



Malkara School

Board Report

2013



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 2010-2013 “Everyone Matters”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is www.malkara.act.edu.au.

Inquiries about this publication should be directed to:

Malkara School
Wisdom St.
Garran ACT 2605

General Inquiries:

Telephone (02) 6205 5911

About our school

Introduction to School

The 2013 school year began with the opening of our beautiful new hydrotherapy pool, by the Minister for Education, Joy Burch. To compliment this attractive, professional facility, an expert Physiotherapist was engaged to train staff in general principles of hydrotherapy and set programs for classes and individual students. An LSA was also allocated the specific role of Hydrotherapy Assistant, to work in the pool each day and support class programs. This was the first of several strategic steps to continue our pathway towards increasing staff skill and expertise in research-based pedagogies in 2013.

The foundational work of three key Professional Learning Teams (PLTs) on autism, Four Blocks to Literacy and Augmented and Alternative Communication began in term One and concluded in Term Three. Every teacher was a member of a PLT and the groups met three times a term. Each PLT produced a 'Framework' document outlining the rationale for and the teaching practices to be adopted across the school in support of quality instruction in their skill area. PLTs also developed projects to further the impact of the approaches for students.

The school leadership team was increased by one with the successful appointment of a current Malkara teacher to the position of executive teacher professional practice (Four Blocks Literacy). Funded by the Directorate, this ongoing position allows for classroom-based leadership in literacy across the school.

Ongoing upgrades of Malkara's facilities continued throughout the year. Despite construction hoarding reducing the size of our main playground and the inconvenience of building sounds and equipment at close range, our students coped well. By the end of the year, a new library was complete, portables removed and two new classrooms ready for occupation. The addition of a dedicated art room and conference room has added to our overall amenity. Improved courtyards for Green and Red, Silver and Emerald classrooms ensure children are safer and protected from the sun and cold during 'active breaks' and play times.

In December we celebrated the success of many objectives outlined in the 2013 Annual Operating Plan. Inclusion opportunities were increased. Augmented and Alternative Communication is more deeply embedded in the Malkara culture with the majority of staff members wearing aprons to enable ready access to visual symbols used to support communication interaction with students.

Finally, a set of nine Signature Behaviours, identified by staff as central to creating and maintaining a quality environment for everyone at Malkara, was published. Available on the website and circulated to all families and everyone who visits our school, staff are willing to be held accountable for displaying these behaviours at all times.

Student Information

Student enrolment

In 2013 there were a total of 107 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	79
Female	28
Indigenous	8
LBOTE	23

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	86.5
1	87.8
2	95.0
3	92.9
4	85.4
5	82.7
6	95.6

Source: Planning and Performance

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: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	43%

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	32
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	18
TOTAL	55

Source: Workforce Management

While the above table identifies at the time of this data collection we only had two SLC with the employment of our ETPP we ended the year with three SLCS.

Note: This table includes pre-school staffing

There are 0 indigenous staff at this school.

Volunteers

Registered volunteers worked a total of 500 hours in the school during 2013

School Board

Malkara School is always a hive of activity and the centenary year has proven to be no different!

Some Malkara students celebrated the centenary year by being involved in the Telstra Tower Centenary Project. Students visited Telstra Tower and then Margie McEwan, our art teacher co-ordinated students to create art work about the tower. She then framed and hung the student's art work as part of an exhibition in the Telstra Tower foyer. I was lucky enough to attend the official opening and was amazed at the ability that our students have.

The exhibition was a great success and I would like to thank Margie for all her work behind the scenes.

This year the school board approved funding to continue to engage Jane Farrall 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.

During the year I attended my sons first Learning Journey, 2 hours in a classroom with his teachers and his peers. It is the first time this has been offered to parents at Malkara. I am grateful for this opportunity as it provides an insight into his day at school that I would otherwise never know. A wonderful initiative! It is these continual improvements and trials of ideas that make our school such a great school.

