

## Context

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Malkara School provides a program for 75 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).

Malkara's Leadership Team was consolidated in 2018, with all executive positions held by substantive officers.

## Methodology

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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
- TRUST PL and meeting attendance sheets, agendas
- Photos- staff learning/data space, parents and carers at learning journeys

## Evaluation of Performance

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### Priority One

Maximise learning for every student

### Targets and progress

By the end of 2021 the school will achieve:	Progress
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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 continued to implement a draft Mathematics scope and sequence in 2018.
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 reviewed 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 2018. Data collection processes (eg data walls) commenced in 2018.
The establishment of a set of reliable measures to track student growth in achievement of ILP goals	2018- Teacher knowledge of AC and Victorian achievement standards beginning to be refined 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 and assessment folders) implemented 2018.
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)	Not implemented- teachers are collecting more refined data on learning from assessment tools included on the whole school assessment schedule.
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)	2018- formal in-class coaching across the school in literacy and maths assessment. 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
Develop teacher knowledge of curriculum (Australian Curriculum and Victorian Curriculum-VELS) <b>Indicators of success:</b> *Professional Pathways conversations and teacher planning documents indicate teachers	Victorian Curriculum and Australian Curriculum content descriptors are included in planning documents for English, Mathematics, Science and Health and PE. Work continues in this area over the life of the current strategic plan.

<p>are knowledgeable and confident implementing the Australian Curriculum and Victorian Curriculum (towards Foundation)</p> <p>*Malkara School beliefs and practices in English, Communication, Mathematics and Science documented and used as a framework for planning PL and future actions</p>	<p>Teachers participated in TQI accredited PL on teaching writing and on maths assessment. Balanced Literacy model developed and will be further refined in 2019.</p> <p>The development of beliefs about English, Mathematics and Science have been held over to 2019 in order for staff to develop a deeper knowledge of best practice pedagogy prior to this body of work.</p> <p>English PLC implemented in 2018 to lead English initiatives across the school.</p>
<p>Develop teacher knowledge of contemporary pedagogies in Mathematics and Science</p> <p><b>Indicators of success:</b></p> <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>Whole school Mathematics scope and sequence from the Australian and Victorian Curriculums- used by all teachers. A comprehensive place value assessment tool implemented.</p> <p>Observations indicated more work to be done in developing consistency across the school in both LSA confidence and teacher knowledge and confidence of contemporary pedagogies in Mathematics and Science.</p> <p>Maths assessment coach implemented in 2018.</p>
<p>Strengthen alignment between curriculum, assessment and feedback</p> <p><b>Indicators of success:</b></p> <p>*Malkara Assessment Schedule ensures every child's growth in learning is tracked</p> <p>*Malkara Feedback Statement ensures feedback is explicit, timely and linked to student's goals</p>	<p>Implementation of whole school assessment schedule continued in 2018.</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 in 2019 as teacher knowledge and confidence in assessment and feedback strengthens.</p>
<p>Develop a whole school data plan relevant for Malkara School</p> <p><b>Indicators of success:</b></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</p>	<p>Whole school data collated into staff learning room; process shared with colleagues from other specialist school setting. Individual assessment folders in use across school. Process for sharing of student information at the end of each school year now includes assessment folder and a learner profile for each student.</p>

for growth	
Develop a Malkara School professional learning model with a focus on collaboration, coaching and mentoring  <b>Indicators of success:</b> *Satisfaction data shows high levels of staff satisfaction for professional learning, support and feedback	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.  Area for future development- induction program for LSAs

## 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 home (up from 74% in 2016)	2017 Parent and Carer Satisfaction Survey data indicates 73% satisfaction with parental 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
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<p>Strengthen strategic partnerships with schools and the community to support inclusion</p> <p><b>Indicators of success:</b></p> <ul style="list-style-type: none"> <li>*Tracking of inclusion experiences indicates all classes are engaging in regular, meaningful inclusion activities</li> <li>*Documentation indicates formalized agreements with community groups/individuals</li> </ul>	<p>Attempts to set up regular inclusion opportunities at local schools had mixed results in 2018. Garran Preschool continues to host fortnightly preschool visits. Hughes Primary School to host visits in 2019.</p> <p>Small group to Pegasus on weekly basis.</p> <p>Small group to Warehouse Circus on weekly basis.</p> <p>Regular visitors to the school included Sts Peter and Paul students, Marist College students and Red Hill School drummers.</p>
<p>Strengthen partnerships with families to support learning at home</p> <p><b>Indicators of success:</b></p> <ul style="list-style-type: none"> <li>*Tracking of family involvement in school activities indicates high levels of involvement</li> <li>*Satisfaction data shows high levels of parental satisfaction</li> <li>*Documentation indicates parent partnerships with school</li> <li>*Library of on-line resources available on school website</li> </ul>	<p>Attendance records indicate a high level of attendance at parent events in the first half of the year (school information sessions, reading information session, school disco). Attendance at events in semester 2 very low, necessitating in some events being cancelled.</p> <p>Learning journeys in term 3 well attended.</p> <p>Further work needed on the best forum for sharing resources with parents and carers across the school year.</p>
<p>Develop a whole school approach to supporting complex behavioural needs</p> <p><b>Indicators of success:</b></p> <ul style="list-style-type: none"> <li>*Satisfaction data indicates a high level of staff satisfaction with the way that complex behaviour needs are supported</li> <li>*Satisfaction data indicates a high level of staff satisfaction with the way that student information is handed over at the start of each year</li> <li>*Checking mechanisms indicate high level of satisfaction of relief staff with the induction information they receive for each class</li> <li>*Accident/incident tracking data indicates a decrease in the number of accidents/incidents across the school</li> </ul>	<p>Whole school PL on Positive Behaviours for Learning (PBL) continued in 2018. The PBL team has developed an implementation plan and is leading the work in this plan. Documents and resources developed with the support of a graphic design student.</p> <p>Whole school TRUST training across 2018. High level of engagement of all staff in PL, individual class team mentoring and Champions group participation. Future focus on implementing Trauma informed strategies within our PBL framework.</p> <p>Move to use Education Directorate Positive Behaviour Management Plans that incorporate restrictive practices as needed, in consultation with NSET partners.</p>

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1 February 2019