

Business Plan

2017 – 2019



A Future Without Limits

Every child is
welcomed,
encouraged,
respected
and valued.



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Malibu School Business Plan

2017 – 2019

The Malibu School Business Plan 2017 – 2019 sets out our vision, values, key focus areas, broad strategies and student improvement targets. It seeks to embrace the future, to build on the school's strengths and to articulate our continued commitment to innovation, excellence, building relationships with parents and the school community and seeking pathways for our students into the broader community where they are embraced and valued.

The Business Plan reflects the requirements of the Delivery and Performance Agreement and is supported by a suite of documents including the Operational Plan, Workforce Plan and Financial Plan. All School priorities have resource allocations within the Financial Plan.

In the final year of the Delivery and Performance Agreement, the Department of Education Services (DES) conducts an objective, independent verification of each school's self-review of its performance. The independent review provides assurance to the community, the Director General of the Department of Education and the Minister for Education that the school has met the commitments outlined in its Delivery and Performance Agreement and Business Plan.

Overview

Malibu School has a strong reputation for providing high quality education for students whose needs are high and complex in an environment of warmth and high care where every child is welcomed, encouraged, respected and valued. Our vision of '**A Future Without Limits**' is embedded throughout all aspects of our school.

Malibu School provides an engaging, supportive education within a specialised setting. We continually build on the school's strengths through innovation, excellence and commitment to provide the highest care and education to all of our students. Malibu School is committed to providing an individualised, challenging and rewarding education experience that caters to each student's unique learning needs.

We deeply value strong supportive relationships with our parents and wider community and strive to build partnerships that support our students within and beyond the school. With a dynamic approach to inclusion we encourage and value close collaboration with other schools within the Rockingham / Safety Bay network of schools. The opportunities generated are innovative and rewarding for all students.



Context

Malibu School is an education support school located in Safety Bay as a part of the South Metropolitan Education Region. It caters for students with intellectual disabilities, physical disabilities, sensory impairments (vision and hearing), challenging behaviours and/or autistic spectrum disorders. Malibu School is a Kindergarten to Year 12 school with students aged between four and eighteen years. Classes are divided into learning clusters based on phases of learning creating a balance, between chronological grouping and individual development, to create the best possible learning environment for our students.

Malibu School has a growing enrolment base of 111 students (at Feb 2017 Census) with 86 males and 25 females. Students in the Early Years are provided intensive support to develop the foundation skills that their future schooling will be built upon. Dedicated focus on literacy and communication enables a strong start to each child's school journey.

Students in years 7 to 10 make up the middle phase of learning. In this cluster there is a continued focus on supporting students to develop the priority skills (Communication, Literacy and Positive Behaviour Support). At this stage there is an increased emphasis on life skills and community access. These life and community access skills are supported through participation and achievement in the ASDAN Awards.

As the students' progress to the senior years there is focus on vocational education and training, community education, authentic learning, volunteering, leisure and recreation, workplace experience, open and supported employment according to individualised plans.

The formal curriculum structures are supported with authentic and integrated learning opportunities. These are exemplified in the Café program which embeds onsite workplace learning, social skills, functional daily living skills, communication, literacy and numeracy for students in the middle and senior years. This is complimented with the



development of the Stephanie Alexander Kitchen Garden (SAKG) program for students from Year 2 to Year 10.

Our school is a member of the Peron Education Support Alliance (PESA) and the Education Support South Network (ESSN). Collaborating with other schools through PESA and ESSN allows us to share expertise and resources, enhancing our school's ability to maximise outcomes for every student.

Malibu School is committed to being a school with expert knowledge and specialist programs for our students. We have a deep commitment to the core areas of Augmentative and Alternative Communication (AAC), Literacy and Positive Behaviour Support (PBS) with dedicated coordinators in each of these focus areas.

Malibu School is recognised as a teacher development school in Augmentative and Alternative Communication (AAC) for students with Complex Communication Needs (CCN). We believe passionately in the ability for all students to have a voice in their lives and to be able to express that voice in a way that is meaningful for them.

Individual Education Planning

The purpose of Malibu School is to improve educational opportunities and outcomes for all students and our vision is to create **'A Future Without Limits'**. Students experience and learn through a wide range of programs. These opportunities provide a means to meet individual social, emotional, sensory and physical needs to maximise their ability to participate fully in the wider community.

This vision is based on our beliefs that:

- All children have individual specific needs.
- All children can learn.
- Students develop skills across all curriculum areas.
- The social, emotional, physical and educational development of all children is best facilitated when parents, teachers and therapists work together as partners in the process.

It is our expectation that students at Malibu will:

- Develop effective communication skills.
- Assume maximum personal responsibility.
- Develop an appropriate level of social behaviour.
- Experience a wide variety of vocational, recreational and leisure activities.
- Develop an awareness of personal dignity in a positive, comfortable and safe environment.

Every student has an Individual Education Plan (IEP). This plan recognises that students have highly individualised needs and allows for the prioritisation of the most important educational outcomes to help meet each student's individual needs. As such, the IEP may take into consideration the emotional, behavioural, physical and sensory needs of each student.

The IEP ensures the school provides an inclusive educational environment and program by facilitating appropriate classroom planning and the use of relevant education strategies. This in turn enables each student to achieve their educational potential. In addition, IEPs provide accountability for all people involved in a student's education. The Principal and Deputy Principal are closely involved in the IEP process. Parents/caregivers are invited to meet with the classroom teacher to share information and set priority goals for the student. These goals are measurable and aim to show progression within each semester.