Last year Malkara participated in the trial to implement the empowerment agenda. This year are continuing in the trial, as one of only eight ACT schools and the only specialist school. It is more administrative work; however, being part of the trial will ensure that specialist schools are provided for appropriately when schools finally move to the new system. The members of the Board are working hard to understand the new system to ensure we have a smooth transition when the time arrives.

The 2013 – 2016 Malkara School Plan was finalised and can be found on the school's website. The plan has a classroom, pedagogy focus and details four priorities for the next phase of our school's improvement journey.

The four strategic priorities are:

1. To continue striving for excellence in teaching practice using contemporary pedagogies.
2. To provide a total communication environment for students at Malkara School.
3. To expand inclusion opportunities for all Malkara students.
4. To strengthen the Malkara teaching and learning cycle.

I would like to thank the staff involved in the School Plan Working Group as well as Jennie for their dedication to improving all facets of our school. I encourage every parent and carer to take the time to look at the document to see what Malkara School is aiming to achieve over the next few years.

I look forward to seeing the implementation of the 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.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement Framework* which is 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 schools progress towards achieving system and school priorities.

Malkara School will be validated in 2016. A copy of their latest validation report can be found on the 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 2013 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 2013, 96% of parents and carers and 92% of staff at this school indicated they were satisfied or highly satisfied with the education provided by the school. In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

Students at Malkara School do not participate in these surveys

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

Item	(%)
Teachers at this school expect my child to do his or her best.	98
Teachers at this school provide my child with useful feedback about his or her school work.	87
Teachers at this school treat students fairly.	98
This school is well maintained.	98
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	91
My child likes being at this school.	95
This school looks for ways to improve.	98
This school takes parents' opinions seriously.	91
Teachers at this school motivate my child to learn.	98
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	93
This school works with me to support my child's learning.	93

Source: 2013 School Satisfaction Surveys, August/September 2013

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 at malkara.act.edu.au

Professional Learning

In 2013 the staff participated in numerous Professional Learning opportunities including:

- Two day workshop on autism presented by Therapy ACT
- One day workshop on AAC presented by Jane Farrall
- One day workshop on Pragmatic Organisation Dynamic Display (PODD) presented by Helen Tainsh
- Team Teach refresher
- Proloquo2@go
- Two rounds of simultaneous 'Classroom Conversations'
- Four Blocks to Literacy and an AAC afternoon sessions run by Jane Farrell

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 2013, 100% of year 3 students and 100% of year 5 students were exempt from testing based on nationally agreed criteria.

Performance in other areas of the curriculum

Running through the year as both thread and theme was our school's participation in events and activities related to Canberra's centenary. Of note are the Telstra Art Show and production of a coffee table book of the children's art works as well as a walkathon to raise money for the Boundless Playground project. Both received positive media and raised the profile of the talents of students at Malkara School.

The year 5 and 6 Wassa Wassa Drummers from Red Hill PS conducted drumming clinics with a small group of Malkara students on Friday afternoons with tremendous success.

One class played in a bells choir performance with their counterparts at Lyons Early Childhood School. Each week they attended Lyons to spend time in that environment. Lyons obtained a grant to purchase a set of bells and set about teaching the combined group some short musical pieces

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 Country.

Progress against School Priorities in 2013

Priority 1

To continue striving for excellence in teaching practice using contemporary pedagogies.

Targets

1. Teacher confidence levels in specialist pedagogies and behaviour support increase by two points across the year.
2. Student's Individual Learning Plan (ILP) achievement rates reaches an average of 60% across the school
3. Parent satisfaction remains at 97% or above in the ' Overall 'section of the annual survey.

4. The number of injuries of both staff and students that result from behaviour management incidents reduces from 2012 levels.
5. Number of students in Green Class able to functionally weight-bear increases from beginning to end of 2013.

School improvement domain covered with this priority

Learning and Teaching

Progress

The broad scope of this major priority for 2013 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, identifying key staff to be trained in the new, contemporary methodologies and bringing this learning to colleagues on staff. Operating across several specific learning cohorts, 2013 has seen successful implementation of innovative approaches, resulting in better learning in key areas for our students.

