students. Of the student enrolment, 17% of students identify as Aboriginal and 65% of students require support in the form of English as an Additional Language or Dialect. We assist parents and carers in the educational planning process through Personalised Learning and Support Plans (PLSPs), along with the development of the emotional and social wellbeing of their child to make all transitions successful throughout their schooling and beyond.

In responding to the need to ensure that students improve in reading, communication and numeracy we are further developing and refining the use of additional internal data sources to guide staff, students and parents. We are committed to ensuring that parents are invited to share in the educational opportunities presented to their children.

The introduction of a wider range of assessment methods is a major focus supported by ensuring the availability and accessibility of a robust, centralised data collection system. The overall aim is to ensure that more effective level of differentiated and individualised learning is available for our students.

A review of all wellbeing programs and Positive Behaviour for Learning (PBL), which is deeply embedded in our school, is regularly undertaken with enhancements implemented as required. Staff have undertaken further professional learning in PBL to support our Tier 2 and Tier 3 students. Our school has identified the need for a whole school approach to emotion regulation and have since undertaken professional learning in 'Zones of Regulation'. This program will be implemented across the whole school.

Student goals for attendance and behaviour are set with greater parental understanding and support for the individual learning goals. Ongoing reviews of the quality, use and information in the Personalised Learning and Support Plans to ensure they align with Departmental requirements in order to inform learning and improve wellbeing are being regularly undertaken.

Strategic Direction 1: Student growth and attainment

Purpose

Students have strong foundations in Literacy, Communication and Numeracy where they are continually challenged to learn and improve. A school culture that promotes and values the sharing of ideas and advice in professional and highly supportive ways.

Improvement measures

Target year: 2024

Increase the percentage of students achieving their individual expected improvement outcomes in the areas of Literacy, Communication and Numeracy, as outlined in their Personalised Learning and Support Plans (PLSPs), assessed using a range of assessment tools and plotted against the Goal Attainment Scales (GAS).

Target year: 2024

Results from annual staff surveys demonstrate an increase in positive responses in the areas of collaborative practices, professional dialogue and staff wellbeing.

Initiatives

Data Informed Practices for Personalised Learning

A school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by data and sound holistic information about each student's wellbeing and learning needs in consultation with parents / carers.

Quality Teaching Practices

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice, timely and effective feedback to improve quality teaching practices.

Success criteria for this strategic direction

Data Informed Practices for Personalised Learning

Personalised Learning and Support Plans are dynamic and developed with explicit Literacy, Numeracy and Communication goals, with a range of formative and summative assessment data used to inform current teaching and learning programs and 'progress to the next step' understood by all stakeholders.

Whole school approach to the collection and analysis of data to inform quality, differentiated, personalised teaching and learning programs.

All teachers expertly and explicitly teach Literacy, Communication and Numeracy skills to students at all levels of achievement.

Quality Teaching Practices

Staff collaboration involves teaching and non-teaching staff working together to achieve common goals through the sharing of evidence informed practices, knowledge and problem solving.

Teaching and learning programs are dynamic, NESA compliant and show evidence of revisions based on feedback to address individual student needs.

Evaluation plan for this strategic direction

Personalised Learning and Support Plans

Student growth in the areas of Literacy, Communication and Numeracy goals plotted against the Goal Attainment Scales (GAS).

Staff Performance and Development Plans

Records of collaborative practices, lesson observations and feedback

Teaching and learning programs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Staff surveys and focus groups

The School's Self-Assessment against the School Excellence Framework and External Validation

Activities throughout the plans term will be evaluated.

Strategic Direction 2: Wellbeing for Success

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement so that our students develop strong positive relationships and develop skills to be capable, positive, self-disciplined valued citizens.

Improvement measures

Target year: 2024

Increase the percentage of students attending 90% or more at school.

Decrease the percentage of partial absences.

Increase the school's attendance rate from baseline.

Target year: 2024

Decrease in the percentage of students receiving Tier 2 and Tier 3 Positive Behaviour for Learning (PBL) identified interventions.

Initiatives

A culture of student support

Strategically plan, implement and evaluate evidence-based whole school practices that result in measurable improvements in wellbeing and engagement to support student learning. The school will engage in strong collaborations between parents, students and the community to inform and support learning and wellbeing of students.

Success criteria for this strategic direction

A culture of student support

Students will be regularly demonstrating positive and respectful relationships with staff and other students.

A high functioning Learning and Support process embeds school wide support interventions for individuals and groups of students in consultation with students, parents and carers.

Students will demonstrate self-regulation, interest and motivation in learning and a sense of identity and belonging.

Systems and processes that enhance authentic student participation, student voice and inclusion within mainstream schools are in place.

Collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Evaluation plan for this strategic direction

Attendance data

Staff feedback and surveys

Student feedback and surveys

Parent/carer feedback and surveys: Tell Them From Me Surveys, school surveys

Community surveys

Personalised Learning and Support Plans

Transition Plans

Involvement in inclusive activities with mainstream classes and schools

Suspension data

Evaluation plan for this strategic direction

Free and frequent rewards data

Sentral incident and other wellbeing data

Post school work force data

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.