Malkara School Board Report 2014

Figure 1: Entrance to Malkara Specialist School
This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.

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The school website is http://www.malkara.act.edu.au.

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**About our school**

**School Board**

It has been a year of adjustment for Malkara with our Principal, Jennie Lindsay, moving to a different role within the Directorate for the year, as well as changes due to the National Disability Insurance Scheme (NDIS) that will come into effect for our school. The Board has been working hard to stay abreast of the NDIS and to ensure a smooth transition for our Malkara community. The NDIS has made for a number of changes within Malkara. A few of these are that the Preschool programs will no longer be part of the Malkara School and ACT Therapy will slowly phase out during the next year. The School Board will continue to monitor the NDIS and any effects it has on the school.

I would like to thank Kylie Croke for her work as Acting Principal during 2014. She has steered the school through these areas with a positive and enthusiastic manner.

During 2014 the Board has continued to fund the wonderful work of Jane Farrall. She has attended Malkara School to further implement the Four Blocks to Literacy program and as an Augmentative and Alternative Communication (AAC) consultant. She has been working alongside staff and students implementing this program in classrooms and working on communication with our students. I am constantly amazed at the progress that many of our students are making in the area of literacy and communication.

Another year and again we saw yet another fantastic Model Railway Exhibition. This year saw more volunteers helping us to raise funds for our school.

One of the most exciting events for this year was having the opportunity to see the plans for the upgrade to the main playground! Even more exciting was securing the funding to start the process of actually procuring approval to start the playground upgrade. It was thought that we would have to implement the plan in phases. However, we were able to secure a significant grant from the Directorate. This, along with funding provided by the Board as well as substantial money raised by the Malkara Parents and Citizens (P&C) Association, means it is now possible for the school to start the upgrade early in 2015. The plans look very exciting and I am sure our students will enjoy the new equipment and areas when the playground is finished in 2015.

I look forward to seeing the implementation of the NDIS over the coming year and also to seeing how Malkara students can benefit from the new model. I am hoping the NDIS will enhance the education that Malkara can provide our students so that their learning environment is stimulating and the most appropriate for each student so that each child may be the best that they can be.

It is an exciting time to be part of the school Board and I look forward to the wonderful opportunities that are going to present themselves to the Malkara school community in the next year.
Introduction to School

About our school

Introduction to School

The 2014 school year began with the opening of our new two new classrooms, and art room and a fabulous new Wally Perfect Library. Each classroom in the top wing has a purpose built ‘active break’ courtyard, with soft fall, sensory equipment and resources to meet the needs of our students. Following from these areas is a lush green space with a Tornado Swing and trampoline for added sensory and physical engagement.

Ongoing upgrades to Malkara’s facilities continued throughout the year. New joinery to five areas including two classrooms was installed, replacement flooring to two classrooms, shade shelters to courtyards, and a Principal’s office upgrade. The Directorate supported the school in a partial roof replacement and continued their program of door replacements.

The work of three key Professional Learning Teams (PLTs) continued in 2014. These were Communication, The Australian Professional Teaching Standards and The Australian Curriculum. Teams began in term 1 and concluded in term 3. Every teacher was a member of a PLT and the groups met three times a term. Each PLT presented information and resources in teacher meetings and created suitable documents for use by all teachers at Malkara School.

The 2014 school year saw significant changes at Malkara School. Firstly the school leadership team changed with the departure of Jennie Lindsay to Central Office for one year. This move allowed for several Higher Duties appointments. In addition, the already vacant position of School Leader C (SLC) – IT Coordinator was filled in Term 2.

Significant policy changes impacted the school. The transition to the new model of health care for students at Malkara with the implementation of the Healthcare Access at Schools Program (HAAS) began. The HAAS program means the removal of an onsite nurse and the implementation and training for school staff to administer and provide the health care needs of specific students. A delay in full transition to HAAS has meant that Malkara School will maintain the position of a School Nurse on site for at least term 1, 2015.

The second major change was the announcement that Early Intervention Programs provided by schools in the Directorate were transitioning to the National Disability Insurance Scheme (NDIS). At the end of the 2014 school year, all children who were not eligible to start school in 2015 and who had been accessing an Early Intervention Program (3 year olds) would be phased across to early intervention services accessible to families under NDIS.

