Malkara School

Network: South Canberra/ Weston

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

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

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| * 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

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| --- |
| * 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

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| * 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

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| --- | --- | --- | --- | --- |
| **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

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| * 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

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| * 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

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| --- |
| * 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 |