
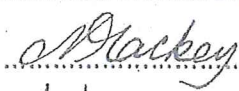
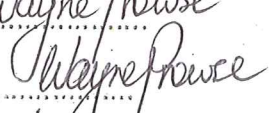


School Strategic Plan for MALKARA SPECIALIST SCHOOL

SOUTH WESTON network
2013-2016 (Amended 2014)



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| Endorsement by School Principal | Name.....  Signed.....KYLE.....CROOKE..... Date.....9/April 2014..... |
| Endorsement by School Board Chair | Name.....Nicole Mackey..... Signed.....  Date.....8/4/2014..... |
| Endorsement by School Network Leader | Name.....Wayne Prowse..... Signed.....  Date.....8/4/2014..... |

School Context

Malkara is a specialist school for students aged 3 to 12 years with a significant disability. Malkara strives to offer best-practice educational programs for students with all disabilities in this clinical range, including autism, physical impairment, sensory and intellectual disability. Our families live throughout the southern half of Canberra and surrounding New South Wales and most students travel to school by bus, making community involvement a challenge. The following actions were undertaken during term 4, 2012 to identify and agree on school priorities for the next phase of our school's improvement journey:

- Convened School Plan Working Group of seven staff
- Consideration of the four recommendations of the 2012 External Validation Report by Working Group
- Review of recent staff and parent surveys, both system and school-generated
- Specific consultation with para-professional team (LSAs and office staff)
- Consideration of the 2012 Self-assessment Matrix
- Conducted a workshop for families which included consultation on the draft priorities
- Members of the Working Group performed both a Fishbone Analysis and an Affinity Diagram (QLA) to further understand the factors contributing to the success of each suggested priority.

Following this phased process, the draft school plan was developed by the principal and submitted for final agreement to the Working Group. Once finalized, it was signed off, without amendment, by the Malkara School Board.

In 2014 to strengthen the strategic directions a revision of some performance measures and strategies occurred.

Strategic Priority 1: To continue striving for excellence in teaching practice using contemporary pedagogies.

Performance Measure

Proportion of students achieving their yearly ILP goals

Proportion of parents who is satisfied with the school

Proportion of injuries inflicted on staff and students as a proportion of our school population at the August census

Percentage improvement in teacher confidence in specialist pedagogies.

Key Improvement Strategies

1. Continue the implementation of The Four Blocks to Literacy approach across the whole school
2. Further embed the Carolina Curriculum in the Early Education teaching and learning model
3. Strengthen autism pedagogy and practice for all Malkara staff at a generalist level, and for staff in the autism stream at a high level of proficiency.
4. Introduce a hydrotherapy framework to maximize the benefits gained by students in the pool.
5. Implement the MOVE approach to support physical skills and independence for high and complex needs students.

Domains covered by this priority

LEARNING AND TEACHING

Strategic Priority 2: To provide a total communication environment for students at Malkara School

Performance Measure

The proportion of students making gains in communication as collated from individual assessment data.

Key Improvement Strategies

1. Implement Augmented and Alternative Communication (AAC) systems for students use.
2. Develop a Professional Learning Community to drive improvement, based on research, in the area of communication best-practice.
3. Embed assessment and evaluation tools for communication across the school.

Domains covered by this priority

STUDENT ENVIRONMENT

| Strategic Priority 3: To expand inclusion opportunities for all Malkara students | |
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| Performance Measure | |
| The number of students participating in inclusion activities. | |
| Key Improvement Strategies | |
| <ol style="list-style-type: none"> 1. Increase the number inclusion partnerships to enhance learning and life experiences for our students. 2. Identify new sources of support to ensure successful inclusion experiences for every student who is involved. 3. Provide specific professional learning for staff on the importance of inclusion – especially the parent voice. 4. Use the ILP process to ensure appropriate priority is given to this part of the learning program for students. | |
| Domains covered by this priority | COMMUNITY INVOLVEMENT |

| Strategic Priority 4: To strengthen the Malkara teaching and learning cycle | |
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| Performance Measure | |
| <p>The proportion of teachers who meet accountability requirements set each year.</p> <p>Improvement in satisfaction data as well as formal and informal feedback reflects enhanced parent satisfaction about teaching and learning at Malkara.</p> <p>ILP achievement data.</p> | |
| Key Improvement Strategies | |
| <ol style="list-style-type: none"> 1. Improve teacher engagement in the school-wide tools that enable collection and use of teaching and learning data. 2. Review all the elements which comprise the teaching and learning cycle and add and delete to achieve a comprehensive annual program. 3. Review the timing of each element, ensuring sufficient time for the preparation of quality reports and data. Embed in the calendar and publish widely to the community. 4. Crystallize the expectations by upgrading and improving the template forms. 5. Review and refine assessment tools used by teachers to establish baseline skill measures. | |
| Domains covered by this priority | TEACHING AND LEARNING |