

Context

Malkara School provides a program for 80 students who have moderate to severe intellectual disabilities and autism. Many students also have associated sensory or communication impairments, or a physical disability. Students come from the south of Canberra and nearby NSW, and many are transported to school on special needs transport buses.

The students range in age from 4 to 12 years. Class groups are small, with an average of 7 in each class. Students are placed in these groups according to their age and educational needs. Each class group has a teacher and at least one Learning Support Assistant (LSA).

2017 was the first year of a new strategic plan for the school. Priorities for the strategic plan were drawn from the reports delivered to the school as a result of the 2016 external School Review, undertaken by an independent panel in September 2016. The 2017-2021 strategic plan continues to focus on a school culture that ensures all staff have a strong focus on quality, individualised student learning.

2017 saw the school leadership and administration team implement strategic responses to two significant policy changes from 2016. The introduction of the Health Access at School (HAAS) program has had an impact on the day-to-day organisation of staffing rosters and also on the well-being of the trained staff members as they take on the responsibility of implementing individual student health plans. Secondly the NDIS continued to exert an impact on the school as a result of the large number of requests from therapists to support individual students. The administration of these requests have a large effect on the level of organisational and administrative responsibility undertaken by the Leadership Team, the Front Office and ultimately classroom staff.

Malkara's Leadership Team saw significant changes in 2017. An acting principal was appointed in term 1. The acting principal subsequently won the substantive position and has been appointed to the school. The acting deputy principal won the substantive position in term 2. A classroom teacher also had the opportunity for higher duties as an acting executive teacher for the year. The position was filled with a substantive officer at the end of term 4. Notwithstanding, school morale and culture remained strong, evidenced by feedback in the 2017 staff and parent satisfaction surveys.

Methodology

A range of data sets and evidence has been collected as indications of achievement:

- Staff surveys- both in-school and system satisfaction surveys
- ILP data was collected and aggregated to enable evaluation of goal achievement and evidence of curriculum content descriptors for reading, writing and numeracy
- Staff professional learning outlines- topics and attendance sign on sheets
- Teacher programs were shared with peers and discussed according to prescribed elements
- Teacher planning/release timetables
- School documents- units of work, Mathematics scope and sequence, assessment schedule, student learning profile, ILP template, draft Communication beliefs, therapists in schools protocol
- School Board meeting minutes- school improvement/AAP a regular item for discussion
- Individual student assessment folders and electronic folders on g drive
- School improvement committee meeting minutes

- Observations on class inclusion sessions
- Timetables, notes home regarding incursions, excursions with partner schools
- Parent and Carer surveys- both in-school and system satisfaction surveys
- Parent and Carer attendance numbers for learning journeys
- PBL implementation plan and documents published to date
- Photos- staff learning/data space, parents and carers at learning journeys

Evaluation of Performance

Priority One

Maximise learning for every student

Targets and progress

By the end of 2021 the school will achieve:	Progress
An increase to 100% of teacher planning documents demonstrating AC and Victorian Curriculum English, Mathematics and Science content descriptors (up from 36% in 2017)	100% of planning documents developed by teachers in collaboration (ie team planning of Health and PE units and Science units developed by Science curriculum team) include curriculum content descriptors; 100% ILPs included content descriptors for reading, writing and numeracy;
An increase to 85% of staff reporting in-depth knowledge of and implementation of AC and Victorian Curriculum English, Mathematics and Science in staff confidence surveys (up from 27% in 2017)	Observations indicate a greater engagement with AC and Victorian Curriculum. Teachers have engaged in TQI accredited PL on Mathematics Curriculum (AC and Victorian) and implemented a draft Mathematics scope and sequence in 2017.
The implementation of a whole of school assessment schedule that includes assessment of English (reading and writing), Mathematics, Science and Communication	Whole school assessment schedule for English, Mathematics and Communication developed collaboratively at the beginning of 2017. Evaluated each term and refined as needed.
An increase to 100% of teachers using whole school assessment and data collection processes to inform planning (up from 54% in 2017)	All teachers used the whole school assessment schedule in 2017. Data collection processes (eg data walls) to be refined 2018/2019.
The establishment of a set of reliable measures to track student growth in achievement of ILP goals	2017- Teacher knowledge of AC and Victorian achievement standards beginning to be developed through curriculum PL. Ongoing work here will support the school to develop measures to track growth.
The implementation of a whole of school data tracking process	Data collection processes (eg data walls) to be refined 2018/2019.
An increase in number of students demonstrating growth over a school year using the ABLES English: Reading and Writing tool (baseline to be established in 2017)	Unable to establish in 2017 due to instability of ABLES portal across the year.

