MALIBU SCHOOL

Independent Public School

Annual Report

2021

A **Future**
Without
Limits

Introduction

Reflecting back on 2021 it has been a busy, productive and extremely successful year. We welcomed the appointment of Merrilee Wright as Principal of Malibu School who has been a tremendous asset with her wealth of knowledge and involvement with School Reviews. We gained so much from the extensive reporting of data, discussions on points of interest leading up to the Review and were so proud of the outcome, which was fittingly deserved.

After reviewing the staff feedback this year on the role of the School Board, School Board staff awards were introduced, endorsed that there would be a parent / community member at School events and that Board members would be seated with the Leadership teams at Assemblies with bios and photos of Board members to be included in newsletters.

We have had many successful events this year. The Multicultural Day, Market Day and Navy involvement in the School were a credit to everyone and demonstrated the strong working community partnerships that continue to grow from strength to strength every year. The support which Madeleine King, M.P. has given us this year and her eagerness to promote our School is truly appreciated.
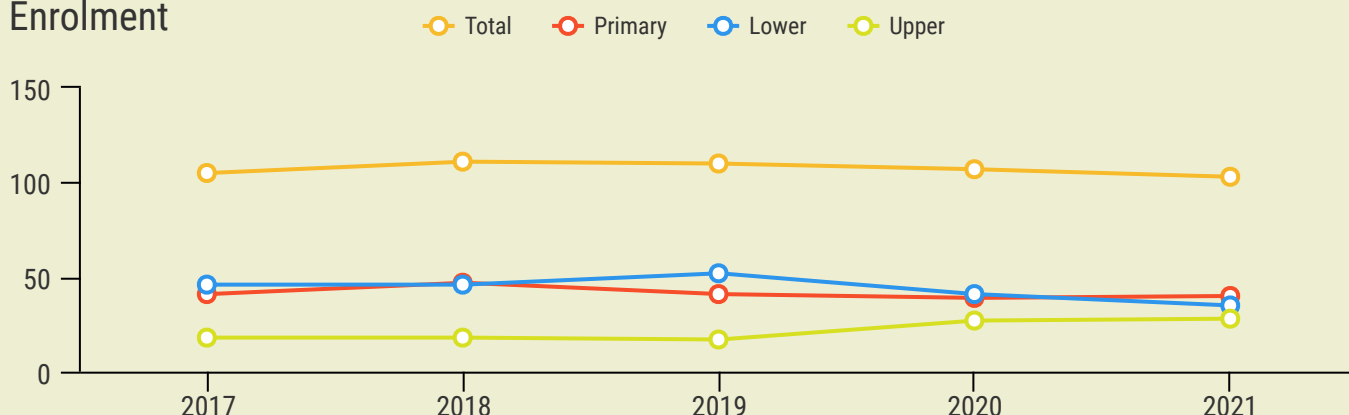
It has been a great privilege to be a part of the Malibu School Board. A big thank you to my fellow Board members for their continued dedication and commitment. I would also like to thank the whole School staff who continually strive to make our School such a wonderful educational learning platform for all our students.

Yvonne Peters
School Board Chair

Malibu School 2021 highlights and events

NAIDOC Reconciliation Week with local elders, families and community members
Navy Day and International Day of Persons with Disability celebrations support from HMAS Stirling and Little Stars
Colour Fun Run with support from families and HMAS Stirling
Senior School Ball hosted at the Hyatt
Remembrance and ANZAC Day Commemorations with distinguished and valued guests
Senior School Camp and partners in the Year 6 ESSN Camp
Sensorium Theatre residency / host for other schools
Day for Daniel
Communication Circle and Bike Program with Safety Bay SHS
Glee Club with Kolbe Catholic College with public performances including the Mandurah Performing Arts Centre
Mandurah Disability Expo stall showcase
Book Week activities at Malibu School with PESA Network school guests
Another successful Little Stars Playgroup Plus year with transition to new parent administration for 2022
Involvement with Rockingham Men's Shed
Ongoing support from Malibu Fresh Essentials, Bunnings, Good Sammy's Port Kennedy, Woolworths and Foodbank

