MALIBU SCHOOL
Independent Public School

Annual Report
2018

Contents

Introduction

As Principal I am honoured to present information about Malibu School to you. Our School Community is extremely proud of our growth in the second year of being an Independent Public School; we have grown and developed a great deal over the last two years of the Business Plan. The Business Plan does not encompass all that occurs within our school, although does provide a focal point to demonstrate our growth and development as a School. In addition to data related to the Business Plan presented in the Annual Report is information on a range of programs to provide an overview of the depth and breadth of education at Malibu School.

Enrolment

At the end of Semester two, 2018 there were 109 students enrolled at Malibu School. This continues the trend of the last five years.

Semester 2 Student Numbers
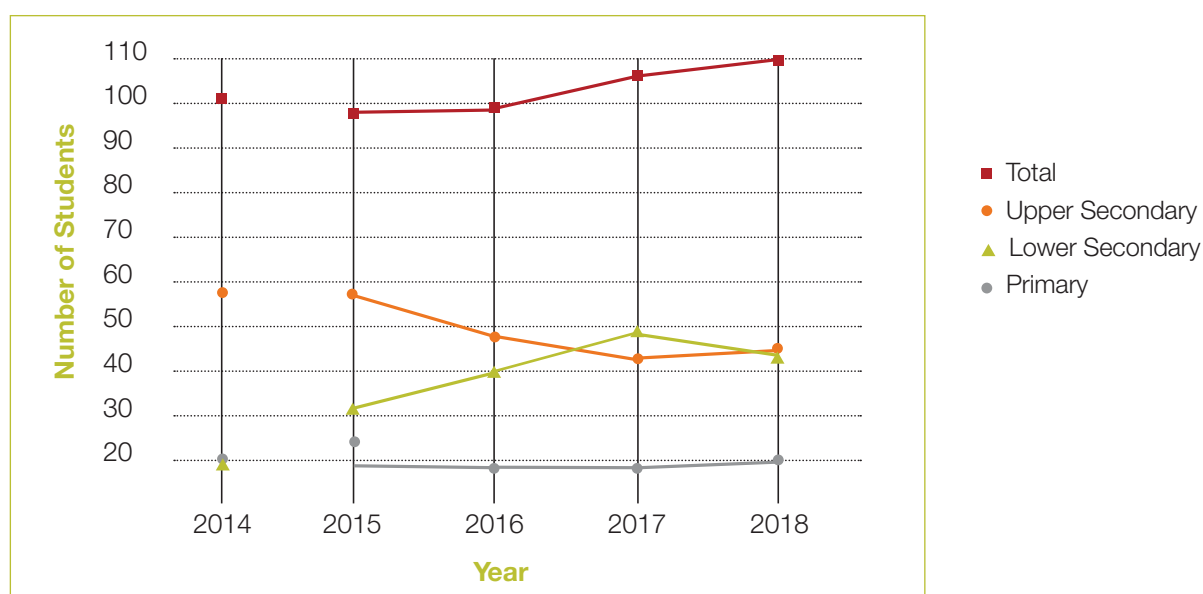
Semester 2	2014	2015	2016	2017	2018
Primary (Excluding Kindy)	57	48	42	41	46
Lower Secondary	22	31	38	48	45
Upper Secondary	23	19	19	17	18
Total	102	98	99	106	109

Note The graph and table include only full-time students. From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to Year 10 students.

Our School Community

We have a positive and robust reputation for providing a high quality education for students whose needs are high and complex. Our aim is to provide a supportive, engaging and specialist environment in which students are encouraged to aim for a "Future Without Limits". Grounds and office staff, education assistants and social trainers, teachers and leadership make up a strong and supportive community, committed to providing individualised, challenging and rewarding learning experiences that are differentiated to cater for each student's unique learning needs.

Parents, caregivers and families are the pivotal partners in meeting the educational needs of our students. We build positive relationships with parents/caregivers in educational planning through a range of formal and informal processes.

Malibu School is committed to being a school with expert and specialist facilities and programs for our students. We have a deep commitment to our core priority areas of Communication, Literacy, STEM, Maths, Positive Behaviour Support and Protective Education (Behaviours).

School Focus Areas

The School has completed its second year as an Independent Public School (IPS); this has continued to be a significant step in what has been a rigorous and long journey to high quality education for all; underpinned by a vision statement of "A Future Without Limits". As an IPS School we engage, monitor and reflect through three core focus areas to ensure we are soundly focused on achieving positive student outcomes.

The Focus Areas are:

- Strong family and community connections

- Safe, inclusive and caring learning environment

- High quality teaching

School Self Assessment

This document summarises the data collected by Malibu School to inform judgements about school effectiveness and to develop action for continuous improvement. The data is intended to inform the annual school review process leading to continual improvements in student outcomes. Final judgements arising from the school review process are included in this report, while whole-school strategies for improvement are described in the School's Business Plan.

In using self-assessment as a tool for demonstrating accountability and achieving continuous 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

- Reflective of the current levels of school organisation and staff development

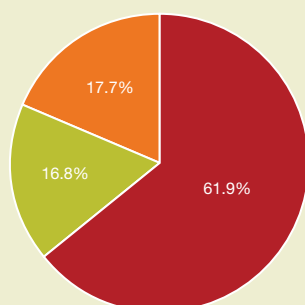- Make efficient and effective use of resources

- Particular circumstances, which affect the self-assessment process in our school, include:

- A relatively small population for statistical analysis

- The impact of health, well-being and other issues on student performance

- Development of age and level-appropriate assessment tools

- The difficulty in making like-school comparisons because of 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.
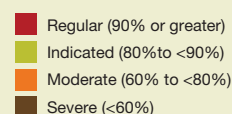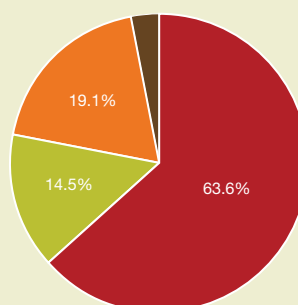
Attendance

Student attendance at Malibu School is steadily increasing each semester, although is an area that requires continual revision and analysis. The School Leadership Team have initiated various strategies to increase student attendance such as Student Reviews, follow-up phone calls, letters, creating support networks such as Local Area Coordinator's and School Bus Services relationships.

Attendance Profile 2018 Semester 1 Compulsory

17.7%
16.8%
61.9%

Attendance Profile 2018 Semester 2 Compulsory

19.1%
14.5%
63.6%

- Regular (90% or greater)
- Indicated (80%to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

Recommendations for 2019

- Continue providing ongoing knowledge to Teachers about the Attendance Guidelines and their responsibilities.
- Student Services Team to monitor student attendance regularly.
- All 'unexplained' absences are addressed with families/caregivers.
- Follow processes in place for students within the Severe and Moderate Attendance Profile.
- Seek support and referral for identified Severe Attendance Profile students.
- Continued support for families and caregivers.

Aboriginal Cultural Framework

At census on 16th February 2018 the school had twelve Aboriginal students identified and eleven students on the 3rd August census. Malibu School appointed a Level Three Classroom Teacher to focus on the Aboriginal Cultural Framework as a priority area across the School. Representatives from the school attended the Aboriginal Cultural Framework Professional Learning. An Aboriginal Cultural Framework Working Group was formed to commence planning across Malibu School.

