



Malkara School

Annual School Board Report 2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

School Context

Malkara School provides a program for 71 students who have moderate to severe intellectual disabilities and autism. Many students also have associated sensory or communication impairments, or a physical disability. Students come from the south of Canberra and nearby NSW, and many are transported to school on special needs transport buses. In addition to the 65 primary-aged students there were 6 preschool aged students at the school in 2018.

Student Information

Student enrolment

In 2018 there were a total of 71 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	46
Female	25
Aboriginal and Torres Strait Islander	5
LBOTE*	19

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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 1 to the last day of term 2.

Table: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	85.0
2	90.0
3	86.0
4	91.0
5	91.0
6	90.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	10.80
Teaching Staff: Full Time Equivalent Temporary	3.60
Non Teaching Staff: Full Time Equivalent	25.23

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2021. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 100% of parents and carers and 87% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 38 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers at this school expect students to do their best.	82
Teachers give useful feedback.	73
Teachers at this school treat students fairly.	87
This school is well maintained.	84
Students feel safe at this school.	76
Students at this school can talk to their teachers about their concerns.	54
Parents at this school can talk to teachers about their concerns.	89
Student behaviour is well managed at this school.	76
Students like being at this school.	84
This school looks for ways to improve.	84
This school takes staff opinions seriously.	66
Teachers at this school motivate students to learn.	84
Students' learning needs are being met at this school.	81
This school works with parents to support students' learning.	84
Staff get quality feedback on their performance	66
Staff are well supported at this school.	66

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 18 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
Teachers at this school expect my child to do his or her best.	100
Teachers give useful feedback.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	94
My child feels safe at this school.	100
I can talk to my child's teachers about my concerns.	100
Student behaviour is well managed at this school.	100
My child likes being at this school.	100
This school looks for ways to improve.	100

This school takes parents' opinions seriously.	100
Teachers at this school motivate my child to learn.	100
My child is making good progress at this school.	100
My child's learning needs are being met at this school.	94
This school works with me to support my child's learning.	100

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 9 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years <<5 to 6/ 5 to 10/ 7 to 10/ 11 to 12>> in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	100
Teachers at my school treat students fairly.	89
My school is well maintained.	89
Student behaviour is well managed at my school.	89
I like being at my school.	100
My school looks for ways to improve.	89
My teachers motivate me to learn.	100
My school gives me opportunities to do interesting things.	100

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

NAPLAN

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

In 2018, 100% of year 3 students and 100% of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	211579.11	232893.87	444472.98
Voluntary contributions	3000.00	0.00	3000.00
Contributions & donations	45330.00	669.24	45999.24
Subject contributions	750.00	0.00	750.00
External income (including community use)	18777.78	26346.14	45123.92
Proceeds from sale of assets	681.82	0.00	681.82
Bank Interest	6379.51	5939.21	12318.72
TOTAL INCOME	286498.22	265848.46	552346.68
EXPENDITURE			
Utilities and general overheads	50340.20	78590.54	128930.74
Cleaning	43217.43	51942.01	95159.44
Security	0.00	0.00	0.00
Maintenance	49663.64	26189.98	75853.62
Administration	3422.45	1855.74	5278.19
Staffing	0.00	0.00	0.00
Communication	7762.74	4570.24	12332.98
Assets	15421.91	191884.59	207306.50
General office expenditure	11063.17	14394.73	25457.90
Educational	6125.77	8249.63	14375.40
Subject consumables	1450.43	117.05	1567.48
TOTAL EXPENDITURE	188467.74	377794.51	566262.25
OPERATING RESULT	98030.48	-111946.05	-13915.57
Actual Accumulated Funds	279309.82	279309.82	279309.82
Outstanding commitments (minus)	-10985.00	0.00	-10985.00
BALANCE	366355.30	167363.77	254409.25

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing Reserve Funds additional staffing requirements	\$20 000	12/2019
ICT Reserve Ongoing upgrade of IWBs and IT infrastructure	\$20 895	12/2019
Toilet upgrade Further upgrade inadequate toilet facilities	23 900	12/2020

Endorsement Page

Members of the School Board

Parent Representative(s): Paul Hyauiason Jillian Reay-Smith

Teacher Representative(s): Janelle Munson Samintha
Pathiramage

Board Chair: Jillian Reay-Smith

Principal: Allison Chapman

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature: Jillian Reay-Smith

Date: 21 / 05 / 2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Allison Chapman

Date: 20 / 05 / 2019