Enrolment

School Self-Assessment

Data informs judgements about school effectiveness and informs continuous improvement. In using self-assessment as a tool for demonstrating accountability and planning for improvement, the school requires that the process be structured to:

• Support and inform classroom practice
• Be relevant to the context of Malibu School and its students
• Reflect the current levels of school organisation and staff development
• Make efficient and effective use of resources

School based factors that affect the self-assessment process include:
• A relatively small population for statistical analysis
• The impact of health, well-being and other issues on student performance
• Availability of age and level-appropriate assessment tools
• The difficulty in making like-school comparisons due to variations in student selection

Whilst data on learning area levels provides comparability for assessments, other information is required to evaluate performance and inform decision making at the school and classroom level.

Although standardised and non-standardised assessment data is included in this summary, Malibu School values teacher judgement in informing student achievement.

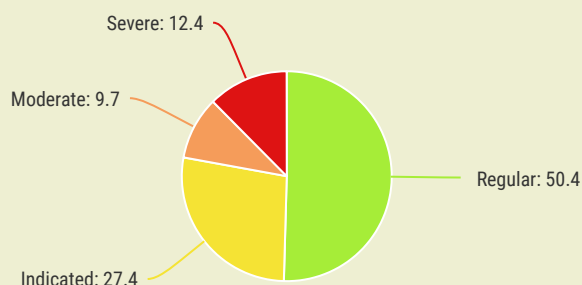*Improving the validity and reliability of all assessment types is an ongoing priority across the School.*

Student Achievement Targets

We measure student achievement by the progress against the following targets, as indicated in the school Business Plan.

Attendance

Target: 82% or above whole-school regular attendance. *Achieved.* No unexplained absences for any individuals. *In progress.*

Percentage of students in each attendance category in 2021

Severe: 12.4
Moderate: 9.7
Indicated: 27.4
Regular: 50.4

The overall school attendance average was 83.7%, higher than last year and above the average for all WA Public Schools.

50.4% of students attained *regular* attendance, lower than last year. This low number is likely due to the need for medical treatment, the impact of COVID-19 and other family circumstances.

3 students at significant attendance risk had unexplained absences. Unauthorised absences comprised 11% of all absences.
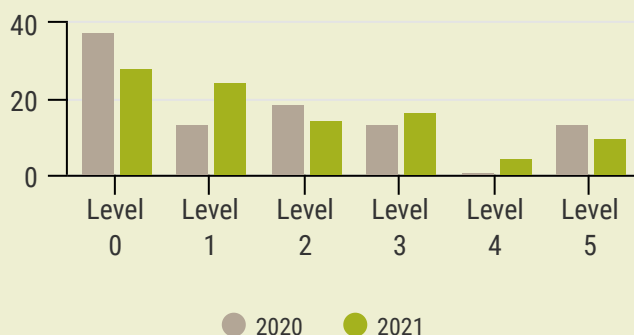
Recommendations
Remove 'regular' from the target to focus on the whole-school overall attendance rate. Continue to review unexplained absences and monitor and increase case management for unauthorised absences.
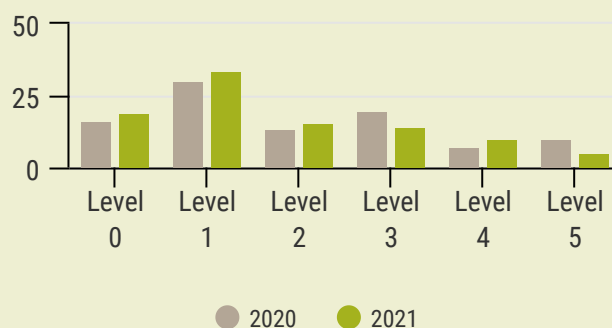
Communication Competence

Target: Students will show progression in the Social Domains 7 and 9 in their Roadmap of Communicative Competence. *Achieved.*

The assessment to track and measure student communication competency, for individuals with a wide range of communication challenges, was changed in 2020 to The Roadmap of Communication Competence (ROCC). The ROCC is inclusive of all ages, from early emergent to competent learners and is relevant for all types of communication modes. Information collected support a shared understanding within a team and support handover, goal setting and reporting.

