



Malkara School

Annual School Board Report 2020



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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

Schools 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
- newsletters
- other sources such as My School.

School Context

Malkara School provides a program for 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 63 primary-aged students there were 11 preschool aged students at the school in 2020.

Student Information

Student enrolment

In this reporting period there were a total of 63 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	49
Gender - Female	14
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	0
LBOTE**	16

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. 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 current reporting period is provided 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 of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	9.69
Teaching Staff: Full Time Equivalent Temporary	3.80
Non Teaching Staff: Full Time Equivalent	33.29

Source: ACT Education Directorate, People and Performance Branch

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'*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school will be reviewed in 2021.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 100% of parents and carers and 78% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 23 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	
Parents at this school can talk to teachers about their concerns.	83
Staff are well supported at this school.	65
Staff get quality feedback on their performance.	63
Student behaviour is well managed at this school.	70
Students at this school can talk to their teachers about their concerns.	65
Students feel safe at this school.	74
Students like being at this school.	78
Students' learning needs are being met at this school.	87
Teachers at this school expect students to do their best.	83

Teachers at this school motivate students to learn.	87
Teachers at this school treat students fairly.	91
Teachers give useful feedback.	68
This school is well maintained.	87
This school looks for ways to improve.	87
This school takes staff opinions seriously.	70
This school works with parents to support students' learning.	74

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 15 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	
I can talk to my child's teachers about my concerns.	93
My child feels safe at this school.	100
My child is making good progress at this school.	80
My child likes being at this school.	100
My child's learning needs are being met at this school.	100
Student behaviour is well managed at this school.	87
Teachers at this school expect my child to do his or her best.	100
Teachers at this school give useful feedback.	87
Teachers at this school motivate my child to learn.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	100
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	93
This school works with me to support my child's learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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 this reporting period, 100.00 % of year 3 students and 100.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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	187190.59	120381.68	307572.27
Voluntary contributions	1700.00	300.00	2000.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	425.00	78.00	503.00
External income (including community use)	14467.71	7585.47	22053.18
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2597.34	1595.55	4192.89
TOTAL INCOME	206380.64	129940.70	336321.34
EXPENDITURE			
Utilities and general overheads	45245.25	68701.82	113947.07
Cleaning	16395.30	18733.44	35128.74
Security	0.00	0.00	0.00
Maintenance	148852.99	97016.77	245869.76
Administration	610.32	1592.90	2203.22
Staffing	0.00	0.00	0.00
Communication	4476.64	4769.78	9246.42
Assets	7668.82	29658.93	37327.75
General office expenditure	12007.65	15403.76	27411.41
Educational	12502.05	16547.47	29049.52
Subject consumables	458.46	328.01	786.47
TOTAL EXPENDITURE	248217.48	252752.88	500970.36
OPERATING RESULT	-41836.84	-122812.18	-164649.02
Actual Accumulated Funds	295220.59	283278.68	283293.68
Outstanding commitments (minus)	-9714.87	0.00	-9714.87
BALANCE	243668.88	160466.50	108929.79

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing Reserve Funds additional staffing requirements	20,000	12/2021
ICT Reserve Ongoing upgrade of IWBs and IT infrastructure	10,000	12/2021
Toilet Reserve Further upgrade of inadequate toilet facilities	23, 900	12/2021

Endorsement Page

Members of the School Board

Parent Representative(s): Nick Evans Louise King Snezana Stekovic
Community Representative(s):
Teacher Representative(s): Emma Gerrand Sarah Kavanagh
Student Representative(s):
Board Chair: Nick Evans
Principal: Allison Chapman

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

2020 Board Chair Signature: Nick Evans



Date: 08/07/2021

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: 30/06/2021