Recommendations for 2019

- Conduct the Aboriginal Cultural Standards Framework Survey with staff.
- Increase staff awareness of the Aboriginal Cultural Standards Framework through Professional Learning, Staff Meetings and Working Group.
- Build a support network with Aboriginal community networks. (Question 5)
- Increase staff awareness of local historical and contemporary cultural contexts within the Rockingham, Kwinana and Mandurah areas. (Question 7)
- Develop physical environments which reflect cultural heritage of Aboriginal students. (Question 15) e.g. Meeting Place.
- Continue working relationship with Safety Bay Senior High School.
- Create partnerships with Local Government.

Aboriginal symbol painting.
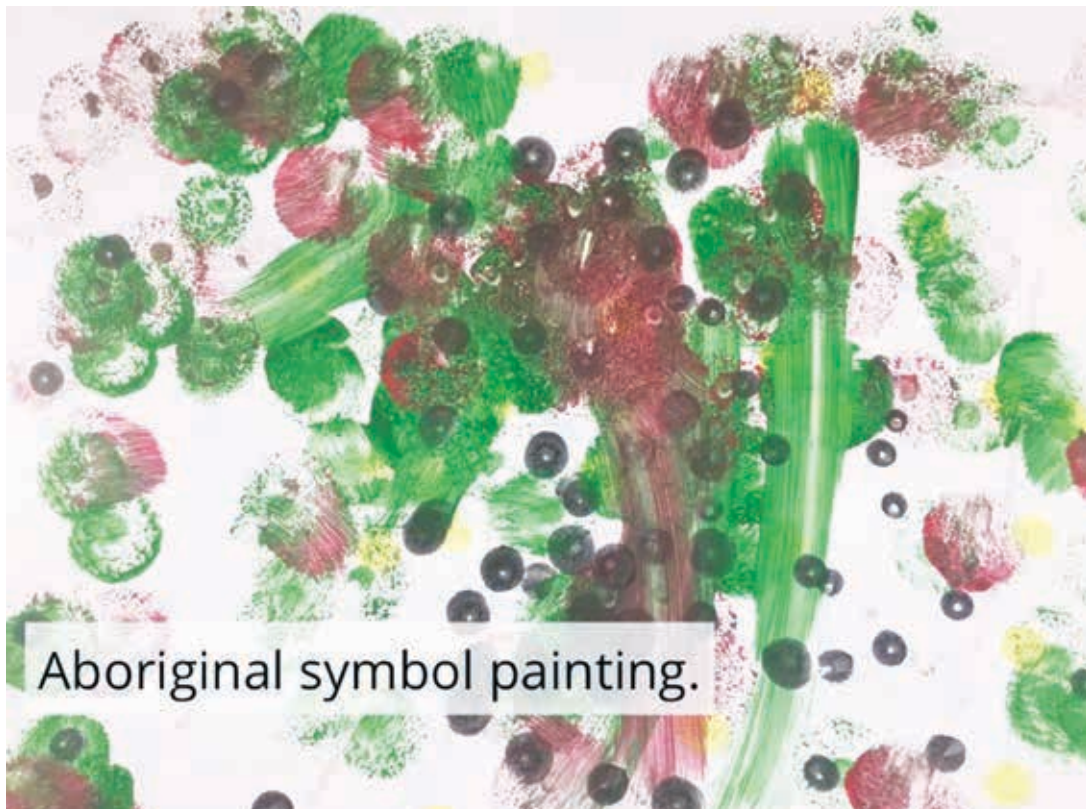
Student Achievement of IEP Objectives

Parents and families are the pivotal partners in meeting the educational needs of our students. We build positive relationships with parents via educational planning through a range of formal and informal processes.

The IEP process at Malibu School frames our student learning and includes all Learning Areas except LOTE. An Individual Education Plan (IEP) is a key document for teachers as they plan, monitor, assess and evaluate teaching and learning programs that are personalised for all students at Malibu School.

The curriculum map at Malibu School recognises that students who are operating at pre foundation level require explicit and relevant content that guides the teaching and learning. The Malibu curriculum map is deep and broad allowing for individualised and differentiated teaching and learning across all learning areas.
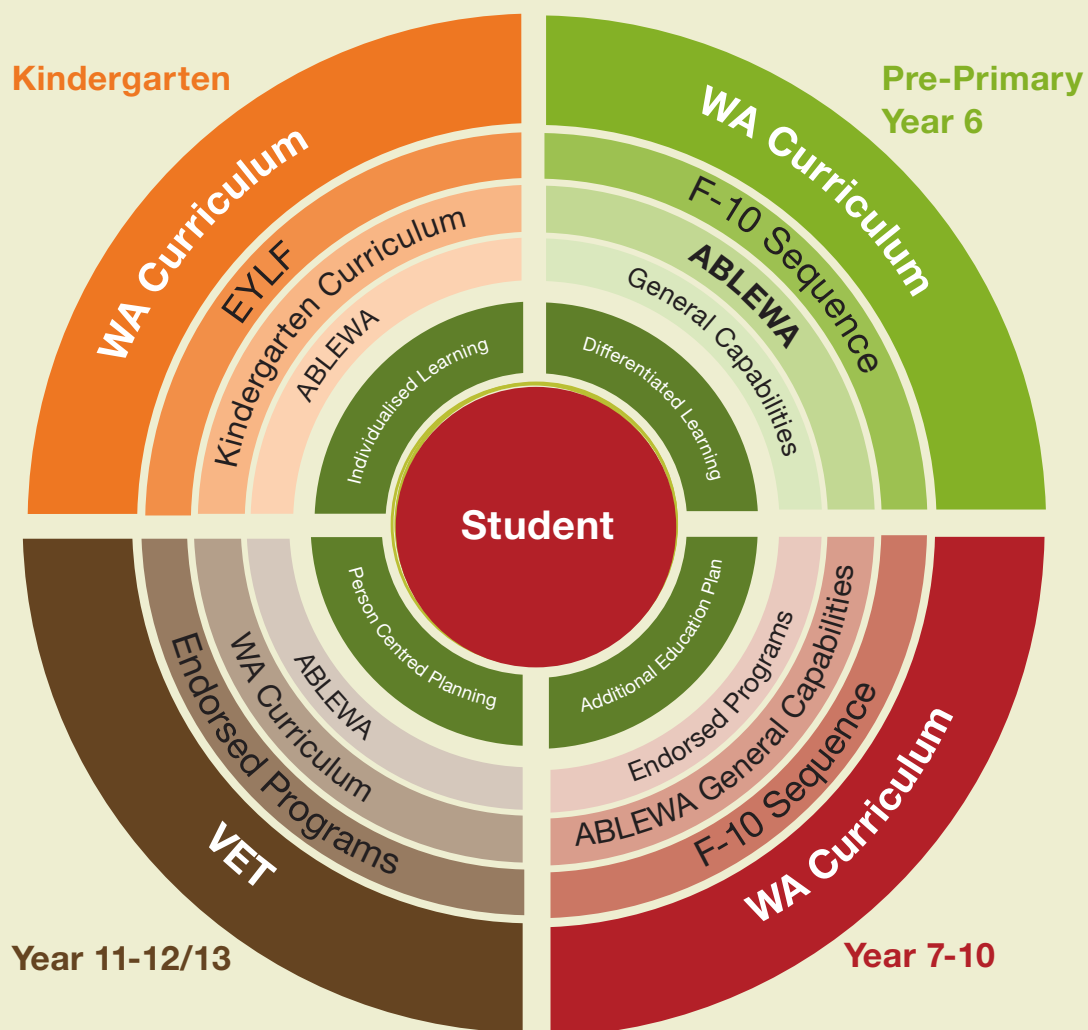
ABLES Assessment Tool