ROCC Domain 7 - Uses a range of pragmatic functions

2020   2021

ROCC Domain 9 - Socially Interacts

2020   2021

Recommendations
Track individual student longitudinal progress to determine the number of students progressing in each domain.
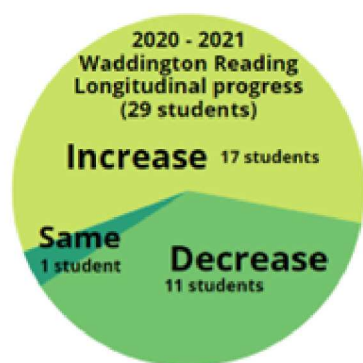
Literacy

Target: Emergent literacy students will show progression in The Bridge Assessment and foundation areas of alphabet knowledge and phonemic awareness. *No longitudinal data for the new assessment available for 2021.*

Most classes undertook assessment of student's alphabet knowledge to inform individual planning. A centralised system for the recording of individual student data was implemented late 2021 to monitor longitudinal progress.

The Bridge Literacy Assessment was reviewed in 2021 with additional skills recognised over 10 domains and 8 levels with a total score out of 112 instead of 66. In addition, 81 students were assessed in Semester 2 to allow a greater analysis of longitudinal progression review in 2022.

Recommendations
Consider a whole-school approach to the assessment of letter and sound knowledge.

2020 - 2021 Waddington Reading Longitudinal progress (29 students)
Increase 17 students
Same 1 student
Decrease 11 students

Target: Conventional literacy learners will show progression by a minimum of 1 standardised month in their reading skills. *Mostly achieved.*

16 conventional literacy learners were assessed using the Waddington Reading assessment in Term 3 2020 with 14 students assessed in 2019. The majority of conventional literacy learners demonstrated a progression of at least 1 month.

Recommendations
Undertake the Waddington Reading assessment at the same time, once a year
Alternate between the two available Waddington Reading assessments each year
Establish a centralised system to map longitudinal literacy progress

Numeracy

Target: Students will show progression by a minimum of 1 standardised month in the Sandwell Early Numeracy Test (SENT). *Target under review.*

The Sandwell Early Numeracy Test (SENT) assesses student's ability within the Number strand and has aspects of Measurement and Geometry and Statistics and Probability. It explores five areas of basic number skills: identification of numbers; oral counting; value/computation; object counting and language. The assessment covers attainments from ABLEWA Stage B to D and Western Australian Curriculum Pre-Primary to Year 6.

The Sandwell Early Numeracy Test (SENT) was not undertaken in 2021. After comprehensive review of the assessment and consultation with teachers, the assessment was determined as labour intensive with little diagnostic benefit for teachers to inform planning. During 2022, alternative assessments will be reviewed to provide teachers with a more meaningful opportunity to plan personalised numeracy learning.

Recommendations
Consider an alternative assessment that provides greater opportunity for benchmark and longitudinal mapping.
Establish a whole-school Numeracy Framework with supporting materials that enhances consistent approaches to teaching and learning

Technologies

Target: Students will show an increase of Digital Technologies - Processes and Production Skills across ABLEWA Stages A-D. *This target is under review.*

Malibu School aims to develop skillsets that are future focused, whilst ensuring students show progress across all aspects of Technologies, relevant to their interests and abilities. Malibu School did not have a tool to determine each students' longitudinal progress of Technology learning.