The impact that these changes made at Malkara was the closure of three offsite programs and one on site programs and a reduction in enrolment numbers for 2015 by 44 spaces.
A further impact was a reduction in staff and the operational management of moving and making these spaces available to outside providers intending to run intervention programs.

In December we celebrated the success of many objectives outlined in the 2014 Annual Operating Plan. Inclusion opportunities were increased. Augmented and Alternative Communication is now deeply embedded in the Malkara culture. A formalised mentoring program allowed our two beginning teachers to be fully inducted in to the school and the continuation of the Executive Teacher Professional Practice (Four Blocks Literacy) allowed ongoing leadership in literacy across the school.

A full report on our achievement against our operating plan can be found later in the report.

Student Information

Student enrolment
In 2014 there was a total of 117 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>83</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
</tr>
<tr>
<td>Indigenous</td>
<td>9</td>
</tr>
<tr>
<td>LBOTE</td>
<td>22</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, August 2014

Student attendance
The following table identifies the attendance rate of students by year level during 2014. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2014 Semester 1 attendance rates

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>71.1</td>
</tr>
<tr>
<td>1</td>
<td>92.9</td>
</tr>
<tr>
<td>2</td>
<td>90.2</td>
</tr>
<tr>
<td>3</td>
<td>93.3</td>
</tr>
<tr>
<td>4</td>
<td>92.9</td>
</tr>
<tr>
<td>5</td>
<td>92.2</td>
</tr>
<tr>
<td>6</td>
<td>94.9</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, July 2014
Malkara School provides an education for students with an intellectual disability and some students have complex needs. A number of students have ongoing medical issues that at times mean they are not able to attend school. In addition to daily communication between the class teacher and the parents we have a full time school nurse and a part time school psychologist who liaise with families.

Staff Information

Teacher qualifications
All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2014 Qualification of Teaching Staff

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>63%</td>
</tr>
</tbody>
</table>

Source: School Data

Workforce Composition
In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school’s verified August pay report. For reporting purposes it includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>31</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>1</td>
</tr>
<tr>
<td>School Leader C</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Management, August census 2014

There are no indigenous staff at this school.
Volunteers
Registered volunteers worked a total of 280 hours in the school during 2014

School Review and Development
In 2014, the ACT Education and Training Directorates Strategic Plan 2014-2017 provided the framework and strategic direction for the school’s plan. This is supported by the School Improvement in ACT Public Schools Directions 2010-2014 and the School Improvement Framework which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school’s progress towards achieving system and school priorities.

Malkara School will be validated in 2016. A copy of the 2012 validation report is on our school website.

School Satisfaction
Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, who were invited to take part in an online survey.

Overall Satisfaction
In 2014, 17 parents and 40 staff responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 100% of parents and carers and 95% of staff at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.
Table: Proportion of parents and carers in agreement with each national opinion item

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>100</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>100</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>100</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>100</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>94</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>100</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>100</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>100</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>100</td>
</tr>
<tr>
<td>My child's learning needs are being met at this school.</td>
<td>100</td>
</tr>
<tr>
<td>This school works with me to support my child's learning.</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: 2014 School Satisfaction Surveys, September 2014

This information can be considered alongside information available on the My School website (http://www.myschool.edu.au).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Professional Learning

In 2014 the staff participated in numerous Professional Learning opportunities including:

- Essential Skills and Collaborative Problem Solving by Marie Amaro and Shelly Penyu
- Mindfulness@Malkara by John Wurcker
- Aquatic Therapy by Michelle Elmitt
- Team Teach
- Four Blocks to Literacy by Sandra Hargraves
- Specialist Schools Conference – Create, Communicate, Collaborate
- AAC afternoon sessions run by Jane Farrall
- Positive Partnerships
Learning and Assessment

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2014, 100.00% of year 3 students and 100.00% of year 5 students were exempt from testing based on nationally agreed criteria.

Performance in other areas of the curriculum

Throughout the year the students at Malkara had numerous opportunities to participate in rich learning experiences and events. Our relationship with the year 5 and 6 Wassa Wassa Drummers from Red Hill Primary School who conducted drumming clinics with a small group of Malkara students on Friday afternoons, continued to be a tremendous success. The Malkara/Red Hill PS drumming group performed together at the annual Malkara Railway Exhibition.