An increase to 75% in staff satisfaction that collaboration, coaching and mentoring are incorporated into the Malkara School professional learning model (up from 69% in 2016)	2017- formal in-class coaching across the school put on hold due to changes in leadership team. Collaboration supported through curriculum teams and teaching teams and mentoring of new staff and beginning teachers
--	---

Evaluation of each Key Improvement Strategy (KIS)

KIS and indicators of success	Evaluation
<p>Develop teacher knowledge of curriculum (Australian Curriculum and Victorian Curriculum-VELS)</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> *Professional Pathways conversations and teacher planning documents indicate teachers are knowledgeable and confident implementing the Australian Curriculum and Victorian Curriculum (towards Foundation) *Malkara School beliefs and practices in English, Communication, Mathematics and Science documented and used as a framework for planning PL and future actions 	<p>Victorian Curriculum and Australian Curriculum content descriptors are beginning to be included in planning documents for English, Mathematics, Science and Health and PE. Further work is needed in this area over the life of the current strategic plan.</p> <p>Malkara School belief statement of Communication beliefs has been drafted, for refining in 2018. The development of beliefs about English, Mathematics and Science have been held over to 2018/2019 in order for staff to develop a deeper knowledge of best practice pedagogy prior to this body of work</p>
<p>Develop teacher knowledge of contemporary pedagogies in Mathematics and Science</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> *Teacher capacity building and checking mechanisms indicate a growth in knowledge and confidence of contemporary pedagogies in Mathematics and Science *Checking mechanism indicates growth in LSA confidence to support Mathematics and Science learning in the classroom *Learning walks and peer observations indicate contemporary pedagogy evident in all classrooms 	<p>Mathematics curriculum team developed a whole school Mathematics scope and sequence from the Australian and Victorian Curriculums-used by all teachers. A comprehensive place value assessment tool was also developed over semester 2. Science curriculum team supported teachers with planning of Science units across the year, based on the Australian and Victorian Curriculums.</p> <p>Observations indicated more work to be done in developing consistency across the school in teacher knowledge and confidence of contemporary pedagogies in Mathematics and Science.</p>
<p>Strengthen alignment between curriculum, assessment and feedback</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> *Malkara Assessment Schedule ensures every child's growth in learning is tracked *Malkara Feedback Statement ensures feedback is explicit, timely and linked to student's goals 	<p>Whole school assessment schedule was developed in 2017- evaluated and refined each term.</p> <p>Student ILPs and reports included Australian Curriculum and Victorian Curriculum content descriptors for reading, writing and numeracy. Teachers beginning to include learning intentions and success criteria in planning for learning. A feedback statement to be developed</p>

	2018/2019 as teacher knowledge and confidence in assessment and feedback strengthens.
<p>Develop a whole school data plan relevant for Malkara School</p> <p>Indicators of success:</p> <p>*Teacher capacity building and checking mechanisms indicate a growth in knowledge and confidence to collect data, track growth and interrogate to plan for future learning</p> <p>*whole school data display – faces on the data in a staff-accessible area and routinely adjusted for growth</p>	<p>Spaces in the school have been manipulated to create a staff learning room at the end of term 4. Student data cards are prepared. A reading data wall and place value data wall will be implemented first (semester 1 2018).</p> <p>Refined process for storage of student data and information now includes individual assessment folders (held by class teachers) and electronic student record folders on the g drive. Process for sharing of student information at the end of each school year refined to include assessment folder and a learner profile for each student.</p>
<p>Develop a Malkara School professional learning model with a focus on collaboration, coaching and mentoring</p> <p>Indicators of success:</p> <p>*Satisfaction data shows high levels of staff satisfaction for professional learning, support and feedback</p>	<p>Staff satisfaction survey data from 2017 indicates further work to be done (70% agreement that collaboration, coaching and mentoring are a focus). A strong induction program was implemented for new to Malkara teaching staff; contract teaching staff and beginning teachers were supported with a mentor; regular time with mentors was timetabled within the school's planning/release timetable.</p>

