Malkara School

Network: South Canberra/ Weston

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 20XX which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

- Our priorities, as informed by the *Future of Education* and *Set up for Success* Strategies and analysis of multiple sources of evidence, are:
> Priority 1: **Improve student outcomes in mathematics**
> Priority 2: **Increase student wellbeing outcomes**
>

Reporting against our priorities

Priority 1: Improve student outcomes in Mathematics.

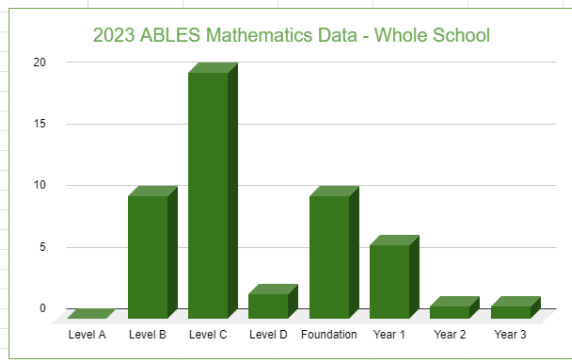### Targets or measures

By the end of 2026 we will achieve:

- 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.

In 2023 we implemented this priority through the following strategies.

- Establish baseline and use suitable data sets that enable the tracking of learning and growth in Number

  - Whole school focus on Number strand in Mathematics Curriculum

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 2021	Year 1 2022	Year 2 2023		Year 3 2024	Year 4 2025
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.	Unable to collect whole school data	Unable to collect whole school data	(Baseline) 2023 ABLES Mathematics Data - Whole School			

Perception data

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
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 2020-2021 for all ACT Specialist Schools.	78.7%	52.9%	72.2%		
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.	92.7%	76.5%	72%		

School program and process data

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
No measures identified	x	x	x		

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

What this evidence tells us

- Historically, baseline data has been difficult/ not able to be captured due to ineffective assessment tools.
- The establishment of a whole school (all teachers) Professional Learning Community focused on Mathematics, explored assessment methods and strategies for a Malkara specific context.
- Baseline data was captured following a year long spiral of inquiry for the Mathematics Professional Learning Community where consensus was reached on whole school assessment methodology.
- ABLES was used to capture baseline data.
- Most students at Malkara are accessing a pre-foundation curriculum, however a larger number than expected access Australian Curriculum. It is, therefore, necessary to maintain and develop teacher knowledge across both Australian and Victorian pre foundation curriculum.
- While Teachers believe they are giving useful feedback to students, it is evident the 'emphasis on academics' continues to decline.
- ABLES has given us the opportunity to collect whole school data and is currently the most effective option for teachers to interpret student learning.
- Staff satisfaction data capture is broad. Explore potential for mathematics specific questions in future surveys.

Our achievements for this priority

- **Establish baseline and utilise suitable data sets that enable the tracking of learning and growth in Number**

The establishment of a Professional Learning Community (PLC) that included all teachers, allowed whole school consensus on best methodology for capturing data.

Working as a PLC allowed us to review and revise assessment methods and systems for capturing and recording data. As all teachers engaged in this review, school wide implementation has been successful.

School wide data collection tools such as the Malkara Anecdotal Recording Sheet and Mathematics data base were developed and reviewed by all staff.

Ongoing work as a PLC in 2024 will allow for further capacity building in instructional practices based on the Victorian Pre foundation and Australian Curriculum.

Challenges we will address in our next Action Plan

- Continuation of teacher Professional Learning Community exploring improved instructional practices and learning experiences for all students in all strands of Mathematics.
- Small data sets (low student numbers) mean that 1 or 2 students can affect whole school data.
- Look at tracking individual growth – year to year and using this to measure whole school growth as a percentage.
- Establishing consensus on what is "Academic Emphasis" if this is to be used as a measure in 2024.
- Professional Learning Community Focus on 'feedback' to students.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Priority 2:   Increase student wellbeing outcomes

Targets or measures

By the end of 2026 we will achieve:

- 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.

In 2023 we implemented this priority through the following strategies.

- Research and trial a suitable suite of tools and methods to track student wellbeing outcomes
- Develop a schoolwide Social and Emotional Learning (SEL) framework to support student wellbeing

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 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
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.	Base data not captured	No data captured	No data captured		
To increase the average number of positive incidents per term occurring in all school playgrounds (or across the school)	65/term (playgrounds only)	Positive incidents not recorded (see below)	Positive incidents not recorded (see below)		
To decrease the average number of major and minor negative incidents per term occurring in all school playgrounds (or across the school).	70/term (playgrounds only)	117/term (playgrounds only)	116/term (playgrounds only)		

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
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 (*"Shared values and approach"*). This was determined by averaging the data for ACT Specialist schools over 2017-2021.	80%	70.2%	80%		
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.	80.0%	66.7%	77.1%		

School program and process data

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
No measures set	x	x	x	x	x

What this evidence tells us

- Targets and measures outlined in this plan are not effectively measuring student wellbeing. There is a need to review measures/targets for future action plans.
- Playground incident data could be a reflection of better reporting practices by staff rather than increased incidents.
- The need to focus teacher capacity building on Priority 1, meant we needed to rely on existing systems and structures.
- Perception data collected in 2023 indicates improvement despite this area not being actively/explicitly 'improved'

Our achievements for this priority

- **Increase student wellbeing outcomes**

In consultation and with the support of the School Planning and Review team, Malkara School ensured existing 'business as usual' systems remained in place to support student wellbeing while teacher development focused on Priority 1 (Mathematics)in 2023.

Our 'Business as Usual' systems included and continuation of Positive Behaviours for Learning structures, Student Support Team, Allied Health supports,

Challenges we will address in our next Action Plan

- Whole school baseline data in Personal and Social Capabilities to be captured using ABELS tool
- Review of perception data measures
- Development of explicit student wellbeing matrix which also links to staff wellbeing

Analysis → Priorities → Strategies → Actions → **Impact** (for student)