Malkara students had the opportunity to be involved in The Instrumental Music program, with some classes' participating in music sessions weekly. The Canberra Symphony Orchestra School Program performed termly and we were fortunate enough to have the students from Lakes Entrance Secondary College provide students and staff with an outstanding musical concert.

Students participated in the annual sports carnival named the ‘Plover Cup’ which was held at Cranleigh School. Groups of students also attended the Governor General’s Sports day and Canberra Grammar School Sony Foundation Children's Holiday Camp.

Hosted by the National Museum of Australia, to celebrate the International day of people with a disability a group of our students opened the event by signing the Acknowledgement of County.

Progress against School Priorities in 2014

Priority 1
To continue striving for excellence in teaching practice using contemporary pedagogies

Targets
In 2014

1. Students’ overall ILP goal achievement rates reach an average of 80% across the school from 78% in 2013.
2. Achieve a decrease in the proportion of injuries inflicted on staff and students as a proportion of our school population at the August census to 10% from 11.9% in 2013.

3. Maintain or increase parents’ satisfaction with the school from the 2013 results of 96%.

4. Teacher confidence levels in specialist pedagogies increases by two percentage points from beginning to end of year.

**Directorate Priority Areas covered with this priority**
Quality Learning, Inspirational teaching and leadership, High expectations, High performance

**Progress**
The broad scope of this major priority for 2014 reflects the core purpose of our strategic intention, to enable the educational needs of each and every student to be met in the learning programs offered at Malkara. The range of educational approaches, pedagogies and skills staff at Malkara need to possess to satisfy this purpose demands: ongoing learning, a focus on researching new teaching approaches and methods, identification of key staff to be trained in the new, contemporary methodologies and bring this learning to colleagues on staff. 2014 has seen successful continuation of innovative approaches.

In 2014 in relation to our key improvement strategy of **continuing to implement the Four Blocks Literacy approach across the school**, the Executive Teacher Professional Practice (ETPP) was provided with one and a half days for coaching and mentoring to further consolidate and embed best literacy practice across the school through collaborative learning. Each term all teachers submitted their literacy plans to the ETPP who provided specific verbal and written feedback. Feedback was also provided for observations made during classroom visits relating to practice and links to teacher’s literacy plans and established goals and outcomes. Professional learning was provided for all staff to support their practice and develop further pedagogical understanding of the Four Blocks Model in specific strategies including; shared reading, predictable chart writing, The Four Blocks Model Overview (New Educators), self-selected reading and determining student literacy level

In term 4, 2014 the ETTP completed the **ACT 5 day Mentor Course** following the completion of an action research project which culminated in a draft Mentor handbook for Malkara school to be presented to staff for comment and agreement. This handbook outlines the roles and responsibilities of mentors and mentees, includes a formal mentoring agreement and meeting note template. There is a timeline for implementation of an opt-in mentoring or coaching program for all staff, with training for mentors beginning term 1, 2015.

The effectiveness of our strategy to continue to implement the Four Blocks approach across the whole schools is seen through the following.

1. **Leadership Team received training in mentoring from the Executive Teacher Professional Practice.**
The unexpected delay in completion of the Mentoring course from 2013 to 2014 has meant that the formalisation of mentoring across the school has needed to be modified and carried over until 2015.

2. While we aimed for each team leader to spend 30 minutes a week mentoring a selected staff member, team leaders were not consistent and this is included in the 2015 AOP to support teacher practice.

3. In 2014, class programs across the school reflect the stated literacy requirements; teacher work programs reflect 100% compliance with published requirements for Four Blocks. Every teacher had submitted comprehensive term plans. Term 2 plans showed evidence of improvement from the previous term reflecting the changes and extensions discussed in the professional discussions/feedback. New Educators demonstrated an increased understanding of Four Blocks.

4. Literacy assessment throughout the year measured the development of student skill and knowledge according to the goals outlined in their Individual Learning Plans. Across the school, teachers reported that each student in their class made progress of at least one literacy outcome by the measure of at least one level of learning (Developing, Consolidating, Achieved).