In 2013 in relation to our key improvement strategy of **continuing to implement the Four Blocks to Literacy approach across the school**, an Executive Teacher Professional Practice was appointed to support the approach. We introduced Professional Learning teams (PLT) and planning time was provided for the presentations to occur related to how best to implement the Flour Blocks of Learning.

In 2013 class programs across the school reflect the stated literacy requirements, teacher work programs reflect 100% compliance with published requirements for Four Blocks and the school has writing samples collected and filed for every child.

The school also completed actions related to the strategy of **further embedding the Carolina Curriculum in the Early Education teaching and learning model**. A visit was undertaken by the Deputy Principal to Bayside Special Development School to view the program in action and training was conducted for new and unfamiliar staff on 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 staff was achieved through staff attending autism professional learning organised by the Directorate and the forming of an Autism Professional Learning team. The team met to develop resources and a framework which is on our website. Familiarisation Stories for every curriculum areas were developed and they were provided to all new families in their enrolment pack.

Our fourth strategy within this priority related to **introducing a hydrotherapy framework to maximize the benefits gained by students** in the pool. In 2013 this was actioned through engaging a hydrotherapy consultant to support individual and group programs in our new pool and identifying a School Leader to coordinate all aspects of the hydrotherapy program across the school. Evidence of the success of these actions is seen through 100% of individual programs in hydrotherapy for identified students.

In 2013 our planned action within our final strategy of seeking training in the MOVE approach to support physical skills and independence for high and complex needs students did not occur. This was due to the South Australian based training in the MOVE program not being appropriately timed for our school calendar. The school plans to action this next year.

These approaches and specific actions led to the following progress against our 2013 targets as we continue striving for excellence in teaching practice using contemporary pedagogies:

1. *Teacher confidence levels in specialist pedagogies and behaviour support increase by two points across the year.*

No data collected in 2013 due to strategy not being actioned.

2. *Student's ILP achievement rates reach an average of 60% across the school.*

At the end of 2013, 78% of all ILP goals had been achieved or were consolidating. (Data from one class is not available due to staff absence.). 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.

3. *Parent satisfaction remains at 97% or above in the 'Overall' section of the annual survey.*

The 2013 parent/carer survey produced a 96% satisfaction rate for the *overall satisfaction* question. Only one survey from the 46 responses indicated disagreement with the statement. 96% is considered to be equal to last year's survey result of 97%, and is explained by the different number of respondents.

4. *The number of injuries of both staff and students that result from behaviour management incidents reduces from 2012 levels.*

In 2012, the proportion of injuries inflicted on staff and students as a proportion of our school population at the August census was 11.9%, while in 2013 it was 14.9%. In 2013 while the school population decreased the number of students with high support needs increased.

Each student with behaviour support needs has a Behaviour Support Plan, prepared in consultation with the teacher and the Deputy Principal. This plan is communicated to all staff and displayed in the staff room. Currently 11 students are supported through a plan and five students have fulltime support from a Learning Support Assistant due to behaviour needs.

5. *Number of students in Green Class able to functionally weight-bear increases from beginning to end of 2013.*

No data to report due to specific actions within strategy not completed.

Priority 2

To provide a total communication environment for students at Malkara School

Targets

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

School improvement domains covered with this priority

Student Environment Learning and Teaching

Progress

In 2013 the school actioned this priority across five key improvement strategies.

Within the strategy of **introducing specific professional learning** on Augmented and Alternative Communication (AAC) hardware and methodology for staff and families.

The school ensured all staff acquired the skills related to AAC and identified AAC system for each student with Complex Communication needs (CCN). Each class has a range of AAC systems in place, including Aided Language Displays (ALDs), Chat Now, Pragmatic Organisation Dynamic Displays (PODDs), Core Vocabulary and speech generating devices such as iPad with ProLoQuo2go as well as Chat PC.

