

Malkara School

Network: South/Weston

School Improvement Plan 2022-2026



The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for student)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

Our school's improvement agenda positioned within the Directorate's Strategic Plan

Vision

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision: All children have the right to an appropriate, challenging education which opens up individual potential for growth and development.

Mission

Directorate's mission: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

School's mission: The Malkara School community works together to provide a positive, student-centred learning environment that enables students to develop towards their full potential and be valued and contributing members of society.

Values

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: Our Signature Behaviours are the values we practise at Malkara

Education Directorate's Strategic Goals for 2018-2021

- Schools where students love to learn

- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

The Directorate annually publishes progress against its Strategic Indicators. Our school's contributions to these Strategic Indicators are detailed in our annual Impact Reports.

Multiple sources of evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework. *

**For schools with a preschool setting their Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.*

Our improvement priorities

Priority 1: **Improve student outcomes in mathematics**

The statement below details our vision for how this priority will change the experience of school for our students.

At the end of our 5-year plan, in our classrooms this priority will look like:

- learning differentiated for each student by product, process and content
- an explicit connection between skills taught and real-life experiences
- opportunities for students to apply their mathematical learning in practical real-life contexts
- students benefiting from quality feedback
- a purposeful data set allowing for the tracking of individual students to target teaching and monitor growth
- a consistent common language across the school involving the teaching of mathematics
- a collaborative teaching team working as Professional Learning Communities to move all students forward and teachers participate in mathematics coaching rounds.

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: To increase the number of students demonstrating growth in mathematical knowledge, skills and understanding over a school year against the 'Levels A to D' Towards Foundation Victorian Curriculum in Mathematics for units Number and Place Value; Measurement and Geometry and Statistics and Probability.

Source: School-based mathematics assessments will be used to monitor student progress.

Starting Point: Baseline data will be determined in 2022. Maths diagnostic assessments such as school-based assessments, anecdotal assessments and professional dialogue will be used to determine where a student is at using 'Levels A to D' Towards Foundation Victorian Curriculum.

Perception data

Target or measure: 82% or more staff agree or strongly agree that Teachers give useful feedback. The target was set by averaging the percentages of agree or strongly agree over 2018-2021 for all ACT Specialist Schools.

Source: Annual Staff Satisfaction Survey

Starting Point: Baseline data of 72% staff agree or strongly agree was determined by averaging staff responses for the school for Teachers give useful feedback over 2018-2021.

Perception data

Target or measure: 90% or more staff strong Academic Emphasis at our school. The target was set by averaging the percentages of agree or strongly agree over 2019-2021 for all ACT Specialist Schools.

Source: School Climate Survey

Starting Point: Baseline data of 86.5% strong Academic Emphasis at our school. This was determined by averaging staff responses for strong Academic Emphasis in the School Climate Survey over 2019-2021

Priority 2: Increase student wellbeing outcomes

The statement below details our vision for how this priority will change the experience of school for our students.

At the end of our 5-year plan, in our classrooms this will look like:

- Positive Behaviour Support Policy in place
- PBL Tier 2 interventions are in place in all classrooms
- High annual score on our Tiered Fidelity Inventory
- a purposeful data set allowing for the tracking of individual students to target teaching and monitor growth
- students benefitting from an across-school focus on the Personal and Social Capability, both in the classroom and on the playground.

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: To increase the number of students demonstrating growth in personal and social capability over a school year against the 'Levels A to D' Towards Foundation Victorian Curriculum in Personal and Social Capability for units Self-Awareness and Management and Social Awareness and Management.

Source: ABLES reports will be used to monitor student growth.

Starting Point: Baseline data will be determined in 2022. Diagnostic assessments such as ABLES Learning Readiness Report, anecdotal assessments and professional dialogue will be used to determine where a student is at using 'Levels A to D' Towards Foundation Victorian Curriculum.

Student learning data

Target or measure: To increase the average number of positive incidents per term occurring in all school playgrounds (or across the school)

Source: Data from the Positive Behaviour for Learning (PBL) Program

Starting Point: Baseline data of 65 positive incidents per term was determined by averaging the number of positive incidents occurring in Terms 1 and 2, 2021 in all school playgrounds (if baseline data is based on incidents across the school further calculations will have to be done).

Student learning data

Target or measure: To decrease the average number of major and minor negative incidents per term occurring in all school playgrounds (or across the school).

Source: Data from the Positive Behaviour for Learning (PBL) Program

Starting Point: Baseline data of 70 major and minor negative incidents per term was determined by averaging the number of negative incidents occurring in Terms 1 and 2, 2021 in all school playgrounds (if baseline data is based on incidents across the school further calculations will have to be done).

Perception data

Target or measure: 87% or more of our staff with strong rating that students and staff are working towards the same goals, clear expectations and rules based on values and goals that are well understood. This was determined by averaging the data for ACT Specialist schools over 2017-2021.

Source: Climate survey data on Shared Values and Approach from Qualtrics

Starting Point: Baseline data of 80% of staff at the school with strong rating that students and staff are working towards the same goals, clear expectations and rules based on values and goals that are well understood determined by averaging the school data over 2020-2021.

Perception data

Target or measure: 85% or more of our staff agree or strongly agree that student behaviour is well managed at the school. This was determined by averaging the data for ACT Specialist schools over 2019-2021.

Source: Climate survey data on Shared Values and Approach from Qualtrics

Starting Point: Baseline data of 73.5% of staff at the school agree or strongly agree that student behaviour is well managed at the school determined by averaging the school data over 2019-2021.

Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

Principal

Name: Allison Chapman

Date: 19 August 2022

Director School Improvement

Name: Greg Terrell

Date: 19 August 2022

A handwritten signature in grey ink, appearing to be 'G Terrell', with a stylized, cursive-like font.

Board Chair

Name: Paco Iglesias

Date: 22 August 2022