The school also completed actions related to the strategy of further embedding the Carolina Curriculum in the Early Education teaching and learning model. At the beginning of the school year the Early Education Team met and discussed curriculum and reporting. The Early Education Team Leader met with individual teachers to support them with the implementation of the curriculum.

Evidence of the embedding of the curriculum is seen in our Early Education programs and all Early Educations students have been assessed.

Our third strategy: to strengthen autism pedagogy and practice at Malkara was actioned through training two teachers as Positive Partnership facilitators. These teachers then ran a Positive Partnership Autism workshop for parents and then presented separately to staff. Support was offered on general planning ideas, using the Planning Matrix for meeting the needs of students with Autism Spectrum Disorder across the school and where to find additional information. Familiarisation stories were promoted in teacher meetings and new educators were provided with several completed Familiarisation books.

The effectiveness of our approach in this strategy is evidenced through:

- Teachers indicating their confidence in understanding and using autism pedagogies increased during the year by 4.4%.
- 100% of teachers agreed that there are processes in place to support their practice which is up 18% percentage points from the previous year.

Our fourth strategy within this priority related to introducing a hydrotherapy framework to maximize the benefits gained by students in the pool. In 2014 this was actioned through
engaging a hydrotherapy consultant twice a year to support, assess and review individual and group programs in our pool. Hydrotherapy PD was offered to all staff prior to the beginning of the school year and two trained LSAs provide additional support to all classes on a daily basis. A School Leader coordinates all aspects of the hydrotherapy program across the school.

Evidence of the success of these actions is seen with:

- 93% staff accessed the Hydro pool professional learning session at the beginning of the year.
- 83% of students achieving or consolidating hydrotherapy goals.
- Teacher confidence in hydrotherapy increased by 8.1% between January and November.

In 2014 the implementation of the MOVE approach to support physical skills and independence for high and complex needs students strategy was actioned. Two teachers attended a two day accredited MOVE training course in Adelaide in February. Curriculum and support materials were purchased. Two students are participating in the full MOVE program. The Top-Down Milestone Test, which incorporates a thorough assessment of all physical movements, was completed in consultation with parents. Goals developed from this test were incorporated in the Individual Learning Plan.

Of the goals set for the students who participated in the MOVE approach, 100% of these were achieved/reached. All students in the class benefited from the change in philosophy as a result of the MOVE program, which focuses on ‘learning to move by moving to learn’. Rather than scheduling individual therapy sessions, physiotherapy goals were incorporated in activities throughout the day and movement opportunities were planned for a purpose.

These approaches and specific actions led to the following progress against our 2014 targets as we continue striving for excellence in teaching practice using contemporary pedagogies:

Students’ overall ILP goal achievement rates reach an average of 80% across the school from 78% in 2013.

At the end of 2014, achievement rates remained the same as 2013, 78% of all ILP goals had been achieved or were consolidating. This is an outstanding result that reflects the appropriateness of the learning goals, and the quality of the teaching accommodations continues to be consolidated. Although we did not reach 80%, it is hoped that the review of assessment processes will improve data in 2015.

Achieve a decrease in the proportion of injuries inflicted on staff and students as a proportion of our school population at the August census to 10% from 11.9% in 2013.

In 2013, the percentage of injuries of our school population including staff and students at the August census was 14.9%. In 2014 it was 15.5%.
Since the August 2014 Census, we have had all staff trained in Team Teach and two of our students who have significant needs were engaged with the Targeted Support Team (TST). Until August 2014, the monthly average number of Accident/Incident Report Forms (AIR) submitted was 3.5, since August to date the monthly average has been 1.5.

In 2014 the number of students with high support needs remained the same although our student population increased by ten.

Each student with behaviour support needs has a Behaviour Support Plan, prepared in consultation with the teacher and the Deputy Principal. Plans are communicated to all staff and displayed in the staff room. Currently 16 students are supported through a plan and five students have fulltime support from a Learning Support Assistant due to behaviour needs.

Maintain or increase parents’ satisfaction with the school from the 2013 results of 96%.

The 2014 parent/carer survey produced a 100% satisfaction rate for the overall satisfaction question. Seventeen parents completed this survey in 2014 compared to 46 in 2013.