Priority Two

Maximise collaborative partnerships

Targets and progress

By the end of 2021 the school will achieve:	Progress
A framework for inclusion at Malkara School that informs all decisions regarding inclusion experiences for Malkara students	Current inclusion practices observed across the year; data gathered by leadership to inform planning for innovation on inclusion in 2018.
A formal MOU with at least two other Directorate Schools that outline regular inclusion experiences for Malkara students both offsite and at Malkara School	Current inclusion practices observed across the year; data gathered by leadership to inform planning for innovation on inclusion in 2018. Local ED primary schools will be included in discussion.
An increase to 80% in parent satisfaction with parental involvement in learning at	2017 Parent and Carer Satisfaction Survey data indicates 73% satisfaction with parental

home (up from 74% in 2016)	involvement in learning at home. Leadership changes may have influenced this data; the leadership team recognises the importance of further work in this area.
An increase to 80% in staff satisfaction in knowledge and implementation of strategies to support complex behavioural needs (up from 59% in 2017)	Observations and professional discussions indicate staff satisfaction with the work being done by the PBL team to increase knowledge and skills to support complex behaviours. Positive feedback on planned TRUST training in 2018.

Evaluation of each Key Improvement Strategy (KIS)

KIS and indicators of success	Evaluation
<p>Strengthen strategic partnerships with schools and the community to support inclusion</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> *Tracking of inclusion experiences indicates all classes are engaging in regular, meaningful inclusion activities *Documentation indicates formalized agreements with community groups/individuals 	<p>Exec teacher coordinated several community inclusion partnerships in 2017- Melrose High School bikes program, MEP/Stromo High School music outreach program, Marist College visits, Red Hill Primary School drummers. Individual class inclusion events minimal in 2017- more work is needed in this area to develop a whole school consistent approach to inclusion visits to local schools. The school continues to work with a high number of therapists- this is coordinated by the deputy who implements a rigorous induction program for each therapist.</p>
<p>Strengthen partnerships with families to support learning at home</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> *Tracking of family involvement in school activities indicates high levels of involvement *Satisfaction data shows high levels of parental satisfaction *Documentation indicates parent partnerships with school *Library of on-line resources available on school website 	<p>Class teachers now send home term overview letters at the beginning of each term; parents are using these letters to keep up to date with the class routines and learning. Learning journeys were implemented in term 3; average of 4 parents per class participated on the day and feedback was positive. Families were surveyed through the P & C in term 4 on potential focus points for parent information sessions in the future. A general school information session and a reading workshop are already timetabled for term 1 2018. 2017 Parent and Carer Satisfaction Survey data indicates 73% agreement that the school works with parents and carers to support their child's learning. This is a focus for 2018/2019.</p>
<p>Develop a whole school approach to supporting complex behavioural needs</p> <p>Indicators of success:</p> <ul style="list-style-type: none"> *Satisfaction data indicates a high level of staff 	<p>Whole school PL on Positive Behaviours for Learning (PBL) commenced in 2017 and will continue through 2018/2019. The PBL team has developed an implementation plan and is leading the work in this plan. PBL behaviour matrix</p>

<p>satisfaction with the way that complex behaviour needs are supported</p> <p>*Satisfaction data indicates a high level of staff satisfaction with the way that student information is handed over at the start of each year</p> <p>*Checking mechanisms indicate high level of satisfaction of relief staff with the induction information they receive for each class</p> <p>*Accident/incident tracking data indicates a decrease in the number of accidents/incidents across the school</p>	<p>published. PBL team participated in a study tour to observe schools in Sydney implementing PBL. Application to participate in TRUST training in 2018 was successful- this training will support all staff to develop the skills and knowledge needed to work with children who have experienced trauma.</p> <p>Trial of positive behaviour support plans in 2017 – now being used by all teachers.</p>
--	---

Allison Chapman
25 January 2018