

2019 ANNUAL ACTION PLAN



SCHOOL: Malkara Specialist School

NETWORK: South Weston

VISION:

This plan supports the school's vision to be a vibrant, contemporary specialist school reflecting a firm, collective commitment to provide, every minute of every day, educational programs of the highest quality to engage our students and enable real learning.

SCHOOL CONTEXT

In August 2016 when the school's previous four year plan was evaluated, the External Review panel commended Malkara School for its consistent focus on the development of a total communication environment and the expert way that learning is differentiated across the school to meet individual needs and support complex behaviours. The External Review process found Malkara School to be at the Outstanding level using the National School Improvement Tool in 1 of the 9 domains; the school was found to be moving between a Medium to Outstanding level across the other 8 domains. It is imperative the school continues its proven school improvement approach and practices in the new Strategic Plan and 2019 Action Plan to maintain the identified strengths across the school and continue to be a self-improving school. At the end of 2016 the staff used the National Safe Schools Framework tool to audit our practices and priority areas have been identified for future focus: explicit teaching of social skills through a whole school social and emotional curriculum, continuing support of complex behaviours, strengthening induction processes for new staff and strengthening community and family partnerships. These priorities are included in our strategic plan for the next five years.

2018 saw the leadership team establish itself with all positions filled with substantive officers. In 2019 one executive teacher is taking extended leave and the position has been filled by an acting executive teacher. The school is also undergoing an extensive refurbishment of the administration area. Both of these factors are taken into consideration when developing our action plan for 2019.

Endorsed by School Principal:

Name: Jillson Chapman Signature: [Signature] Date: 3/5/19

Endorsed by Board Chair:

Name: Jillian Reay-Smith Signature: [Signature] Date: 20/3/19

Endorsed by School Network Leader:

Name: Jodie Cooper Signature: [Signature] Date: 3/5/19

Priority 1	Maximise learning for every student
Targets: <ul style="list-style-type: none"> ● An increase to 100% of teacher planning documents demonstrating AC and Victorian Curriculum English, Mathematics and Science content descriptors (up from 36% in 2017) ● 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) ● The implementation of a whole of school assessment schedule that includes assessment of English (reading and writing), Mathematics, Science and Communication ● An increase to 100% of teachers using whole school assessment and data collection processes to inform planning (up from 54% in 2017) ● The establishment of a set of reliable measures to track student growth in achievement of ILP goals ● The implementation of a whole of school data tracking process ● 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) ● 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) 	<p>By the end of 2021 the school will achieve:</p> <ul style="list-style-type: none"> ● An increase to 100% of teacher planning documents demonstrating AC and Victorian Curriculum English, Mathematics and Science content descriptors (up from 36% in 2017) ● 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) ● The implementation of a whole of school assessment schedule that includes assessment of English (reading and writing), Mathematics, Science and Communication ● An increase to 100% of teachers using whole school assessment and data collection processes to inform planning (up from 54% in 2017) ● The establishment of a set of reliable measures to track student growth in achievement of ILP goals ● The implementation of a whole of school data tracking process ● 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) ● 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)
Outcomes to be achieved	Every child is making growth in their learning every year
Links to Directorate Strategic Priority Areas	Quality learning Inspirational teaching and leadership High expectations, high performance

Key Improvement Strategy 1	Key Performance Indicators	Budget
Develop teacher knowledge of curriculum (Australian Curriculum and Victorian Curriculum-VELS)	*Professional Pathways conversations and teacher planning documents indicate teachers are knowledgeable and confident implementing the	PL budget Variation days for PL

	<p>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>	
Specific Actions	Responsibility	Commence date
TQI accredited PL- (Early Years Writing with Chris Topfer; Maths pedagogy with Anita Chin)	Exec team, PL coordinator	Jan PL
School-based PL for LSA team to support learning in the classroom	Exec team	Terms 2,3,4
Strengthen plan for teaching reading and writing that incorporates 4 Blocks strategies into a balanced literacy framework	Exec team, Literacy coordinator, PL coordinator	Term 1 and ongoing
Refine Malkara School belief statement of Communication beliefs, including differentiated communication for all students	Exec team, School improvement team	Term 2
Develop Malkara School belief statement of English beliefs	Exec team, English PLC	Semester 2
Evaluate actions and collect data	School improvement team	End of each term
Key/Improvement Strategy 2	Key Performance Indicators	Budget
Develop teacher knowledge of contemporary pedagogies in Mathematics and Science	<p>*Teacher capacity building and checking mechanisms indicate a growth in knowledge and confidence of contemporary pedagogies in Mathematics and Science</p> <p>*Checking mechanism indicates growth in LSA confidence to support Mathematics and Science learning in the classroom</p> <p>*Learning walks and peer observations indicate contemporary pedagogy evident in all classrooms</p>	<p>PL budget</p> <p>Variation days for PL and study tours</p>
Specific Actions	Responsibility	Commence date
Continue to refine the Malkara School Mathematics scope and sequence and a range of planning guides/templates	Exec team, Maths PLC	Term 1 and ongoing

