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School Strategic Plan for

MALKARA SPECIALIST SCHOOL

SOUTH WESTON network

2013-2016

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| Endorsement by School Principal | Name………………………………………….  Signed……………………………………….  Date…………………………………………… |
| Endorsement by School Board Chair | Name………………………………………….  Signed……………………………………….  Date…………………………………………… |
| Endorsement by School Network Leader | Name………………………………………….  Signed……………………………………….  Date…………………………………………… |

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| 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. | |
| Strategic Priority 1: To continue striving for excellence in teaching practice using contemporary pedagogies. | |
| Performance Measure | |
| Student’s learning achievements as reflected in end of year ILP achievement data.  Parent satisfaction data.  The number of injuries of both staff and students that result from behaviour management incidents.  Number of students able to functionally weight-bear. | |
| 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 |

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| 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. Introduce specific professional learning on Augmented and Alternative Communication (AAC) hardware and methodology for staff and families. 2. Further embed The Communication Matrix as the assessment and evaluation tool for communication across the school. 3. Develop a Professional Learning Community to drive improvement, based on research, in the area of communication best-practice. 4. Engage a coach to support improved AAC pedagogy and practice. 5. Expand the iPad for communication program in the school. | |
| Domains covered by this priority | STUDENT ENGAGEMENT |

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| Strategic Priority 3: To expand inclusion opportunities for all Malkara students | |
| Performance Measure |  |
| The number of students participating in inclusion activities. | |
| Key Improvement Strategies |  |
| 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 ENGAGEMENT |

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| Strategic Priority 4: To strengthen the Malkara teaching and learning cycle | |
| Performance Measure | |
| The proportion of teachers who meet accountability requirements set each year.  Improvement in satisfaction data as well as formal and informal feedback reflects enhanced parent satisfaction about teaching and learning at Malkara.  ILP achievement data. | |
| Key Improvement Strategies | |
| 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 wisely 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 | LEARNING AND TEACHING |