The ABLES Assessment Tool describe the skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students. The data collected from the ABLES Assessment Tool is used to inform the IEP objectives and pinpoints the student's curriculum attainment level. Over the 2018 year there was a steady indication of student improvement. In particular, in Mathematics students demonstrated a growth from ABLEWA Stage A to ABLEWA Stage B and an increase of students working within the Pre-Primary curriculum. Within Reading and Viewing an increase within ABLEWA Stage D and the Years 1/2 curriculum.

ABLES Assessment Semester One 2018

Legend: Speaking and Listening, Reading and Viewing, Maths, Digital Literacy, Personal Social: Self, Personal Social: Social, Personal Social: Emotional

ABLES Assessment Semester Two 2018

Legend: Speaking and Listening, Reading and Viewing, Maths, Digital Literacy, Personal Social: Self, Personal Social: Social, Personal Social: Emotional
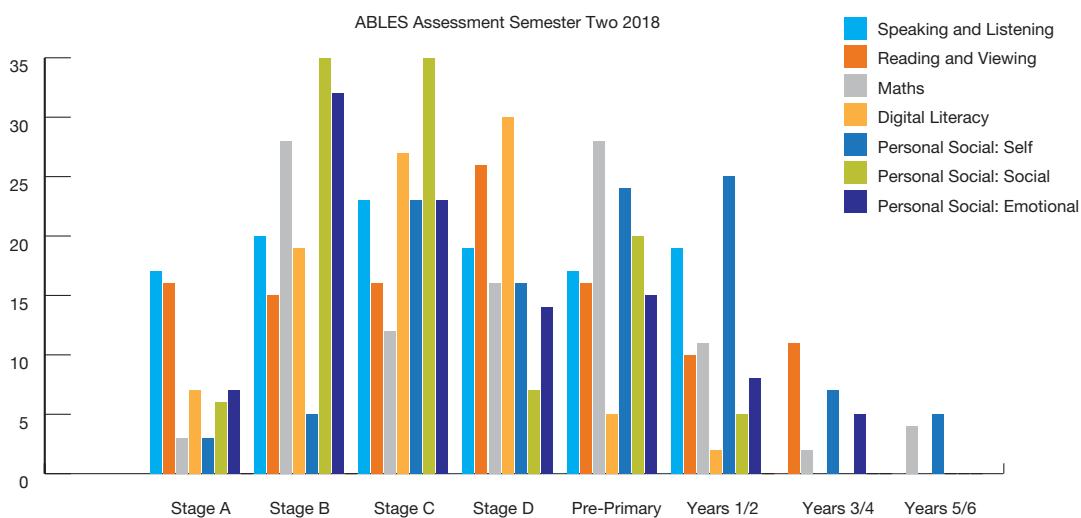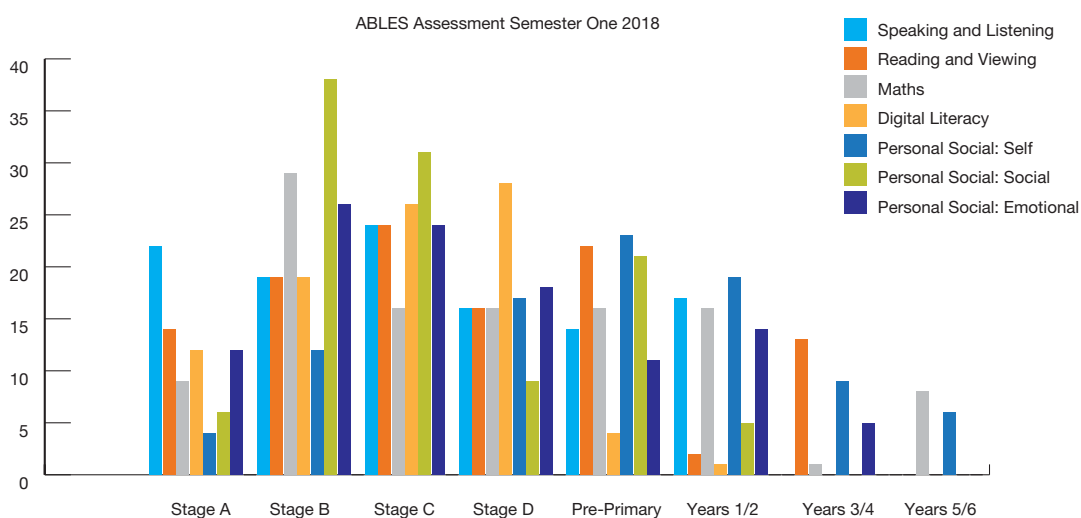
Recommendations for 2019

- Implement moderation of the ABLES Assessment tool.
- Change the Assessment Schedule to allow teachers to conduct the tool in Terms Two and Four to inform the following term's IEPs.
- SLT to monitor and support the completion of all required tools for each year level cohort.
- Introduce the Movement and Physical Activity and Critical and Creative Thinking Tools within the Assessment Schedule.

Literacy Assessment

There are seventy-five students who are working at an Emergent Literacy level and twenty-nine students working at a Conventional Literacy level at Malibu School. There was an increase in the average scores in all eleven areas of the Emergent Bridge Portfolio Assessment. Five students moved from being Emergent Literacy learners to early Conventional Literacy learners. In 2018 Malibu School implemented a new Literacy Battery Assessment for the students working at a Conventional Literacy level.

Recommendations for 2019

- The Literacy Priority Area Leader (PAL) to continue to support teachers to complete the Bridge Portfolio Assessment and the Literacy Battery Assessment in accordance with the Assessment Schedule.

- Conduct meetings and follow-up contact with teachers identified as requiring support.

- Literacy PAL to inform relevant Deputy Principal of incomplete assessments to allow follow-up and develop a support plan.

- Increased moderation of the Bridge Portfolio Assessment.

- Continued support to ensure access for all students in Literacy.

- Increased focus on students working within the Conventional Literacy level.