A full day of Pragmatic Organisation Dynamic Display (PODD) training was conducted for Malkara and Therapy ACT staff. An AAC Professional Learning Team (PLT) was established. This PLT developed an AAC Framework and a range of Malkara-specific and context-specific write full name of the program here (ALDs). Each identified student has a communication goal in their Individual Learning Plan (100%)

Against the second strategy, to **further embed The Communication Matrix as the assessment and evaluation tool for communication across the school**. The school completed the initial Communication Matrix assessment for each student at the end of 2012. Post assessment was completed by week 10 term 4 which allows for a full year of learning. Individual student progress in communication will be collated and evaluated early next year. In 2013 all teachers were trained in conducting and interpreting the Communication Matrix assessment. To allow for a full years of learning the 2013 assessment occurred at the end of year. The results are reported below against our target.

Post assessment data says that of the students that had two matrices completed, 90% improved.

In relation to our third strategy of **developing a Professional Learning Community to drive improvement, based on research, in the area of communication best-practice** in 2013. The school developed an AAC PLT the group created resources, training at staff meeting, modelled best practise daily and developed framework. The team presented a 'Classroom Conversation' workshop for colleagues across the specialist school setting and as a result we had two teachers from other setting have a follow up visit and at the school observing communication best practise.

Against the fourth strategy of **using National partnership funding, engage a coach to support improved AAC pedagogy and practice** an AAC coach was engaged to conduct training for Malkara and Therapy ACT staff at the beginning of the year, as well as an evening workshop for parents/carers. Malkara's AAC coach conducted three, four day visits to support AAC implementation across all classrooms

The final strategy of **expanding the iPad communication program in the school in 2013** resulted in a visit and afternoon workshop by the makers of Proloquo2Go. This is a symbol-supported communication app that gives a voice to people who cannot speak. The visit also coincided with the launch of an Australian version of the app. Teachers were also given the opportunity to attend iPad sessions after school throughout second semester to learn more about the device. Students who were able to use Proloquo2Go participated in targeted lessons and were also encouraged to use the device to communicate at every opportunity. We also used a classroom teacher experienced in iPad apps and the communication system to visit other classes to assist in setting up systems and modelling teaching and learning. A 'Classroom Conversation' across the five specialist school settings was planned and two teachers from Malkara presented on iPads and Proloquo2Go.

Malkara's commitment to developing a 'total communication environment' has precipitated a shift in culture and practice across the school. The feedback from the 2013 AAC Survey indicates that all students with a Complex Communication Need (CCN) have an identified system and/or have access to an Aided Language Display (100%). In the 2013 School Satisfaction Survey for parents and carers, 94% of respondents 'strongly agreed' or 'agreed' that they were happy with the schools focus on teaching communication strategies to their child.

Priority 3

To expand inclusion opportunities for Malkara students

Targets

1. To increase the percentage of students at the main Malkara campus who participate in inclusion opportunities with regular peers to 40%.
2. Identify new sources of support to ensure successful inclusion experiences for every student who is involved.

3. Provide specific professional learning for staff on the importance of inclusion – especially the parent voice.
4. Use the ILP process to ensure appropriate priority is given to this part of the learning program for students.

School improvement domains covered with this priority

Student Environment Learning and Teaching Community Engagement

Progress

In 2013 the school continued to action four strategies within this priority:

In relation to our first strategy of **increasing the number of inclusion partnerships** to enhance learning and life experiences for our students, thirty-five students, or around 42% of students at the Garran campus, attend neighbouring schools for inclusion. Two classes travel to Hughes Primary School on the school bus once a week. Two travel to Lyons Early Childhood School once a fortnight and one class walks to Sts Peter and Paul's Primary School once a fortnight.

In relation to **identifying new sources of support** to ensure successful inclusion experiences for every student who is involved, five volunteers supported the five classes and individual students during their inclusion visits to mainstream schools. Two of these are new this year. Volunteers include parents, community members, students on work experience and students from University of Canberra (UC), Australian Catholic University and the Canberra Institute of Technology (CIT).

Our third strategy of **providing specific professional learning** for staff on the importance of inclusion, especially the parent voice. We saw, two parents of students at Malkara present their experiences, reflections and stories of what inclusion meant to them and their child at a teacher meeting. Staff reported after the presentation how valuable and enriching this sharing was as it gave staff another way to think about Inclusion and the important role it plays.

