



Malkara School

Annual School Board Report 2022



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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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Contents

Reporting to the community.....	1
School Context	1
Student Information	1
Student enrolment.....	1
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	2
Teacher qualifications	2
Workforce composition	3
School Review and Development	3
School Satisfaction	3
Overall Satisfaction	3
Learning and Assessment	5
NAPLAN	5
Financial Summary	5
Voluntary Contributions	7
Reserves	7
Endorsement Page	8
Members of the School Board	8

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 complex sensory or communication challenges, medical conditions or a physical disability. Students come from the south of Canberra, and many are transported to school on special needs transport buses.

Operations of the school were impacted by Covid –19 in 2022

Student Information

Student enrolment

In this reporting period there were a total of 61 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	45
Gender - Female	16
Aboriginal and Torres Strait Islander	0
LBOTE*	20
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	84.0
2	81.0
3	81.0
4	74.0
5	84.0
6	84.0

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, 153 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	14.26
Teaching Staff: Full Time Equivalent Temporary	0.60
Non Teaching Staff: Full Time Equivalent	30.43

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, 83.3% of parents and carers and 86.7% 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 30 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.	80
Teachers give useful feedback	53
Teachers at this school treat students fairly.	73
This school is well maintained.	80
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	63
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	67
Students like being at this school.	90
This school looks for ways to improve.	87
This school takes staff opinions seriously.	73
Teachers at this school motivate students to learn.	87
Students' learning needs are being met at this school.	87
This school works with parents to support students' learning.	90
Staff get quality feedback on their performance	65
Staff are well supported at this school.	80

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 12 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.	92
Teachers give useful feedback	92
Teachers at this school treat students fairly.	92
This school is well maintained.	92
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	75
My child likes being at this school.	92
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	83

My child is making good progress at this school.	75
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	75

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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 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

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	272578.50
Contributions and Donations	2365.00
Subject Contributions	0.00
Hire of Facilities	30287.37
External Revenue	0.00
Sale of Assets	0.00
Interest Received	6509.31
Other School Revenue	0.00
TOTAL INCOME	311740.18
EXPENDITURE	
Utilities and General Overheads	124222.22
Security and Caretaking	339.16

Maintenance	92023.70
Administration	12678.98
Staffing Expenditure	0.00
Communication	9456.67
Assets & Leases	13601.06
General Expenses	14163.18
Educational Resources	22886.38
Subject Consumables	10.14
Directorate Funded Payments	6584.05
Other Payments	6986.14
TOTAL EXPENDITURE	302951.68
OPERATING RESULT	8788.50
Accumulated Funds	141629.92
BALANCE	150418.42

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
ICT Reserve Ongoing upgrade of IWBs and IT infrastructure	\$11000	12/2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Louise King,	Paco Iglesias,	Sarah MacFarlane.
Community Representative(s):			
Teacher Representative(s):	Anna Chapman,	Elissa Sharpe,	Emma Gerrand.
Student Representative(s):			
Board Chair:	Paco Iglesias		
Principal:	Allison Chapman		

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

2022 Board Chair Signature: Paco Iglesias

Date: 09/06/2023

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/Kyrie Douch

Date: 09/06/2023