Augmentative and Alternative Communication

In line with the recommendations from the 2017 Annual Report, teachers completed an AAC Assessment using the AAC Profile: A Continuum of Learning (Dr Tracey Kovach) in both Semester One and Two for students who have Complex Communication Needs. The data confirms that the majority of Malibu School students who have Complex Communication Needs are operating at the lower skill levels across the Profile Tool. The data indicates that our interventions throughout the year have enabled an upward shift across the Skill Set Levels with a significant decrease in the number of students who are operating at the lowest level. Twenty-nine students improved in one or more levels across all Areas of Learning.

| Malibu School 2018 AAC Assessment Data					
2018 AAC Profile Data	Students (Skill Set Level 1)	Students (Skill Set Level 2)	Students (Skill Set Level 3)	Students (Skill Set Level 4)	Students (Skill Set Level 5)
Semester 1	52	28	10	2	-
Semester 2	30	41	16	4	1

Recommendations for 2019

- Continue to use the AAC Profile for assessment purposes with administration on an annual basis.

- Introduce moderation processes of the tool to achieve consistency of the data over time.

- Provide Professional Learning opportunities to further develop staff's AAC knowledge and skills and to support development across the Four Areas of Learning.
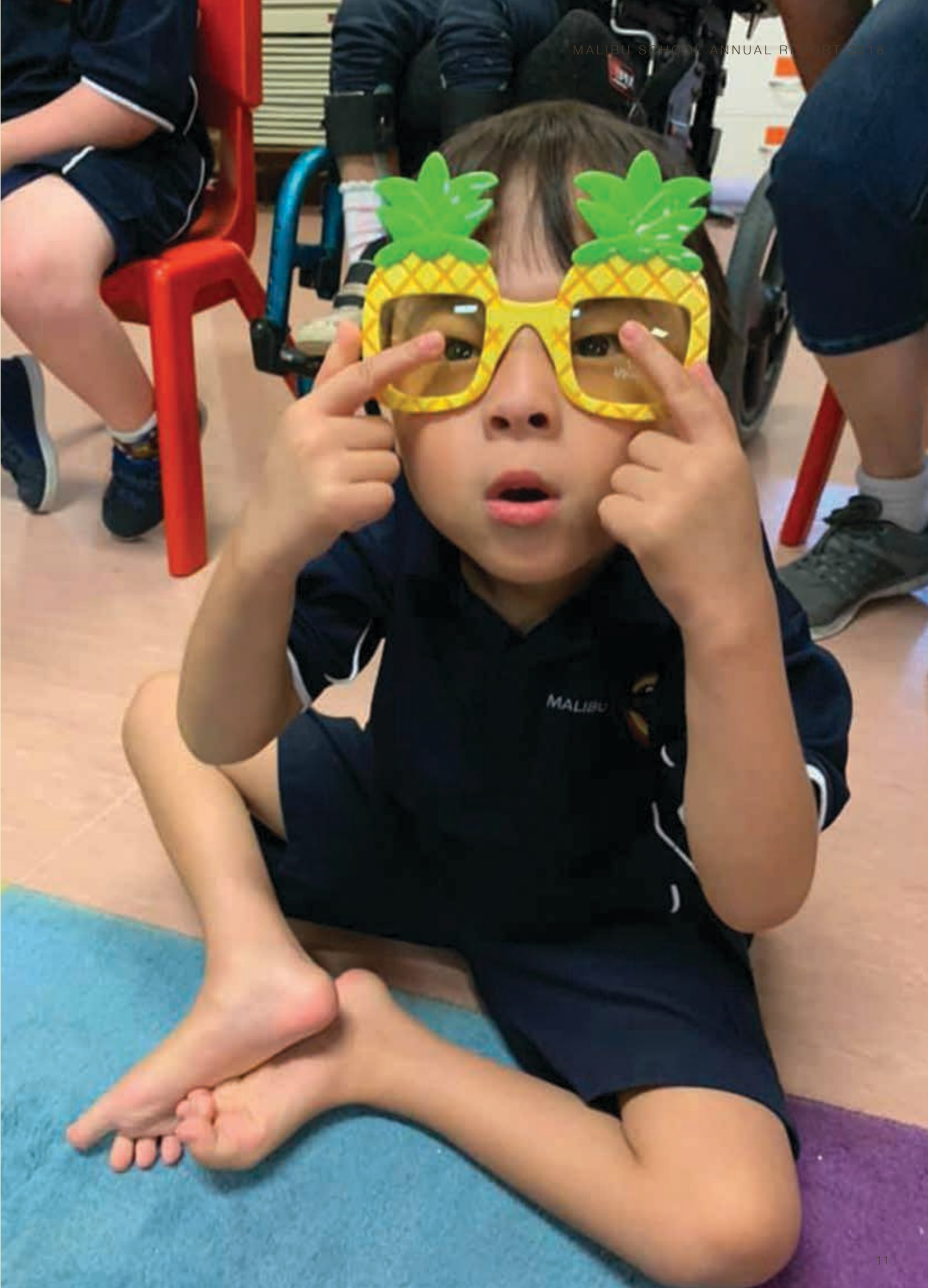
Numeracy

Over the 2018 year there was a significant increase in student achievement in Mathematics. With the introduction of a Standardised Assessment the comparison of student's knowledge and understanding in Numeracy was evident within an age equivalent analysis. In particular, there was a significant shift of students working below a three years and four months' mathematical age from twenty-four students down to thirteen students that were identified. Another significant increase in student achievement was twenty students in Semester two were identified as working at a five years and one-month mathematical age.

Whole School Analysis SENT Age Equivalent Analysis

Whole School Analysis SENT Age Equivalent Analysis

■	Under 3.4
■	3.4
■	3.5-4.0
■	4.1-5.0
■	5.1-6.0
■	6.1-7.0
■	7.1-8.0
■	8.1-11.1
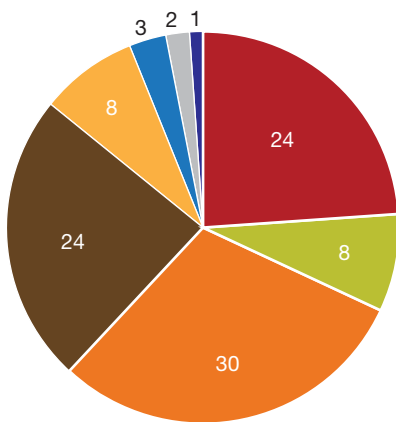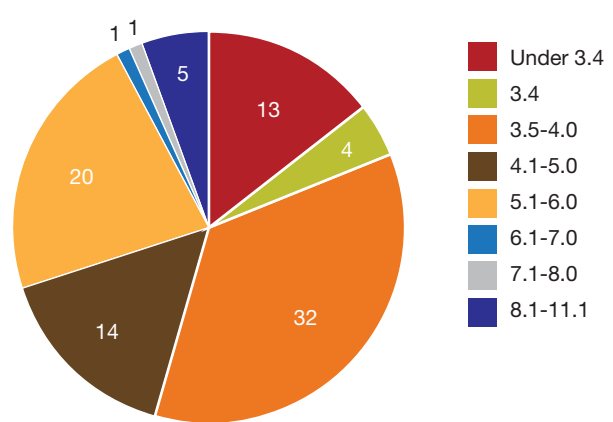
Recommendations for 2019

- Introduce a Numeracy Block to increase student achievement.

- Introduce Learning Intentions at the onset of Numeracy lessons.

- Investigate how to deliver effective feedback to students.

- Encourage a culture of Peer Observations.

- Continue to create access for all for the Sandwell Early Numeracy Assessment.

