

# Malkara School

Network: South Canberra/ Weston

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## Impact Report 2020

### The purpose of this document

This document flows directly from our Action Plan for 2020 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 2020 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 2020 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 2020 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)

### Adjusted 2020 Priority

Following significant disruptions experienced by schools in 2020 the school has prioritised the following actions.

- Set aside the planned actions to develop teacher knowledge and confidence to teach Mathematics
- Continued focus on building teacher confidence and knowledge to teach English
- Set aside target to demonstrate growth using the ABLES assessment tool due to implementation of more targeted school-based assessment tools

In 2020 we implemented this priority through the following strategies.

- TQI accredited PL- (ROCC Communication assessment tool)
- School-based literacy PL for teachers, according to our 3-year English PL implementation plan
- School-based PL for LSA team to support learning in the classroom
- School-based PL for teachers on teaching and assessing reading and writing to students with moderate to severe intellectual disabilities
- Targeted curriculum planning days for all teachers
- Implementation of regular English coaching cycles

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	2018						2019						2020					
	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
<b>K</b>	100%	0%	0%	70%	10%	20%	91%	9%	0%	90%	10%	0%	100%	0%	0%	100%	0%	0%
<b>Yr 1</b>	83%	17%	0%	93%	10%	7%	70%	10%	20%	70%	20%	10%	82%	18%	0%	73%	27%	0%
<b>Yr 2</b>	62%	38%	0%	50%	10%	40%	93%	0%	7%	93%	0%	7%	71%	29%	0%	72%	14%	14%
<b>Yr 3</b>	90%	10%	0%	70%	15%	15%	50%	10%	40%	60%	0%	40%	93%	0%	7%	71%	21%	7%
<b>Yr 4</b>	67%	13%	0%	75%	0%	25%	70%	15%	15%	62%	23%	15%	67%	0%	33%	62.5%	0%	37.5%
<b>Yr 5</b>	60%	20%	20%	20%	0%	80%	75%	0%	25%	60%	40%	0%	64%	36%	0%	64%	0%	36%
<b>Yr 6</b>	72%	14%	14%	57%	29%	14%	20%	0%	80%	40%	20%	40%	60%	0%	40%	60%	0%	40%

### **Malkara School Developmental Literacy Growth 2018-2020- 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

- Continuing professional development for teachers has underpinned this and is building capacity for individuals as well as consistent practice across the school. A focus for 2021 next year will be to implement the final year of our Literacy Plan,
- Continuing development of a whole school data set for student reading and writing in 2020; implementation of the ROCC Communication assessment tool. A focus for 2021 will be to start the work on implementing the same approach to teaching and assessing Mathematics
- Continuing our rigorous literacy coaching model across the school. A focus for 2021 is extend this model to include maths coaching and re-establish links with the identified QLD specialist school that is developing a pedagogy for teaching Mathematics to students with intellectual disabilities
- Implementation of full curriculum reporting for all students using the Education Directorate reporting template and including Personalised A-E grades

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

A continuing rigorous focus on developing teacher knowledge and skills to implement teaching and learning activities grounded in the Victorian and Australian Curriculum. We are developing a comprehensive data set on student learning that is reflecting student growth in learning.

### Challenges we will address in our next Action Plan

- Re-establishing our commitment to improving teacher knowledge and confidence to teach Mathematics. This was interrupted in 2020 by events of the year.
- Engage teachers even more meaningfully in the data sets by setting regular times for planning sessions with teaching partner and team leader that focus on student data

## 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)

### Adjusted 2020 Priority

Following significant disruptions experienced by schools in 2020 the school has prioritised the following actions.

- Set aside the planned actions to further develop inclusion partnerships and community partnerships

In 2020 we implemented this priority through the following strategies:

- Strengthening partnerships with families to support learning at home through the adoption of SeeSaw communication app in all classrooms; remote learning modules were sent via Seesaw during remote learning period
- Continued our whole school approach to supporting complex behavioural needs through 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%	80%	
Decrease the proportion of negative incidents recorded according to the school's PBL structure	Baseline est. 2019 Term 4	14%	22%	

## 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%	Unable in 2020	
Increase the proportion of parents who attend the regular monthly morning teas	Baseline est. 2019	6%	Unable in 2020	
Increase the proportion of families that use SeeSaw to communicate with class teachers	Baseline est. 2019	71%	90%	

### 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 continues to have a positive impact on how we track positive behaviours; the complexities of 2020 may have had an impact on the wellbeing of our students
- Our families want to engage with the school

### Our achievements for this priority

- Seesaw is used comprehensively across the school as a communication tool with families, a celebration of student learning and an ongoing portfolio of student learning that provides opportunities for students to self-elect work samples to share with their families
- PBL language and learning is embedded across the school

### Challenges we will address in our next Action Plan

- Re-focus on our priority to establish inclusion partnerships with local ACT government schools
- Re-establish opportunities for families to connect with each other and the school in order to support student learning and well-being
- Introduce in-class PBL units of teaching to support whole-school implementation of PBL