The achievement of Technology related goals may be captured in analysis of the students' IEP goal achievement and ABLES assessment tool.

Recommendations
Monitor and analyse individual student progress for the area of Technologies as indicated in their personal continuum captured in the annual ABLES assessment and IEP goal achievement.

Facilitate the learning of Technologies through the context of Enterprise Education and Independent Living Skills

ASDAN

Target: Senior Years students will obtain 100% achievement in ASDAN modules. *Achieved.*

A total of 29 students in year 11, 12 and 13 completed 3 ASDAN modules.

- 7 students completed the Baking Sensory module
- 23 students completed the Independent Living module
- 17 students completed the Horticulture module

Vocational Education and Training (VET)

A total of 5 Year 12 students were enrolled in Vocational Education and Training (VET) certificates delivered at Malibu School (Certificate 1 in Permaculture)

- 1 student completed 6 Units of Competency as part of Certificate 1 in Permaculture
- 4 students completed the full Qualification Certificate I in Permaculture

Preliminary Unit

Malibu School introduced Preliminary Units in 2021 with a trial approach to ensure students were accessing the Senior School Curriculum and to allow further recognition for student learning, to be reflected in each students' *Western Australian Statement of Achievement* upon leaving school. For this first year, the Preliminary English Unit 1 was selected for all senior classes.

- 30 students completed the Preliminary English 1 Unit

Recommendations
Increase VET, ASDAN and Preliminary Course offerings relevant to individual needs, interests, abilities and preferred destinations
Ensure student course enrolment processes are undertaken accurately and in a timely manner
Ensure all student results are reported each year and all students receive recognition for their learning

School Improvement Focus Areas

Whole-school improvement is monitored by our progress of key strategies, underpinned by three core focus areas, to ensure we are soundly focused on achieving positive student outcomes. Our focus areas are;

1. High quality teaching and leadership
2. Safe, inclusive and caring environment
3. Strong family and community connections

Focus Area 1 - High Quality Teaching and Leadership

Malibu School encourages and supports staff to continually build their capacity to deliver excellent teaching and learning, which are responsive and inclusive of individual student needs. All staff actively participate in Performance Development to strengthen and build their skills resulting in increased student achievement. Leadership across the school is shared and cohesive to build capacity for continuous change and improvement.

1.1 All teachers have visible learning intentions for every lesson. *Working towards.*

- An Instructional Framework was developed, based on the Victorian High Impact Teaching Strategies (Vic) with a range of shared resources developed to increase consistency.
- Staff reviewed John Hattie Visible Learning concepts exploring the research behind explicit learning intentions
- WALT and WILF introduced and used across all classes, supported by observation and feedback processes.

Recommendations
Resource time for peer observations (teachers and EAs) that include clear learning intention and expectations for learning.

1.2 As Communication Partners, build capacity across the domains of the ROCC. *Working towards*.

- Benchmark ROCC assessment has been undertaken for all students
- Lead EA assists in the development of relevant resources and PODD books for new staff and students
- Indigo provided eye-gaze training to selected classroom teachers and whole-school staff support
- More staff observed using communication strategies consistently

Recommendations
Ongoing PLs and staff coaching on how to use AAC across all contexts with expectations to carry and use PODD books each day
Include AAC PL in induction processes and provide relief staff with PODD books
Develop Playground PODD resources
Further teacher PL on how to enter and use data on online ROCC platform
Continue partnership with Indigo

1.3 Deliver Literacy Blocks aligned to the Balanced Literacy Approach. *Under Review.*

- Purchase of additional literacy resources
- Seniors re-evaluated their timetable to ensure increased time for Literacy
- A Literacy Handbook with guiding framework was developed to support new teacher induction and consistent approaches

Recommendations
Create a Literacy Framework and resource box for each class
Develop resources to support peer observations for literacy
Review of the effectiveness of Literacy Blocks and the introduction of an evidence-based explicit literacy program