- Professional Learning with the Dr Paul Swan Counting trajectory and games.

Digital Technologies

As part of our priority area STEM, the focus in 2018 was on Technology and how to integrate it into different learning areas. An initiative in this area was the development of our Digital Technologies Assessment. As part of the Teachers Can Code program, our STEM PAL designed and presented specialised ABLEWA Digital Technologies Workshops to our staff and other staff within other Education Support Centres and schools. There was a considerable increase in student achievement in both strands; Knowledge and Understanding and Processes and Production Skills across the year.

Recommendations for 2019

- Investigate different methods of alternative access for all students.
- Processes and Production Skills needs to be a Priority within Technology lessons in the classroom.
- Digital Technologies Scope and Sequence development to provide practical examples with resources for teaching to content descriptors.
- Development of a Pre-Primary – Year Six Digital Technologies Assessment to be created.
- Include Digital Technologies as a Specialist DOTT program.

Protective Education

Protective Education teaches students to; identify and deal with potentially unsafe situations, develop practical skills to help keep themselves feeling safe, recognise their own personal early warning signs when they are not feeling safe, develop a chosen network with whom they can talk to when not feeling safe, develop assertiveness together with communication, relationship and problem solving skills. At Malibu School we teach two main themes to support Protective Education; 'We all have the right to feel safe all the time' and 'We can talk to someone about anything'.

Recommendations for 2019

- Investigate a Whole School Assessment Matrix to collect baseline data.
- Provide Professional learning in the area of Protective Education / Behaviours.
- Build staff confidence in delivery of Protective Education in their classrooms.
- Promote consistent and appropriate language to use when working with students.

Positive Behaviour Support

Positive Behaviour Support is a framework that enhances the social and learning outcomes of students. PBS within Malibu School is a preventative model, based on the premise that all students benefit from well implemented, evidence-based practices for improving student social and learning outcomes. The whole school behaviour expectations are; Be Your Best, Show Respect and Keep Safe. The PBS framework at Malibu School provides the pathway for increasing proactive, positive and preventative school-wide behaviour management and strategies and integrating academic and social/behavioural initiatives.

Recommendations for 2019

- Collect accurate data on the Free and Frequent Tokens.
- Develop a strong Student Services model that encompasses PBS.
- Classes to conduct PBS lessons with a direct link to the Malibu School Matrix of Expected Behaviours.
- Provide Professional Learning to staff in the area of PBS and Student Services.
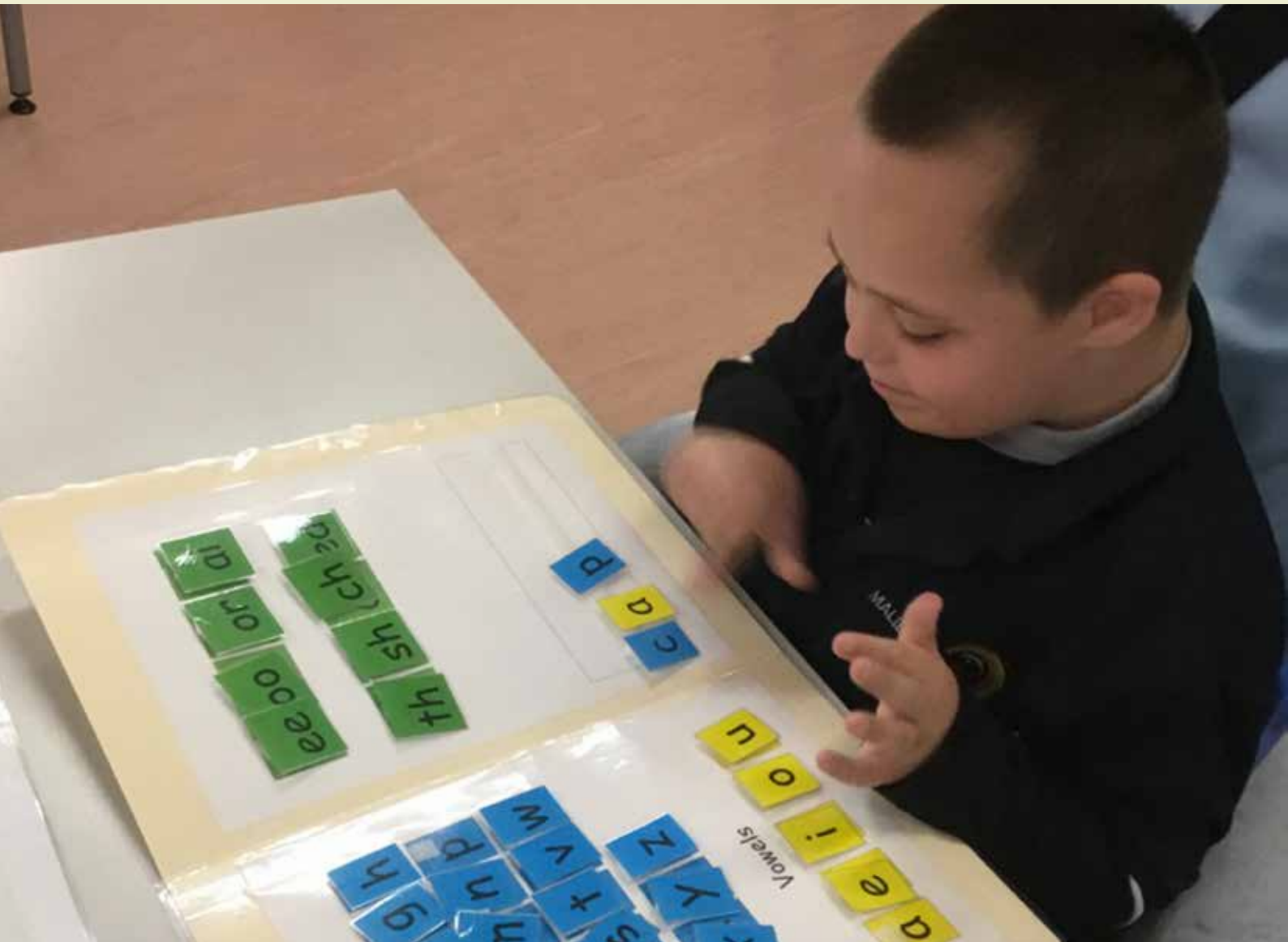
Primary School

The Primary School Phase of Learning (POL) includes all students from Kindergarten to Year Six. The Early Years includes students from Kindergarten to Year Two. Within this area, the National Quality Standards (NQS) Framework is adhered to within their everyday teaching and learning practices to ensure they provide the best education and practice for each student in their class. The School's vision statement 'A Future Without Limits' and student improvement targets are aligned across the POL to ensure students are provided with a safe, inclusive and caring learning environment, high quality teaching and that strong family and community connections are developed.