Student progress towards IEP priorities is monitored, reviewed and reflected upon regularly by teachers. The student's IEP is formally reviewed twice a year and an end of semester report is provided to students and parents.





Students will have increased engagement in Numeracy learning opportunities.

Student Improvement Targets 2017 - 2019

- By 2019 students will show progression in numeracy according to a consistent set of assessment tools.
- By 2019 there will be an increase in the number of students demonstrating school wide behaviour expectations.
- By 2019 all students who are at an emergent literacy level will show progression in the foundation area of the literacy continuum.
- By 2019 all students with Complex Communication Needs will show movement in achievement across the four areas of learning (Operational, Linguistic, Social and Strategic) of the Augmentative and Alternative Communication (AAC) Profile Too. (Dr Tracy. M. Kovach)
- By the end of 2019 80% of students in Pre-Primary to Year 10 will solve problems using computational thinking.
- By 2019 Aboriginal students will lead initiatives at key school events to increase awareness and understanding of Aboriginal culture and society across the school.
- Increase student regular attendance to 90% as a whole school average with no individual student having less than 85% attendance without authorised explanation.
- Continue to increase the number of families, parents, guardians engaging with the school.
- Maintain and increase positive responses from Staff and Parents through the National School Opinion Survey.

Focus Areas

2017 - 2019

Our vision and student improvement targets will be realised through three focus areas:

1. Strong Family and Community Connections
2. Safe, inclusive and caring learning environment
3. High quality teaching

Focus 1: Strong Family and Community Connections

Malibu School believes parents and families are integral members of the school community and partners in their child's learning. Open and respectful relationships between staff, students, parents and families are essential for full support of each student. We actively seek community partnerships to enhance the opportunities and outcomes for our students.

Objectives	Strategies
To foster positive relationships and communications within the school, community and with families.	<ul style="list-style-type: none"> • Explore community philanthropic opportunities. • Implement Community Based Learning. • Develop a student leadership team. • Develop a website and maintain a school on line presence. • Implement a home/school communication tool – Connect. • Promote parent opportunity to participate in bi-annual learning journeys. • Promote parent volunteer opportunities to participate in the Stephanie Alexander Program. • Implement and promote annual Positive Parenting Program facilitated by the school nurse.
To foster deeper understanding of and relationships with Aboriginal families and community.	<ul style="list-style-type: none"> • Implement the Aboriginal Cultural Standards Framework. • Ensure whole school participation in key community events that celebrate diversity. • Provide a variety of opportunities for families to participate and engage in student learning.
Students in the middle and senior years have the opportunity to participate in a variety of leadership opportunities.	<ul style="list-style-type: none"> • Develop and implement student leadership team.

Focus Areas

2017 - 2019

Focus 2: Safe, inclusive and caring learning environment

Malibu School strives to cultivate a safe, inclusive and caring learning environment, which encourages and allows our students to achieve their personal best in all areas of their educational program. Our school is driven by a deep belief that every student is capable of successful learning. We pride ourselves on being a communication accessible school for all students.

Objectives	Strategies
To maintain the strong health and wellbeing culture that has been established to support positive wellbeing and health of staff and students.	<ul style="list-style-type: none"> • Provision of staff health and wellbeing professional learning. • Implement a range of sustainable practices to support physical, mental and social welfare of staff and students. • Consolidate and develop staff wellbeing committee. • Stream line processes to support student welfare.
To further develop an engaging and stimulating physical environment that supports and encourages learning.	<ul style="list-style-type: none"> • Implement sensory environments plan. • Improve outdoor learning environments and equipment.
To create the learning conditions to support strong development in AAC and PBS.	<ul style="list-style-type: none"> • All staff participate in review of staff 'Guiding Principles' and implementation of new guiding framework. • Implementation of whole School Positive Behaviour Support Framework. • Active modelling of AAC by every staff member. • Provision of professional learning directly linked to the core focus areas of AAC and PBS for all staff.



Focus Areas

2017 - 2019

Focus 3: High Quality Teaching

Malibu School encourages and supports staff to continually build their capacity to deliver excellent teaching, which are responsive and inclusive of individual student needs. All teachers are required to engage with the Teacher Professional standards and in so doing further develop their teaching skills.

Objectives	Strategies
To implement effective pedagogy consistently throughout the school.	<ul style="list-style-type: none"> • Develop and embed a robust Plan, Teach, Assess cycle which encompasses diagnostic, formative and summative assessment across the whole school. • Increase staff instructional capacity through professional learning, coaching, peer observation feedback and Performance Development/ Management. • Implement Instructional Rounds as a part of our PESA collaboration. • All teachers make visible clear lesson goals for each lesson. • Integrating Collaborative Learning opportunities within everyday teaching and learning programs.
To improve the assessment data that informs teaching and learning programs.	<ul style="list-style-type: none"> • Implement a whole school data collection schedule that ensures all assessment data is transparent, accurate, reliable, valid, timely and relevant to decision making. • Families are informed regularly about student progress.
To differentiate the Curriculum to better meet the learning needs of all students.	<ul style="list-style-type: none"> • Enhanced case management approach is implemented for all students identified as being at educational, behavioural or social-emotional risk. • Professional Learning opportunities for teachers in regards to the curriculum.



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