1.4 Deliver Numeracy Blocks for all Mathematics lessons. *Working towards*.

- Established Numeracy Block across clusters
- Maths resources developed for each class including the provision of more resources for student differentiation (tactile, vision, emergent numeracy learners)

Recommendations
Develop a Numeracy Framework and mathematical language kits
Review assessment for benchmark, diagnostic and longitudinal tracking purposes
Consider relevant programs and a scope and sequence of numeracy learning to support whole-school consistent practice
Develop resources to support numeracy peer observations

1.5 Implement a STEM approach across all classrooms. *Working towards.*	• STEM Priority Area staff support the development of resources and STEM related activities • STEM Learning Cafes supported a culture of a cross-curricula approach through project-based learning and solving real world problems

Recommendations

Consider the appointment of a STEM specialist teacher to support learning across all classes

Develop a STEM or STEAM scope and sequence

1.6 Instructional Leadership strengthens curriculum knowledge and instructional practice in all staff. *Working towards.*	• Learning cafes provide staff to share their learning with others • Implementation of peer observations • Student achievement data was shared with staff to lead disciplined dialogue conversations • Leaders at all Levels model includes further leadership opportunity for EAs and Ministerial staff

Recommendations

Implement a coaching and mentoring culture across the school to build curriculum knowledge and pedagogy

1.7 Build leadership capacity across the school. *Working towards*.	• Developing leaders, distributing roles around the school and teamwork is increasing • PLC membership offers ownership to staff, staff self-nominate as leaders • Cluster EA Leaders appointed to support operations and development across each cluster

Recommendations

Increase mentoring of new staff

EAs to share skillsets of different roles. Observe how other EAs and roles work

Continue implementing the WA Future Leaders Framework and allocate time for leaders to drive planning and outcomes

Plan PESA Deputy Network

Focus Area 2 - Safe, inclusive and caring learning environment

Malibu School strives to cultivate a safe, inclusive and caring learning environment, which encourages and allows our students to achieve their personal best in all areas of their educational program. Our school is driven by a deep belief that every student is capable of successful learning.

2.1 Implement a Trauma Informed Approach across the school. *Achieved.*	• All staff engage in training that incorporates the principles of Trauma Informed practice through exploration and use of the Positive Behaviour Support model and Team Teach training • Targeted support is provided to specific staff and students at point of need

Recommendations

Review the priority of this target in the context of a suite of professional learning and strategies to meet the needs of students with a broad range of social, academic, socio-economic, physical, intellectual and emotional need.

2.2 Promote Malibu's PBS expectations to all students and the whole school community. *Achieved.*	• Promotion of PBS expectations to School Board, staff and students • Zones of Regulation, Red & Green choices, Certificates, Prize boxes, PBS tokens used regularly have increased positive behaviours across the school • Development of a PBS Framework with expectations and resources to support consistent practice

Recommendations

Increase frequency of PBS videos and lessons relevant to a broader selection of the student cohort

Increase differentiated learning strategies e.g. Role play scenarios, modelling wrong and right way, peer to peer modelling

Review PBS Assemblies and the weekly prize format

2.3 Implement positive behaviour interventions for all students.
Achieved.

- Positive Behaviour Policy developed to consolidate whole-school expecations, practices, use of resources and responsibilities
- Increased knowledge of differentiated behaviour management and strategies implemented across the school, resulting in individualised approaches and interventions
- Regular monitoring and reporting of PB Tokens distributed across the school

Recommendations
Review and collate evidence of universal strategies across the school
Monitor the timely review of student plans in collaboration with stakeholders
Consider methods to track efficacy of interventions

2.4 Promote and maintain a positive health and wellbeing culture with all staff.
Achieved.

- Mental Health and Wellbeing PLC formed, staff mental health check ins with Senior Leadership
- Learning Cafes, Nurse's sessions, PL for Worker's Compensation claims online system
- End of Year Function, BBQ / morning teas, Massages, Zumba day, baby photo comp