Based on the NQS Audit conducted, Kindergarten to Year Two staff identified the following;

Quality Area	Assessment
1. Educational Program and Practice	Meeting
2. Children's Health and Safety	Working Towards
3. Physical Environment	Working Towards
4. Staffing Arrangements	Meeting
5. Relationships with Children	Meeting
6. Collaborative Partnerships with Families and Communities	Meeting
7. Leadership and Service Management	Meeting

Recommendations for 2019
• Request an external NQS audit.
• Extend NQS Framework across the whole Primary POL.
• Provide Professional Learning to all Primary staff on NQS.
• Include Specialist Teachers in the NQS Audit.
• Continue the development of Curriculum Planning documents.

Secondary School

The Secondary Phase of learning (POL) includes all students in Year Seven to Year Twelve. All students across the Secondary POL participate in all areas of the curriculum, with the exception of LOTE. Students have the opportunity in the Middle and Seniors Years to undertake and participate in ASDAN (Award Scheme Development and Accreditation Network). ASDAN is a life skills framework which focuses on student centred learning. All achievement in ASDAN is documented in a portfolio / e-portfolio. We participate in external moderation where random student portfolios are requested.

Year Seven students engage with the New Horizons Award which is an activity-based curriculum resource which supports the delivery of Health, Citizenship and Careers Education. The activities also offer an opportunity to develop communication and Numeracy skills in a life skills setting. Working with their teacher, the student completes a Personal Skills section for each module they do, which will help them identify specific things they are good at, relating to the module theme. The final activity in each module is My Challenge. This requires the student, working with the teacher, to identify something new they would like to try, relating to the theme of the module.

Year Eight students commence work on the Transition Challenge (Introduction or Sensory) Award and complete it in Year Ten. Transition Challenge provides a framework of activities to develop and accredit independent living, sensory and personal skills for students and aligns with curriculum areas incorporating activities from English, Mathematics, Science, Citizenship, Design and Technology, Sport and Leisure, Community, Expressive Arts, ICT, Modern Foreign Languages, Family /Home, Work Related, Recreation, Geography, Cyber Safety and Religious Education. Nine out of the eighteen (Introduction) and five out of the nine (Sensory) learning areas are to be completed for each of five modules. There is also a self-reflection page (My Module Achievements) for each module which the student is required to complete.

Towards Independence (TI) Awards are engaged in Year Eleven and Twelve. TI provides a framework of activities through which personal, social and independence skills can be developed and accredited through SCSA. TI offers formal recognition for small steps of achievement towards a larger goal. Modules are chosen to meet the learning needs of the student.

Award	New Horizons	Transition Challenge Sensory	Transition Challenge Introduction	Towards Independence
Students	11	7	20	14
Modules Completed	55	7	33	18
100% achievement of all modules at External Moderation				

Recommendations for 2019

- All student portfolios to be completed on Book Creator.
- All teaching staff to attend the two day ASDAN Training facilitated by ASDAN WA.
- All ASDAN timelines to be communicated across multiple modes of delivery to teaching staff.
- All students in Years Seven to Year Twelve will undertake Accredited Learning (attendance above 70%).

Work Experience

Work Experience was offered through a range of opportunities both within and outside the school community. Work skill lessons focussed on enhancing knowledge, skills and building a desire to continue work after school life. Work placements were determined through students' demonstration of work readiness skills in the school environment. Students were supported by classroom staff and their families to engage in purposeful and meaningful work experiences. Throughout the 2018 school year, eleven off site businesses accepted eleven students from Year Ten to Year Thirteen on practical work experiences. These placements included Best n Less Kwinana, Fresco Products, Brightwater Care Group, Workpower, Good Samaritans Industries, Salvos, Malibu Café, Intelife Group, ACTIV Industries, Foxdale Riding School and Department of Parks and Wildlife.

2018 Work Placements — Work Placements
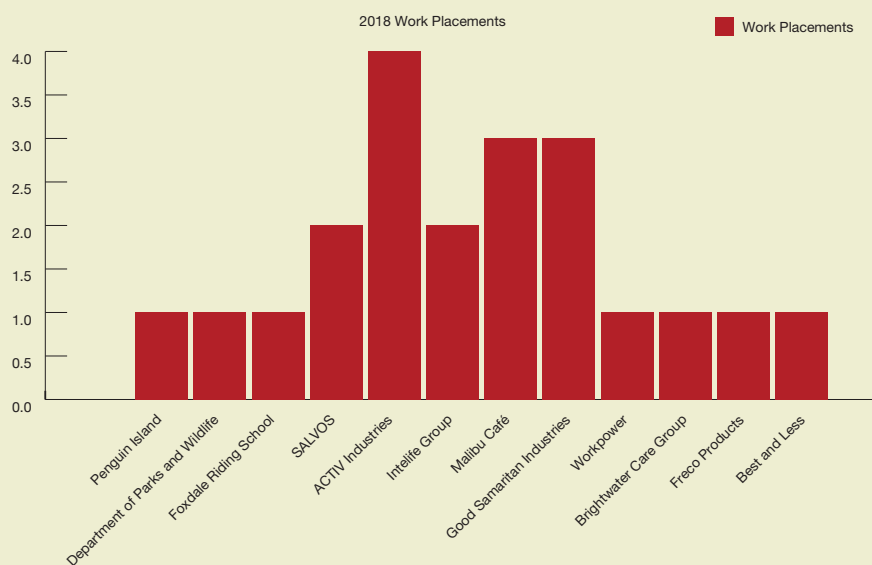
Recommendations for 2019

- Structured Workplace Learning (WPL) Program with students attending placements one day a week.

- Work placements are to promote meaningful pathway opportunities post school.

- WPL Management Plan and Logbook developed to meet renewal of DoE Policies.

Community Based Learning

Community Based Learning is a Program that provides students with the opportunity to demonstrate and generalise skills taught in the classroom environment in a real life setting. Students from Kindergarten to Year Twelve access their local community on a progression model from walking to the local Malibu IGA, visiting Rockingham City Shopping Centre by bus to going to the City and surrounds using buses and trains. Students are exposed to all types of public transport and use this to access places in their local community which they may like to visit when they have finished school. The students are familiarised with the layout and location of shopping centres and is a place where they can go for leisure and recreation purposes. Primary POL Community Based Learning has an emphasis on the Humanities and Social Sciences (HASS) curriculum and exposes the students to their local community and surrounds. Ongoing Community Based Learning throughout the Secondary POL encourages students to be confident with the use of public transport, the use of money, ordering food, time management, personal safety and hygiene and making enquiries to enhance their independence when they leave school. Protective behaviours are reinforced in practical ways through community based activities.

Recommendations for 2019

- Forward planning to be completed for community based excursions.
- Development of new Malibu Excursions Procedures based on DoE policy.
- Continuation of Community Based Learning from Kindergarten to Year Twelve.

Family Engagement Data

Malibu School strongly believes that parents and families are integral members of the school community and partners in the child's learning. Open and respectful relationships between staff, students, parents, carers and families are essential for full support of each student. We actively seek community partnerships to enhance the opportunities and outcomes for our students. The data here is a snapshot of the whole school events where parents, family and guardians were invited to attend.

