



# Malkara School

## Annual School Board Report 2023



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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

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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

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Malkara is a Pre-school to Year 6 school for students with a moderate to severe intellectual disability living on the southside of Canberra.

In 2023 we have a population of 61 students across 13 classes in the suburb of Garran on beautiful Ngunnawal Country. Our families come from a diverse range of socio-economic, cultural and heritage backgrounds and we are committed to ensuring everyone feels welcome, valued and heard.

The Malkara school community works together to provide a positive student centred learning environment that enables students to develop towards their full potential and be valued and contributing members of society.

Our Signature Behaviours ensure students exemplify the values we practice and ensure students are at the centre of everything we do.

Our students have access to a broad curriculum which includes the Victorian Pre-Foundation and the Australian Curriculum. With a focus on individualised learning in the areas of Communication and Personal and Social capabilities we are committed to ensuring student voice and independence.

All staff at Malkara celebrate the individuality of every student and give quality time to every student every day

Operations of the school were impacted by staffing shortages throughout 2023.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 62 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	40
Gender - Female	22
Aboriginal and Torres Strait Islander	7
LBOTE*	25
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

\*\* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

### *Student attendance*

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages**

Year level	Attendance rate
1	87.0
2	86.0
3	84.0
4	85.0
5	76.0
6	92.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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, 159 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	13.26
Teaching Staff: Full Time Equivalent Temporary	1.40
Non Teaching Staff: Full Time Equivalent	33.55

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 was reviewed in 2021. A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range of 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, 100.0% of parents and carers and 84.4% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff and 14 parent 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 32 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.	86
Teachers give useful feedback	72
Teachers at this school treat students fairly.	97
This school is well maintained.	97
Students feel safe at this school.	91
Students at this school can talk to their teachers about their concerns.	71
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	77
Students like being at this school.	86
This school looks for ways to improve.	91
This school takes staff opinions seriously.	77
Teachers at this school motivate students to learn.	89
Students' learning needs are being met at this school.	83
This school works with parents to support students' learning.	89
Staff get quality feedback on their performance	56
Staff are well supported at this school.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 10 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.	100
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.	100
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

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### 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.

## Financial Summary

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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-December
Directorate Funding	311289.61
Contributions and Donations	2475.00

Subject Contributions	0.00
Hire of Facilities	46537.71
External Revenue	55.20
Sale of Assets	427.27
Interest Received	11159.58
Other School Revenue	1526.00
<b>TOTAL INCOME</b>	<b>373470.37</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	116344.23
Security and Caretaking	1209.00
Maintenance	117410.09
Administration	13595.44
Staffing Expenditure	0.00
Communication	7544.91
Assets & Leases	75447.61
General Expenses	19434.56
Educational Resources	14824.34
Subject Consumables	0.00
Directorate Funded Payments	36.95
Other Payments	1485.45
<b>TOTAL EXPENDITURE</b>	<b>367332.58</b>
<b>OPERATING RESULT</b>	<b>6137.79</b>
Accumulated Funds	184460.01
<b>BALANCE</b>	<b>190597.80</b>

## 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
<b>ICT Reserve</b> Ongoing upgrade of IWBs and IT infrastructure	\$11 000	12/2025

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Gillian Bradford,	Sarah MacFarlane,	Paco Iglesias.
<b>Community Representative(s):</b>			
<b>Teacher Representative(s):</b>	Sarah Kavanagh,	Elissa Sharpe,	Anna Chapman
<b>Student Representative(s):</b>			
<b>Board Chair:</b>	Paco Iglesias		
<b>Principal:</b>	Kyrie Douch		

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

2023 Board Chair Signature: Paco Iglesias

Date: 13/ 03/ 2024

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: Kyrie Douch

Date: 13/ 03 /2024