Recommendations
Implement a coaching and mentoring culture across the school to build curriculum knowledge and pedagogy

2.5 Promote student wellbeing, safety and positive relationships.
Working towards.

- Introduction of SAER team with ELT, Nurses, School Psychologist, Chaplain, Social Trainer
- Student Leaders, introduction of Factions
- Opportunities for collaboration and connection with students in other ES schools
- Work placements and partnerships with SBSHS, Kolbe Catholic College, Gilmore College
- Strong relationships with families during COVID-19 include remote learning

Recommendations
Review case management processes and Requests for External Provider (Therapy) access on school grounds to enhance effective partnerships with all stakeholders

2.6 Develop and maintain engaging and stimulating physical environments that support and encourage learning.
Working towards.

- Completion of the new Middle Cluster Block, ready for 2022
- Plans for a new Primary Playground implemented

Recommendations
Consider the accessibility of play equipment across the school and additional strategies to increase engagement during break times

Focus Area 3 - Strong family and community connections

Malibu School believes parents and families are integral members of the school community and partners in their child's learning. Open and respectful relationships between staff, students, parents and families are essential for full support of each student. We actively seek community partnerships to enhance the opportunities and outcomes for our students.

3.1 Foster positive relationships and communication with families.
Working towards.

- Meet and greet day in term 1
- Facebook page regularly updated with information and celebrations
- Development of a Communication Plan which saw the introduction of a new website, See Saw and Schoolzine to provide frequent and timely opportunities for two-way communication
- Well attended events throughout the year

Recommendations
Provide EAs and Specialist Teachers with access to See Saw

3.2 Increase and promote positive engagement with and by families. *Working towards.*	• Assemblies, and whole school events very well attended • Online and social media platforms used frequently and efficiently • 100% of parents provided multiple points to attend IEP meetings and are welcomed at any time • Family check-ins – Student Services Officer and Family Networks

Recommendations
Open Day/Night to showcase learning
Invite parents to morning reading and other learning opportunities including Family day, Parent coffee morning, working bee
Increase support for families with challenging home circumstances
Establish a P&C

3.3 Foster positive relationships with the community. *Working towards.*	• Strong and active relationships with the ESSN, PESA, PACT networks resulting in several key collaborative events and staff development opportunities • Communication circle with SBSHS, Glee club with Colby Catholic College • Little Stars Playgroup Plus on site • Partnerships with Woolworths, HMAS Stirling, Malibu Fresh, Rockingham Lions Club and Men's Shed

Recommendations
Increase staff engagement in Network opportunities to drive professional development and further learning opportunities
Increase engagement with community providers to build parent capability in navigating the NDIS
Secure a community member for the School Board

3.4 Extend Aboriginal Cultural Standards Framework across the school. *Working towards.*	• ACSF PLC meetings have resulted in staff PL, plans and ALD boards and resources for each class • Focus on Relationships and Learning Environment • Malibu School Acknowledgement of Country for daily review and assembly • Receipt of a PALS grant to support learning with Djurandi Dreaming and Clontarf Aboriginal College

Recommendations
Increase Cultural Awareness and student voice during assemblies

National Quality Standard

Each year, our Early Childhood teachers undertake an audit using the NQS Framework to ensure they provide the best education and practice for every child. All standards, with the exception of Physical Environment, have been evidenced as 'met'. Strategies to meet this last standard form part of a 2021 Grounds Plan and will be enhanced with the completion of the Primary play area.

Abilities Based Learning Education Support (ABLES) Assessment Tool

The ABLES Assessment Tool describe the skills and abilities that teachers can observe in everyday school contexts. The data is collected throughout the year and used to inform students' curriculum attainment level.

