

Malkara School

Network: South Canberra/ Weston

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):
Strengthening our whole-school approach to supporting complex behavioural needs

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Strengthening teacher knowledge and skills to teach literacy skills
- Strengthening teacher knowledge and skills to assess student learning in literacy

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Implementation of Positive Behaviours for Learning (PBL)

Reporting against our priorities

Priority 1: Maximise learning for every student

Targets or measures

By the end of 2021 the school will achieve:

- 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
- 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)

In 2019 we implemented this priority through the following strategies.

- TQI accredited PL- (Early Years Writing with Chris Topfer; Maths pedagogy with Anita Chin)
- School-based PL for LSA team to support learning in the classroom
- Implementation of a plan for teaching reading and writing that incorporates 4 Blocks strategies into a balanced literacy framework
- School-based PL for teachers on teaching and assessing reading and writing to students with moderate to severe intellectual disabilities

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data– Literacy Development Growth 2017 - 2019

Year Level	2017						2018						2019					
	Start of the Year			End of The Year			Start of the Year			End of The Year			Start of the Year			End of The Year		
	Emergent	Transitional	Conventional	Emergent	Transitional	Conventional	Emergent	Transitional	Conventional	Emergent	Transitional	Conventional	Emergent	Transitional	Conventional	Emergent	Transitional	Conventional
K	80%	20%	0%	83%	17%	0%	100%	0%	0%	70%	10%	20%	91%	9%	0%	90%	10%	0%
Yr 1	42%	25%	33%	62%	38%	0%	83%	17%	0%	93%	10%	7%	70%	10%	20%	70%	20%	10%
Yr 2	50%	30%	20%	90%	10%	0%	62%	38%	0%	50%	10%	40%	93%	0%	7%	93%	0%	7%
Yr 3	50%	25%	25%	67%	13%	0%	90%	10%	0%	70%	15%	15%	50%	10%	40%	60%	0%	40%
Yr 4	25%	63%	12%	60%	20%	20%	67%	13%	0%	75%	0%	25%	70%	15%	15%	62%	23%	15%
Yr 5	46%	23%	31%	72%	14%	14%	60%	20%	20%	20%	0%	80%	75%	0%	25%	60%	40%	0%
Yr 6	56%	44%	0%	44%	56%	0%	72%	14%	14%	57%	29%	14%	20%	0%	80%	40%	20%	40%

Malkara School Developmental Literacy Growth 2017-2019- one colour per cohort

School program and process data

- All teachers collaboratively collect and analyse evidence to inform teaching to achieve student growth in reading and writing

What this evidence tells us

- As teacher knowledge of teaching and assessment grows, our data is becoming more meaningful
- There are inconsistent patterns of growth. These may be attributed to student long-term absences due to medical conditions or the ongoing impact of intellectual disabilities on student learning

Our achievements for this priority

- Utilisation of the Early Years Literacy Project to build teacher knowledge and skills to teach literacy- extending this project to include our Learning Support Assistants so that they are better equipped to support learning in the classroom
- Significant professional development for teachers has underpinned this and is building capacity for individuals as well as consistent practice across the school. A focus for next year will be to continue the implementation of our Literacy Plan, incorporating the Ten Essential Literacy Practices into our Disability specific pedagogy at Malkara
- The school has developed a whole school data set for student reading and writing in 2019, building on the work in assessing number concepts in 2018. A focus for next year will be to develop our knowledge in assessing Communication skills and include this data in our whole school data set
- A rigorous literacy coaching model has been established; a focus for next year is extend this model to include maths coaching, working within our newly established partnership with a QLD specialist school that is developing a pedagogy for teaching Mathematics to students with intellectual disabilities
- A more explicit reporting template for reporting student learning to parents and carers. A focus next year will be to move to the system-wide reporting template, including A-E grades

Our school's contribution to whole-of-system Strategic Indicators

A rigorous focus on developing teacher knowledge and skills to implement teaching and learning activities grounded in the Victorian and Australian Curriculum. This focus is resulting in us now having quantitative data on student growth across cohorts and years.

Challenges we will address in our next Action Plan

- Continue to develop our knowledge of assessment in order to report on student learning using the system-wide reporting template
- Begin to strengthen Mathematics pedagogy across the school, using a pedagogy designed for students with intellectual disabilities

Priority 2: Maximise collaborative partnerships

Targets or measures

By the end of 2021 the school will achieve:

- 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)

In 2019 we implemented this priority through the following strategies:

- Establishing a connection with a local school to support ongoing inclusion in 2020
- Strengthening partnerships with families to support learning at home through the adoption of SeeSaw communication app in most classrooms and monthly parent/carer morning teas
- Developing a whole school approach to supporting complex behavioural needs through the launch of Positive Behaviours for Learning (PBL)

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	2019	2020	2021
Increase the proportion of positive behaviour incidents recorded according to the school's PBL structure	Baseline est. 2019 Term 4	86%		
Decrease the proportion of negative incidents recorded according to the school's PBL structure	Baseline est. 2019 Term 4	14%		

Perception Data

Targets or Measures	Base	2019	2020	2021
Increase the proportion of classes accessing a regular inclusion session in a mainstream setting	Baseline est. 2019	16%		
Increase the proportion of parents who attend the regular monthly morning teas	Baseline est. 2019	6%		

Increase the proportion of families that use SeeSaw to communicate with class teachers	Baseline est. 2019	71%		
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School program and process data

- All teachers deliver PBL teaching units across the school
- PBL positive behaviours award system is used by all staff members to support positive behaviours
- A variety of social emotional learning interventions are embedded within the school to support more complex behaviours

What this evidence tells us

- Our focus on establishing inclusion partnerships for more classes must continue
- The implementation of PBL is having a positive impact on how we track positive behaviours; previous tracking processes focused on negative behaviours only
- Our families want to engage with the school

Our achievements for this priority

- One local ACT government school has established a partnership with Malkara in Semester 2; visits to commence in Term 1 2020
- PBL has been launched- signage, units of teaching, positive behaviours award system in place
- Parents and carers are attending our monthly morning tea to connect with each other and the principal, chaplain and school psychologist

Challenges we will address in our next Action Plan

- Establish more inclusion partnerships with local ACT government schools
- Continue to provide opportunities for families to connect with each other and the school in order to support student learning and well-being
- Continue to develop PBL units of teaching to support whole-school implementation of PBL