Develop a Malkara School Science scope and sequence and planning templates	Exec team	Term 1 and ongoing
Maintain membership of relevant Maths and Science associations and join in order to access current research on contemporary pedagogies	Exec team and Maths PLC	Term 1
Develop a partnership with Qwestacon Education Unit to further develop teacher knowledge and skills in scientific thinking and pedagogy	Exec team	Terms 2 and 3
Evaluate actions and collect data	School improvement team	End of each term
Key Improvement Strategy 3	Key Performance Indicators	Budget
Strengthen alignment between curriculum, assessment and feedback	*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	PL budget Variation days for PL
Specific Actions	Responsibility	Commence date
Continue to refine the whole of school assessment schedule that is evaluated each term	Exec team; PLCs	Term 1
Identify a Maths assessment coach	Exec team, Maths PLC	Term 1
Continue to align ILPs and reports to Australian and Victorian Curriculums	Exec team	Term 1 and ongoing
Map Malkara School Curriculum in preparation for introduction of SAS reporting template in semester 2 2019	Exec team; identified SAS reporting coach	Term 1
PL for SAS reporting coach to support implementation of SAS reporting template	Exec team; identified SAS reporting coach	Term 2
Teacher PL and ongoing support during implementation of SAS reporting template	Exec team; identified SAS reporting coach	Term 2 and ongoing
Evaluate actions and collect data	School improvement team	End of each term

Key Improvement Strategy 4	Key Performance Indicators	Budget
Develop a whole school data plan relevant for Malkara School	*Teacher capacity building and checking mechanisms indicate a growth in knowledge and	PL budget

		confidence to collect data, track growth and interrogate to plan for future learning *whole school data display – faces on the data- in a staff-accessible area and routinely adjusted for growth	Variation days for PL and study tours Curriculum budget- exec resources (<i>Improving Student Achievement- Glasson; Putting Faces on the Data- Sharratt and Fullan</i>)
Specific Actions	Responsibility	Commence date	
Continue to refine current process for storage of student data and information	Exec team, School improvement team	Term 2	
Refine current process for sharing of student information with relief staff across the school	Exec team	Terms 1 and 2	
Evaluate actions and collect data	School improvement team	End of each term	
Key Improvement Strategy 5	Key Performance Indicators	Budget	
Develop a Malkara School professional learning model with a focus on collaboration, coaching and mentoring	*Satisfaction data shows high levels of staff satisfaction for professional learning, support and feedback	PL budget Variation days for PL Curriculum budget- teacher resources	
Specific Actions	Responsibility	Commence date	
Continue to develop and implement a whole school PL plan with an appointed PL coordinator	Exec team	Term 1	
Continue to refine and strengthen the induction plan for both teachers and LSAs	Exec team, PL coordinator	Term 1 and ongoing	
continue on implement in-class Literacy coaching	Exec team, literacy coach	week 6 term 1 and ongoing	
Evaluate actions and collect data	School improvement team	End of each term	

Priority 2	Maximise collaborative partnerships
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Targets:	<p>By the end of 2021 the school will achieve:</p> <ul style="list-style-type: none"> ● A framework for inclusion at Malkara School that informs all decisions regarding inclusion experiences for Malkara students ● A formal MOU with at least two other Directorate Schools that outline regular inclusion experiences for Malkara students both offsite and at Malkara School ● An increase to 80% in parent satisfaction with parental involvement in learning at home (up from 74% in 2016) ● An increase to 80% in staff satisfaction in knowledge and implementation of strategies to support complex behavioural needs (up from 59% in 2017)
Outcomes to be achieved	Student learning and outcomes are supported by an ongoing rich network of collaborative partnerships
Links to Directorate Strategic Priority Areas	<p>Quality learning</p> <p>Inspirational teaching and leadership</p> <p>High expectations, high performance</p> <p>Connecting with families and the community</p>

Key Improvement Strategy 1	Key Performance Indicators	Budget
Strengthen strategic partnerships with schools and the community to support inclusion	<ul style="list-style-type: none"> *Tracking of inclusion experiences indicates all classes are engaging in regular, meaningful inclusion activities *Satisfaction data shows high levels of parent satisfaction *Documentation indicates formalized agreements with community groups/individuals 	Variation days
Specific Actions	Responsibility	Commence date
Re-establish successful partnerships	Inclusion coordinator	Semester 1
Document partnerships – MOU that includes the structure of each partnership and the expected outcomes for both parties	Exec team Inclusion coordinator	Term 2 and ongoing
Establish inclusion partnerships with surrounding public schools (Hughes, Garran and Lyons Early Childhood School)	Exec team	Term 1 and ongoing

Continue to refine and document the current induction program for visitors to the school	Exec team	Term 2
Evaluate actions and collect data	School improvement team	End of each term
Key Improvement Strategy 2	Key Performance Indicators	Budget
Strengthen partnerships with families to support learning at home	<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 	Variation days Curriculum budget-teacher resources
Specific Actions	Responsibility	Commence date
Refine process of communicating with families to include option of teachers using <i>Seesaw</i> app	Exec team; class teachers	Term 1
Implement regular parent workshops each term on range of topics drawn from parent input at P & C meeting	Exec team Curriculum teams	Term 1 and ongoing
Evaluate actions and collect data	School improvement team	End of each term
Key Improvement Strategy 3	Key Performance Indicators	Budget
Develop a whole school approach to supporting complex behavioural needs	<ul style="list-style-type: none"> *Satisfaction data indicates a high level of staff satisfaction with the way that complex behaviour needs are supported *Satisfaction data indicates a high level of staff satisfaction with the way that student information is handed over at the start of each year *Checking mechanisms indicate high level of satisfaction of relief staff with the induction information they receive for each class *Accident/incident tracking data indicates a decrease in the number of accidents/incidents across the school 	Variation days Curriculum budget-teacher resources PL budget- study tours

Specific Actions		Responsibility	Commence date
Continue whole school PL on Positive Behaviours for Learning (PBL)		Exec team, PL coordinator, PBL PLC	Term 1 and ongoing
Continue to implement PBL strategies according to PBL PLC implementation plan		Exec team, PL coordinator, PBL PLC	Term 1 and ongoing
Evaluate actions and collect data		School improvement team	End of each term