Recommendations
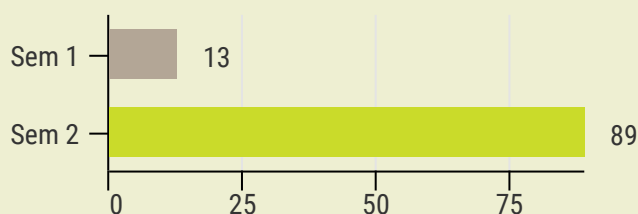Collate and analyse the ABLES data to monitor student progress
Provide copies of the ABLES reports to parents / caregivers at the end of each reporting cycle

Individual Education Plans

Each child's Individual Education Plan (IEP) frames student learning and includes all Learning Areas. An IEP is a key document for teachers to plan, monitor, assess and evaluate teaching and learning programs that are personalised for all students at Malibu School.

Considerable efforts in the review of assessment scales and the development of more targeted and personalised goals saw a significant increase in student achievement in Semester 2.

2021 Percentage of IEP Goal Achievement

Sem 1 — 13
Sem 2 — 89

(axis: 0, 25, 50, 75)

Recommendations
Consider the analysis of IEP goal achievement by Learning Areas to measure student achievement, strengthen curriculum development and enhance teaching strategies

Additional recommendations

- Consolidate induction and graduate mentoring process
- Review purpose, timing and type of student assessments for consideration in the school's Curriculum, Assessment and Reporting (CAR) schedule
- Establish a centralised system and planned approach for the collation of individual student data entry to support student monitoring of progress and achievement
- Build the data literacy capabilities of staff through regularly discussion and analysis of student data with staff
- Schedule collaborative cluster DOTT times to support disciplined dialogue data analysis and planning
- Establish a short and long-term grounds plan

School Surveys

In term 2, families completed the Engaging and Working with my Community Survey and indicated strong satisfaction about relationships and their sense of belonging at Malibu School. Staff undertook a *Culture Triage Survey*.

44 family and 67 staff responses were submitted, collated and analysed.

90% of parent respondents felt that the school is open and accessible making it easy to meet with school leaders, talk to teachers and bring up issues.

All parents agreed that this school is well-maintained and that the school has a strong relationship with the local community, providing strong pathways and opportunities for their child.

Although the majority of parent responses rated the school, quality of programs and staff highly, parents indicated that they would like to be further included in planning about how they would like to be involved at the school. In addition, parents felt they would benefit from more opportunity to be involved in the development of their child's IEP

Staff responses confirmed that teachers and staff are involved in the decision making processes with regard to materials and resources.

All staff indicated that the school reflects a 'true sense of community' and most responded that school members are interdependent and value each other.

Staff respondents indicated that there is a greater need to coordinate and manage therapist on site, particularly to increase the effective working partnerships required for collaborative efforts to work towards student goals. Opportunities to collaborate with colleagues in the planning of whole-school initiatives was valued though more support was required to facilitate these opportunities.