Event	Attendees
Meet and Greet (February)	38
Assembly (Host: Primary POL)	44
Parent Network Meeting	7
Assembly (Host: Middle POL)	32
Meet and Greet (July)	35
Futures' Morning	8
Assembly (Host: Early Years)	37
Year Six Graduation	33
Navy Day Christmas Party	62
Middle Cluster End of Year Celebration	28
Primary Christmas Concert	84
Year 12 Graduation	35

Recommendations for 2019

- Continue to collect data on key events and parent/caregiver attendance.
- Increase the opportunities for involvement and participation in events.
- Collect data on IEP meetings attendance.
- Revise current processes in the IEP process to increase the engagement of parents/caregivers in the IEP.

National School Opinion Survey

School Survey is a survey data collection tool that has been designed specifically to cater for the needs of Australian schools. The survey is designed to enable schools to gain valuable feedback from their school community using ministerially-agreed national opinion items and/or creating and distributing their own additional items. From the creation of surveys through to the production of reports, schools can obtain data anonymously and maintain privacy of the collected survey data. Malibu School undertook the mandated surveys in 2018. The surveys used included adjustments to the standard template to allow for specific data to be collected about Malibu School.

|	Parent Survey 2018		Staff Survey 2018	
	Agree	Strongly Agree	Agree	Strongly Agree
The school has a strong relationship with the local community.	27%	67%	75%	13%
The School is well led.	24%	71%	38%	25%
I am satisfied with the overall standard of the education achieved at this school.	30%	67%	38%	38%
I would recommend this school to others.	15%	81%	38%	38%

Recommendations for 2019

- Continue building strong and positive relationships with the local community.
- School Leadership Team to undertake the 360 Degree Feedback Survey to inform professional practice.
- In 2020, use the 2018 adjusted template to allow for comparison data.

Resource Management

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$8,550.00	$6,858.55
2	Charges and Fees	$12,072.00	$15,404.81
3	Fees from Facilities Hire	$-	$-
4	Fundraising/Donations/Sponsorships	$23,854.00	$38,010.12
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	$-	$-
8	Other Revenues	$7,500.00	$27,182.86
9	Transfer from Reserve of DGR	$16,000.00	$16,000.00
10	Residential Accomodation	$-	$-
11	Farm Revnue (Ag and Farm Schools only)	$-	$-
12	Camp School Fees (Camp Schools only)	$-	$-
	Total Locally Raised Funds	$69,076.00	$104,556.34
	Opening Balance	$365,292.00	$365,292.46
	Student Centred Funding	$621,283.28	$625,513.28
	Total Cash Funds Available	**$1,055,651.28**	**$1,095,362.08**
	Total Salary Allocation	$-	$-
	Total Funds Available	**$1,055,651.28**	**$1,095,362.08**

Locally Generated Revenue - Budget vs Actual
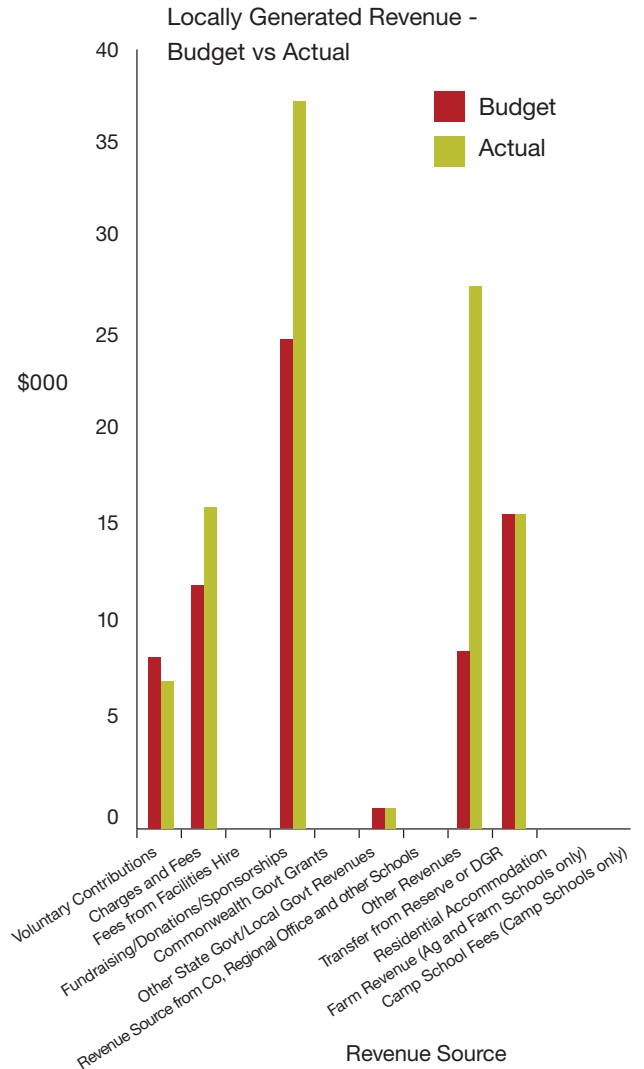
Current Year Actual Cash Sources
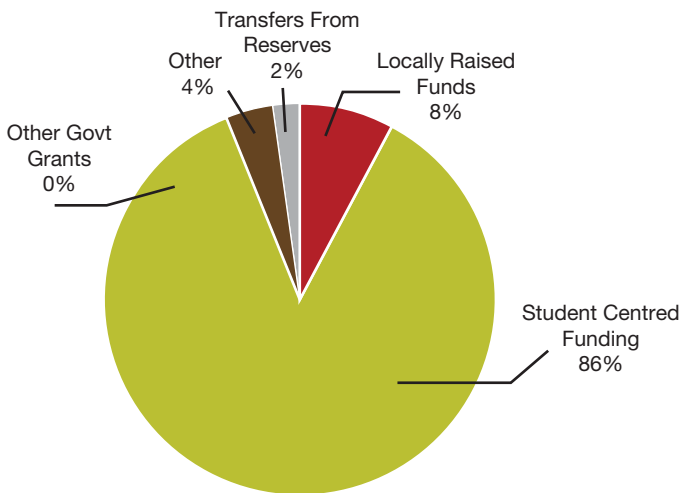
Resource Management

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$43,857.28	$54,168.66
2	Lease Payments	$2,112.00	$1,612.00
3	Utilities, Facilities and Maintenance	$218,577.00	$200,817.28
4	Buildings, Property and Equipment	$420,051.00	$382,890.29
5	Curriculum and Student Services	$137,420.00	$103,924.95
6	Professional Development	$79,860.00	$76,684.02
7	Transfer to Reserve	$134,974.00	$134,974.00
8	Other Expenditure	$18,800.00	$14,202.94
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 Schools Fees to Co (Camp Schools only)	$-	$-
	Total Goods and Services Expenditure	**$1,055,651.28**	**$969,274.14**
	Total Forecast Salary Expenditure	**$-**	**$-**
	Total Expenditure	**$1,055,651.28**	**$969,274.14**
	Cash Budget Variance	**$-**	**$-**
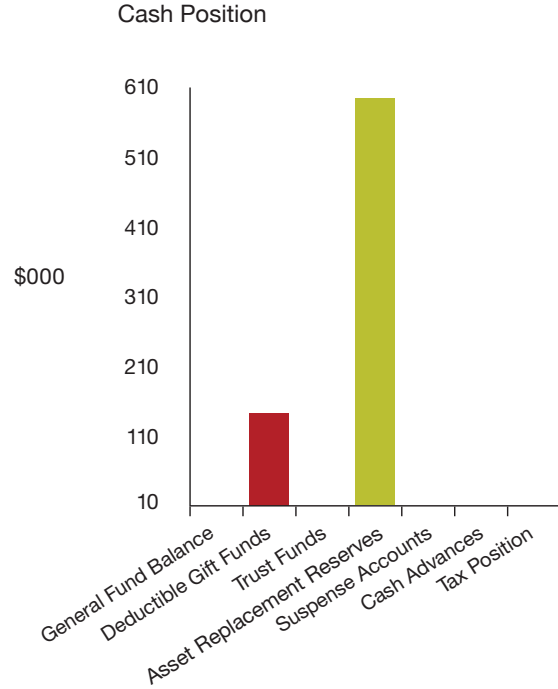
Cash Position