Teacher confidence levels in the specialist pedagogies of autism, hydrotherapy, PODD and 4 Blocks increased by an average of 7.1 percentage points between January and November 2014.

- Teacher confidence in autism pedagogy increased by 4.4 percent over the course of the year.
- Teacher confidence in hydrotherapy pedagogy increased by 8.1 percent over the course of the year.
- Teacher confidence in using PODDs increased by 7.4 percent over the course of the year.
- Teacher confidence in 4 Blocks pedagogy increased by 8.5 percent over the course of the year.

Priority 2
To provide a total communication environment for students at Malkara School

Target
In 2014:

- The proportion of students making gains in communication as collated from individual assessment data gathered through the Communication Matrix assessment increased to 75% or above.
Directorate Priority Areas covered with this priority
Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Progress

In 2014 the school actioned this priority across three key improvement strategies.

Within the strategy of **Implementing Augmented and Alternative Communication (AAC) systems for students use**, the school engaged an AAC coach for three, four day visits across the year to work with teachers on further improving and embedding the use of alternative communications systems across all areas of the learning environment.

Professional learning sessions were offered to New Educators and a parents information evening was also held with a successful attendance.

Our effectiveness in implementing this strategy is seen in:

- 60 students out of 85 (70.5%) of the onsite classes (excluding one class which has recently opened) have AAC goals included in their ILP. The AAC systems included were ALD, PODD and Proloquo2go. Of all the work programs submitted (2 were not handed in due to illness), 100% of teaching programs included AAC plans for each student.

In relation to our second strategy to **develop a Professional Learning Community to drive improvement, based on research, in the area of communication best-practice in 2014.** A Communication PLT was developed. The main focus of the team was to implement the use of the 3 page Pragmatic Organisation Dynamic Display (PODD) across the school. The team also helped to implement the use of the full PODD to be used in classrooms. The team explored the PODD and made some changes, so it reflected Malkara and in turn PODD usability. Staff training on the use of PODD was offered to get to know the communication ‘pathways’ and staff modelled and practised its use in the classrooms.

Our effectiveness related to this strategy is evidenced by:

- 94% staff agree that innovative practice is encouraged at Malkara.
- 100% of teaching staff agree this school focuses on improving the quality of the school’s teaching and learning practices.

Against the third strategy, **to embed assessment and evaluation tools for communication across the school**, the Communication Matrix tool was used to pinpoint exactly how individual students were communicating and to provide a framework for determining logical communication goals. Post assessment was completed by week 10 term 4 allowing for a full year of learning. Individual student progress in communication has been collated. The results are reported below against our target.
The Communication Matrix tool was reviewed in term 1. The decision was made to continue to use the Communication Matrix tool for assessment to guide ILPs and to provide data via the developed graphs regarding progress and future planning. However, further use of the tool was too costly.

This priority was evaluated by the following target:

*The proportion of students making gains in communication as collated from individual assessment data gathered through the Communication Matrix assessment increases to 75% or above.*

Post assessment data of the students on whom two matrices had been completed, 95% demonstrated improvement.

**Priority 3**

**To expand inclusion opportunities for all Malkara students**

**Target**

To maintain the number of students at the main Malkara campus who participate in inclusion at no less than 40%

**Directorate Priority Areas covered with this priority**

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community

**Progress**

Two Key Improvement Strategies were planned for action within this priority:

The first strategy, *Provide specific professional learning for staff on the importance of inclusion* was planned but not carried out. The guest speaker, a parent of a child with a disability who was to address staff on the importance of inclusion unfortunately needed to cancel at short notice.

The second strategy, *Use the ILP process to ensure appropriate priority is given to this part of the learning program for students* was addressed. Some inclusion experiences were addressed in the initial ILP report. Other experiences which commenced later in the year were addressed in the Mid-Year and End of Year report.

Of the 87 Malkara Students (on site), 45% were engaged in inclusion experiences with students from neighbouring schools. Four classes travelled by school bus to visit inclusion buddies in their different schools once a fortnight. One class travelled to Garran Primary, two classes travelled to Lyons Early Childhood School and one class travelled to Red Hill Primary. A class from Sts Peter and Paul Primary School visited a class in Malkara each week. Starting in Term 4, a class of Malkara students visited Sts Peter and Paul each week as well as inviting their buddies to visit and proudly showed their friends around Malkara.
A new initiative was introduced this year with Malkara being joined by a group of between six and eight year 5 and 6 students from Sts Peter and Paul on the Whole School Walk each Tuesday morning. The visiting students alternated each week and over the year students from each setting grew in confidence and enjoyed the shared experience.

