



# Malkara School

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## Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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## School Board Chair Report

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Malkara School continued to flourish in 2016. After almost a year working for the Australian Institute for Teaching and School Leadership we welcomed back our principal, Jennie Lindsay.

During 2016 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 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. I would like to thank staff for all the time and effort that they contribute to the success of the Model Railway Exhibition. They give their time volunteering at stalls as well as pack away their classrooms on Friday and then arrange the classroom for classes as normal on Monday. I would also like to thank the Parents and Citizens Association for their tireless efforts in continuing to raise money for the school to make our school as best it can be. This money is greatly appreciated by staff, parents and students!

This year Malkara School underwent an external review which reported back on 8 key areas. The report provides strong confirmation of the quality of the strategic directions the school has taken over the last strategic plan period, and of the quality teaching, learning and leadership at Malkara.

I look forward to seeing the implementation of the new school plan over the coming years. It will enable staff to continue to create a learning environment that is stimulating and appropriate for each student so that each child may be the best that they can be.

## Introduction to School

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Malkara Specialist School is a primary aged specialist school for students who have a moderate to severe disability, including many with Complex Communication Needs (CCN).

In August 2016 when the school was evaluated, the External Review panel commended Malkara School for the following:

- The school's consistent focus on the development of a total communication environment.
- The embedding the Four Blocks Literacy Model across the school, engaging students in a range of tasks through a diverse range of practices.
- The school ethos of high expectations with a priority focus on student learning.
- The high priority on supporting the wellbeing of staff.
- The focus on contemporary pedagogies and a commitment to continuous improvement in teaching practices throughout the school.
- An aligned improvement agenda with all members of the school community able to clearly articulate the focus of the plan and the outcomes the school was working towards.
- The high level at which teachers at Malkara know their students, differentiated to meet individual learning needs, expertly supported complex behaviours and set high expectations for learning.
- The success of the Hydrotherapy program- developed in collaboration with physiotherapists, implemented with the assistance of a hydrotherapy LSA and designed to meet each students individual needs.

The work in 2016 built on previous years; future focus areas for the school are continuing to strengthen curriculum across all areas and maximise collaborative partnerships.

## Student Information

### *Student enrolment*

In 2016 there were a total of 68 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	48
Female	20
Indigenous	6
LBOTE	17

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	93.0
1	91.0
2	95.0
3	92.0
4	91.0
5	96.0
6	91.0

Source: Planning and Analytics, December 2016

The majority of students at Malkara come to school on special needs transport. This is of great assistance to families and generally has a positive impact on school attendance. Non-attendance at school is generally related to our students' higher than average medical fragility. Staff at Malkara, particularly executive and classroom teachers and our Health Access at School (HASS) trained LSA staff, maintain close contact with families during periods of school absence.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	86

Source: Teacher Quality Institute, 16 December 2016

One hundred percent of teaching staff at Malkara have an undergraduate teaching qualification, with 86% also possessing a post graduate degree.

### *Workforce composition*

The 2016 workforce composition of Malkara School 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	18
Teaching Staff: Full Time Equivalent	15.8
Non Teaching Staff: Head Count	30
Non Teaching Staff: Full Time Equivalent	21.6

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are no indigenous staff members at this school.

## Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 1963.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Malkara School was reviewed in 2016. A copy of the Review Report can be found on the school website.

## School Satisfaction

Schools 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 2016 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) took part in an online survey.

## Overall Satisfaction

In 2016, 96% of parents and carers and 95% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 43 staff who took part in the survey are tabled over.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	93
Teachers at this school provide students with useful feedback about their school work.	93
Teachers at this school treat students fairly.	98
This school is well maintained.	95
Students feel safe at this school.	88
Students at this school can talk to their teachers about their concerns.	69
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	95
Students like being at this school.	88
This school looks for ways to improve.	98
This school takes staff opinions seriously.	83
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	88

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 23 parents who took part in the survey are tabled below.

**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 at this school provide my child with useful feedback about his or her school work.	95
Teachers at this school treat students fairly.	100
This school is well maintained.	100
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	96
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.	96
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	96

Source: 2016 School Satisfaction Surveys, August/September 2016

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 Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

### NAPLAN assessment

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 2016, 100.00 % of year 3 students and 100.00 % of year 5 students at Malkara School were exempt from testing based on nationally agreed criteria.

### Performance in Other Areas of the Curriculum

The 2013-2016 Strategic Plan focused on strengthening literacy and communication across the school. Four Blocks to Literacy is embedded into teaching and learning programs across the whole school and teachers' ability to differentiate to meet the needs of individual students is evident. A focus for the next 2017-2021 Strategic Plan is to strengthen the teaching of Mathematics and Science across the school.

A whole school approach to communication is embedded across the school. All staff members are supported by peers and our speech therapist to implement the use of Pragmatically Organised Dynamic Displays (PODDs) across all areas of the school and at all times of the school day. In addition to PODDs, staff members are also supported to use Proloquo2go on iPads with our students who use this form of communication.

## Progress Against School Priorities in 2016

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Below is Malkara School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
  
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	189585.35	126347.64	315932.99
Voluntary contributions	2630.00	0.00	2630.00
Contributions & donations	7000.00	0.00	7000.00
External income (including community use)	13737.60	18950.65	32688.25
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6894.44	5656.76	12551.20
<b>TOTAL INCOME</b>	<b>219847.39</b>	<b>150955.05</b>	<b>370802.44</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	47927.04	58520.77	106447.81
Cleaning	44936.22	43539.99	88476.21
Security	0.00	0.00	0.00
Maintenance	78402.86	24394.10	102796.96
Administration	17760.55	13390.24	31150.79
Staffing	0.00	0.00	0.00
Communication	10080.32	2653.85	12734.17
Assets	29905.72	30233.92	60139.64
General office expenditure	7718.99	11363.29	19082.28
Educational	12933.69	5753.79	18687.48
<b>TOTAL EXPENDITURE</b>	<b>249665.39</b>	<b>189849.95</b>	<b>439515.34</b>
<b>OPERATING RESULT</b>	<b>-29818.00</b>	<b>-38894.90</b>	<b>-68712.90</b>
<b>Actual</b> Accumulated Funds	287878.51	294342.43	294342.43
Outstanding commitments (minus)	-30550.25	0.00	-30550.25
<b>BALANCE</b>	<b>227510.26</b>	<b>255447.53</b>	<b>195079.28</b>

## Professional Learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$630

## 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 2016.

## Reserves

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Staffing Reserve	\$30,000	December 2017
ICT Reserve Replace aging IWBs as required	\$25,000	December 2017
Toilet Upgrade- Upgrade top toilet block	\$25,000	December 2017

## Endorsement Page

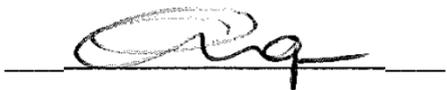
I declare that the Malkara School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 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

<b>Parent Representative(s):</b>	Nicole Mackey	Tara Scott	George Tremopoulos
<b>Community Representative(s):</b>	Olwyn Munro		
<b>Teacher Representative(s):</b>	Charmayne Tinker	Lachlan Ellis	Pam Cording
<b>Board Chair:</b>	Nicole Mackey		
<b>Principal:</b>	Jennie Lindsay		

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 2016.

Principal Signature:  Date: 28 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017