Goods and Services Expenditure - Budget vs Actual

Expenditure Purpose
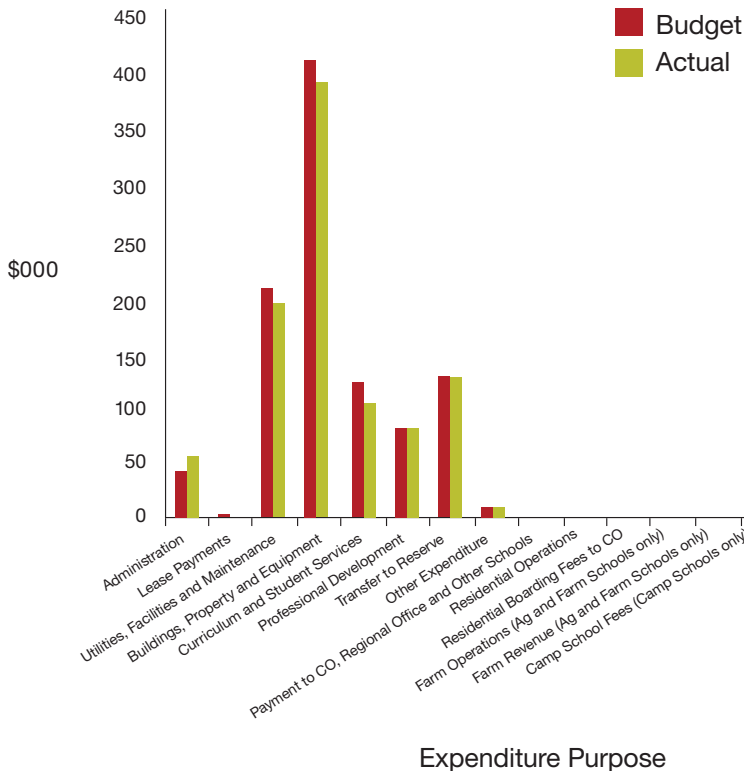
	Cash Position as at:	
	Made up of:	
1	General Fund Balance	$722,920.05
2	Deductible Gift Funds	$-
3	Trust Funds	$-
4	Asset Replacement Reserves	$597,942.34
5	Suspense Accounts	$2,953.77
6	Cash Advances	$600.00
7	Tax Position	$3,464.00
	Total Bank Balance	**$722,920.05**

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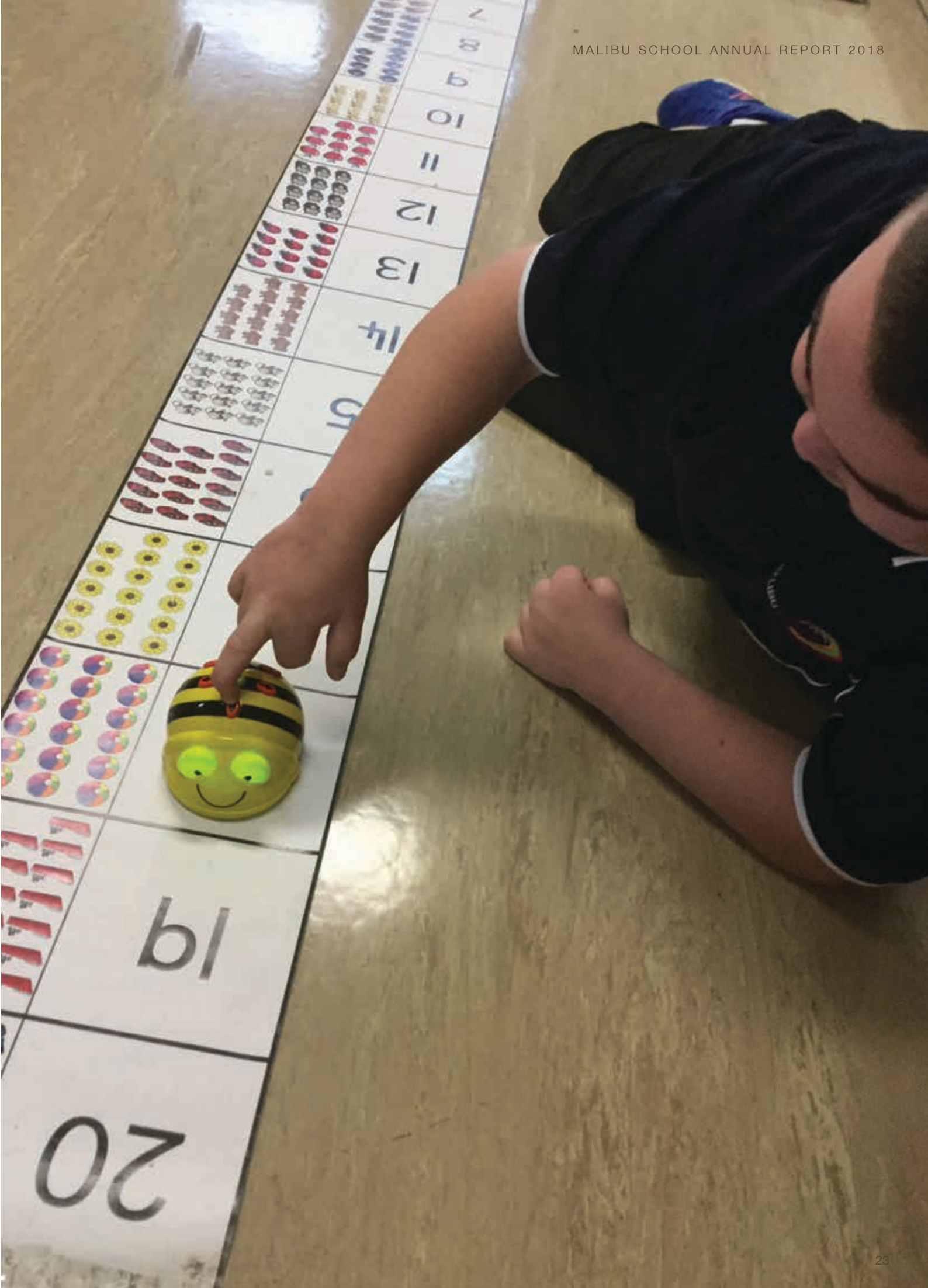
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