Recommendations
Implement strategies that ensure all parents can access IEP planning and are supported to understand their role in the process
Seek further opportunities for increased parent engagement in class and school events, activities and decision making
Review the timetable to provide further opportunities for collaborative DOTT with agendas that guide reflective practice and professional conversation
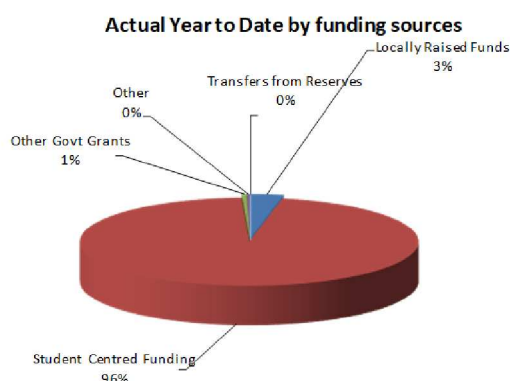Review existing Therapy on site processes to strengthen the connection between families, therapists and teachers
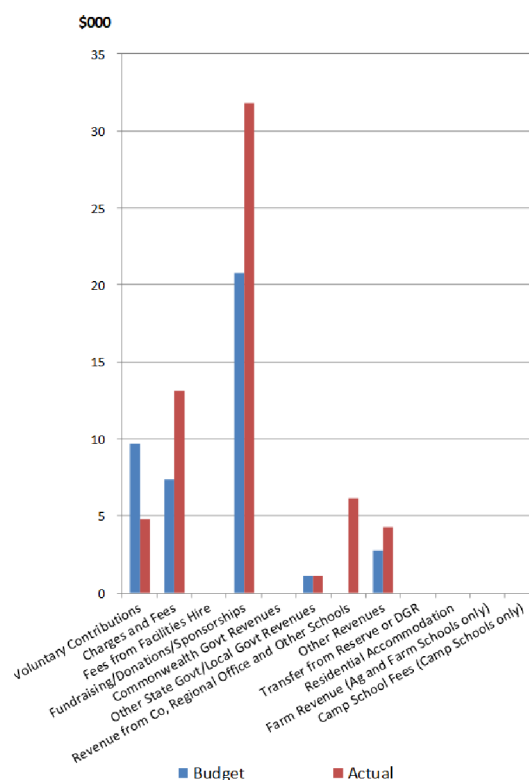
Resource Management

Strong financial governance, in collaboration with the Finance Committee and School Board, has ensured Malibu School continues to be in a strong financial position. Due to COVID-19, many budgeted activities were unable to be undertaken, resulting in an unexpected surplus of unspent allocations for expenditure in 2021.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 9,645.00	$ 4,786.00
2	Charges and Fees	$ 7,393.00	$ 13,160.35
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 20,767.00	$ 31,784.94
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 1,100.00	$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	$ -	$ 6,115.00
8	Other Revenues	$ 2,750.00	$ 4,290.48
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 41,655.00	$ 61,236.77
	Opening Balance	$ 109,866.21	$ 109,866.21
	Student Centred Funding	$ 1,512,997.52	$ 1,516,836.52
	Total Cash Funds Available	$ 1,664,518.73	$ 1,687,939.50
	Total Salary Allocation	$ -	
	Total Funds Available	$ 1,664,518.73	$ 1,687,939.50

Locally Raised Revenue - Budget vs Actual

Actual Year to Date by funding sources

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 75,592.73	$ 53,305.61
2	Lease Payments	$ 2,000.00	$ 1,755.29
3	Utilities, Facilities and Maintenance	$ 271,059.00	$ 273,995.48
4	Buildings, Property and Equipment	$ 245,663.00	$ 105,498.23
5	Curriculum and Student Services	$ 161,096.00	$ 104,061.81
6	Professional Development	$ 60,000.00	$ 65,250.16
7	Transfer to Reserve	$ 831,106.00	$ 831,106.00
8	Other Expenditure	$ 18,002.00	$ 13,459.26
9	Payment to CO, Regional Office and Other Schools	$ -	$ -
10	Residential Operations	$ -	$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12	Farm Operations (Ag and Farm Schools only)	$ -	$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14	Camp School Fees to CO (Camp Schools only)	$ -	$ -
	Total Goods and Services Expenditure	$ 1,664,518.73	$ 1,448,431.84
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 1,664,518.73	$ 1,448,431.84
	Cash Budget Variance	$ -	

Goods and Services Expenditure - Budget vs Actual

Cash Position Components

	Cash Position Components	
	Bank Balance	**$ 1,546,860.65**
	Made up of:	
1	General Fund Balance	$ 239,507.66
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 1,314,210.34
5	Suspense Accounts	$ 2,236.65
6	Cash Advances	$ (600.00)
7	Tax Position	$ (8,494.00)
	Total Bank Balance	**$ 1,546,860.65**

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P (08) 9527 9009
E malibu@education.wa.edu.au
104 Georgetown Dr, Safety Bay WA 6169

www.malibuschool.wa.edu.au

Malibu School