Additionally, a drumming group from Red Hill Primary visited Malkara each Friday and engaged in shared African drumming experiences with students from four Malkara classes.

Inclusion at Malkara School throughout 2014 has been a successful and invaluable learning and sharing program for students and staff from our specialist setting and our mainstream partner schools.

**Priority 4**
To strengthen the Malkara teaching and learning cycle

**Target**
In 2014 ILP achievement data remains at or above 70%

**Directorate Priority Areas covered with this priority**
Quality Learning, Inspirational teaching and leadership, High expectations, High performance

**Progress**
To strengthen the Malkara teaching and learning cycle in 2014, one of the planned focuses was to **improve teacher engagement in the school-wide tools that enable collection and use of teaching and learning data.** A review committee was established with two members of the Leadership Team and two classroom teachers. The review committee collected information from classroom teachers around the sorts of assessment used and where they believe there are gaps, to improve the assessment of students and to enable the setting of and evaluation of more achievable goals. The committee also reviewed the current assessment folder to determine its relevance. The plan to implement the updated resource for teachers is scheduled to be handed out at the beginning of 2015. The assessment file will reflect the school’s focus on contemporary pedagogies and include communication, The Four Blocks Model, behaviour and an autism focus.

Assessments were submitted with each program and checked against a rubric by Team Leaders. Teachers have noted that they use a variety of assessment tools and each teacher has demonstrated that they use at least two assessment tools for each student. Assessment tools range from **Sena testing, Communication Matrix, Running Records**, use of the **Carolina Curriculum, Switch Progression Road Map**, observations and notes, photos/videos for evidence, letter/sound identification checklist (**Marie Clay’s Concepts about Print**) and analysis of writing samples.

In the development of Work Programs, teachers were asked to follow the requirements as outlined in the school handbook. Team Leaders spoke with individual teachers and work
programs were submitted for review and feedback given once a semester. Planning for a review committee to meet and establish relevant and clearer guidelines has been established and the review is set to be completed by the end of this school year.

The ILP template that includes mid-year and end of year reports has been reviewed and altered after consultation with members of the leadership team and class teachers. The modifications made the document clearer to follow for families and teachers have commented on the ease and use of the modified document. Work is also under way to further refine a template for 2015.

We evaluated our effectiveness in this strategy through the following indicators:

1. All teachers completed student assessments in developing and reviewing ILPs.
2. All staff met specific dates for assessment to be completed.

This priority was evaluated by the following target:
At the end of 2014, 78% of all ILP goals had been achieved or were consolidating. This is an outstanding result and verifies that all the actions taken to improve the appropriateness of the learning goals, and the quality of the teaching accommodations, were effective.
Financial Summary
The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning
The average expenditure at the school level per fulltime equivalent teacher on professional learning was $952.

Voluntary contributions
This school received $3,220 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing Reserve</td>
<td>$50,000</td>
<td>2016</td>
</tr>
<tr>
<td>To cover additional staffing costs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Endorsement Page

I declare that the Malkara School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

39 (4) The school board must give effect to the chief executive’s directions.

44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.

47 (2) However, the school board must meet at least four times a year.

48 (10) The school board must keep minutes of its meeting.

49 Disclosure of interests by members of school boards.

49 (3) The disclosure must be reported in the school board’s minutes and, unless the board otherwise decides, the member (the first member) must not-
   a) be present when the board considers the issue or
   b) take part in any decision of the board on the issue.

49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Nicole Mackay, George Tremopoulos, Deborah Eades
Community Representative: Olwyn Munro
Teacher Representative: Dagmar Martin, Charmayne Tinkler
Board Chair: Nicole Mackay
Principal: Kylie Croke

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school’s operations in 2014.

Principal Signature: __________________________  Date: 5/3/2015

I approve the report, prepared in accordance with the provision of the ACT Education Act, section 52.

Board Chair Signature: __________________________  Date: 5/3/2015