Our final strategy related to the **use the ILP process to ensure appropriate priority** is given to this part of the learning program for students. Of the 35 students that attend inclusion, 15 have an ILP goal that connects inclusion to learning experiences. These ILP goals have been assessed and reported against in the mid and end of year report. Of those students that have an inclusion goal in the ILP, 86% are achieving and 14% are consolidating.

To build on the success of this year, the requirement to include a specific inclusion goal in the ILP of identified students should be included in the 2014 AOP.

Inclusion at Malkara School throughout 2013 has been a successful and invaluable learning and sharing program for students and staff from our specialist setting and our mainstream

partner schools. The plan in 2014 is to continue with the three partner schools and to commence inclusion visits early in the school year.

Priority 4

To strengthen the Malkara teaching and learning cycle

Targets

100% of teachers meet the accountability requirements set in 2013

School improvement domains covered with this priority

Learning and Teaching

Leadership and Management

Progress

In 2013 to strengthen the Malkara teaching and learning cycle the school's one of the planned focus was to **review all the elements which comprise the teaching and learning cycle and add and delete to achieve a comprehensive annual program**. To increase the quality of teacher work programs, guidelines detailing the mandatory elements of teaching programs was distributed and discussed at a teacher meeting in May. Two specific actions, designed to support teachers to implement better assessments were not carried out in 2013, and this could be a contributing factor to the low achievement level against this target. They are to:

- seek feedback about current assessment folders from teachers
- include better assessment with sufficient information for their use.

It is recommended that these two actions be included in the 2014 AOP to support a stronger achievement level in this important area of teacher practice.

A second focus was to **review the timing of each element, ensuring sufficient time for the reparation of quality reports and data. Embed in the calendar and publish widely to the community**. For the first time this year, at the beginning of each term teachers were provided printed term calendars that specified due dates for the following key components of the annual teaching and learning cycle.

The third focus to **crystallize the expectations by upgrading and improving the template forms** was actioned through staff also receiving specific in-servicing on the updated reporting template, digital portfolios and reporting guidelines.

These actions resulted in the following progress against the identified targets for this Priority in 2013:

- the percentage of staff completing all program requirements was 56% greater than 2012, with five out of nine teachers submitting teaching programs that included 100% of the program requirements
- 100% of teacher work programs fulfilled the requirements for curriculum organisation and referencing, forward planning, timetables, embedded ILP goals and Literacy Plans

- between 7-15% of teachers didn't fulfil all requirements specified in the guidelines. Most frequently absent were excursion details and Interactive Whiteboard goals. However, the data around the presence of evidence of individual student assessments was most revealing with 31% of teachers not including assessment information in their work programs.

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 \$2276

Voluntary contributions

This school received \$1149 in voluntary contributions in 2013. 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 2013.

Reserves

Name and purpose	Amount	Expected Completion
Staffing Reserve	\$50 000	2014
Funds set aside to pay any carry-over staffing costs from previous year		

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	364201.4
Voluntary contributions	1149
Contributions & donations	6035
Subject contributions	0
External income (including community use)	18340.22
Proceeds from sale of assets	0
Bank Interest	12794.77
TOTAL INCOME	402520.4
EXPENDITURE	
Utilities and general overheads	110286
Cleaning	74126.65
Security	0
Maintenance	24025.8
Mandatory Maintenance	0
Administration	18910.18
Staffing	117101
Communication	9652.24
Assets	12271.02
Leases	0
General office expenditure	16702.97
Educational	14863.19
Subject consumables	0
TOTAL EXPENDITURE	397939
OPERATING RESULT	4581.33
Actual Accumulated Funds	290845
Outstanding commitments (mit	6117.49
BALANCE	289308.5

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 Mackey, George Tremopoulos, Tony Rogers
- Community Representative** Olwyn Munro
- Teacher Representative** Dagmar Martin, Jill Corcoran
- Board Chair:** Nicole Mackey
- 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 this year.

Principal Signature:  **Date:** 17/3/14

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

Board Chair Signature:  **Date:** 18/3/14