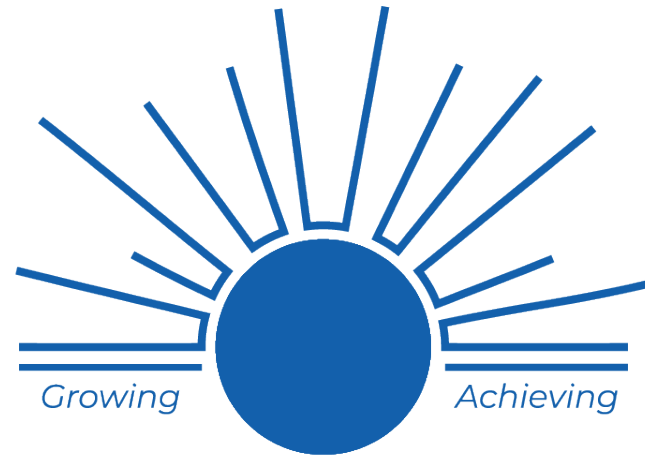


Strategic Improvement Plan 2021-2025

Kalinda School 5699



Kalinda School

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 supports 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 impairments, complex mental health needs and behaviours. Students are referred to Kalinda School through a Regional Placement Panel. The school is well resourced and is a purpose built facility. These facilities include; a heavy work space, low stimulus sensory space, library, outdoor kitchen and learning space, yarning circle, student kitchen, newly built inclusive playground and a hydrotherapy pool.

The staff is committed to delivering high-quality education for all students. Of the student enrolment, 29% of students identify as Aboriginal and more than 80% of students require significant communication and/or language support. The school assists 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 support successful transitions throughout their schooling and beyond.

The school focuses on developing communication, literacy, numeracy and life skills. 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 student families 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 including *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. The school has a whole-school approach to regulation and uses Zones of Regulation to support student and staff learning in this area. This program has been implemented across the whole school.

Personalised Learning and Support Plan (PLSP) goals are set with family contributions and external stakeholder input for the individual learning goals. Ongoing reviews of the quality, use and information in the PLSPs ensure they inform learning and improve wellbeing.

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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Most students demonstrate growth against literacy precursors or learning progressions.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Most students demonstrate growth against numeracy precursors or learning progressions.

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 student centered goals derived from Literacy, Numeracy, Communication, Life Skills and/or Wellbeing. A range of assessment data is used to inform current teaching and learning programs and 'progress to the next step' is understood by all stakeholders.

A 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, Numeracy and Communication skills to students at all levels of ability.

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.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Personalised Learning and Support Plans

Student growth in the areas of Literacy, Numeracy and Communication (SWANs)

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Student growth against the Assessment for Complex Learners (AfCL)

Student growth in the Literacy Precursors and Progressions (Interacting) and Numeracy Precursors and Progressions (Number and Place Value)

Staff Performance and Development Plans

Records of collaborative practices, lesson observations and feedback

Teaching and learning programs

Staff surveys and focus groups

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

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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The proportion of unexplained absences is reduced.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

All students have access to information about relevant post-school pathways based on their interests, strengths and goals.

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 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 (PLSPs)

Transition plans

Involvement in inclusive activities with mainstream classes and schools

Suspension data

Evaluation plan for this strategic direction

Free and frequent rewards data

Incident and other wellbeing data

Post school work force data