



Cranleigh School

Annual School Board Report 2017



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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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School Context

In 2017 Cranleigh School had seventy six students enrolled (as per the February Census) from preschool to year 6 of which 79% were male and 21% are female. The number of students with English as an Additional Language or Dialect (EALD) background decreased from 35% in 2016 to 32% in 2017. The number of Indigenous students increased to 17%.

The Health Access at School (HASS) Program was imbedded with rigour around training and the handling of individual health/medical needs of 4 students requiring daily attention. The HAAS program necessitated particular management and consultation with families, practitioners, the School Clinical Nurse Consultant – HAAS, teachers and dedicated HAAS LSAs.

Attention to these complexities, as an added layer to individualised programming for our students has provided a strong endorsement of our school priorities in the areas of community connections and family support.

In 2017 the school commenced its first year of the 2017-2021 School Strategic Plan with a strong focus on 2 main priorities:

- Explicit improvement agenda with a sharp focus on improvement in measurable student learning outcomes
- high performing teachers will deliver effective pedagogy based on research, data and mutually beneficial partnerships.

The Leadership Team in conjunction with classroom teacher developed a 'Scope and Sequence' document against key learning area in the Australian Curriculum. By the end of the year this document was published and ready for implementation in the following school year.

Student Information

Student enrolment

In 2017 there were a total of 76 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	60
Female	16
Aboriginal and Torres Strait Islander	13
LBOTE*	25

*Language Background Other Than English
Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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: 2017 Attendance rates in percentages

Year level	Attendance rate
K	85.0
1	83.0
2	89.0
3	95.0
4	83.0
5	89.0
6	61.0

Source: Planning and Analytics, December 2017

Cranleigh School provides an education for students with an intellectual disability including students with additional complex needs. A number of students have ongoing medical issues that result in school absence. To support our families the school ensures strong communication with families through the communication books, phone calls/emails home and the provision of a Family Support Officer.

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 2017.

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

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	63

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Cranleigh School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	18
Teaching Staff: Full Time Equivalent Permanent	13.00
Teaching Staff: Full Time Equivalent Temporary	1.74
Non Teaching Staff: Head Count	30
Non Teaching Staff: Full Time Equivalent	22.70

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

School Review and Development

In 2017, 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 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Cranleigh School will be reviewed in 2021. A copy of the most recent validation 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 2017 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 2017, 95% of parents and carers and 90% 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.

A total of 42 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.	100
Teachers at this school provide students with useful feedback about their school work.	88
Teachers at this school treat students fairly.	98
This school is well maintained.	90
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	80
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	86
Students like being at this school.	95
This school looks for ways to improve.	93
This school takes staff opinions seriously.	62
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	95
I receive useful feedback about my work at this school.	68
Staff are well supported at this school.	67

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 21 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.	90
Teachers at this school provide my child with useful feedback about his/her school work.	85
Teachers at this school treat students fairly.	95
This school is well maintained.	100
My child feels safe at this school.	85
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	85
My child likes being at this school.	90
This school looks for ways to improve.	100
This school takes parents' opinions seriously.	90
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	90

Source: 2017 School Satisfaction Surveys, August/September 2017

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

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 2017, 100.00 % of year 3 students and 100.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Performance in Other Areas of the Curriculum

In 2017 Cranleigh School continued to assess students using of the Abilities Based Learning and Educational Support (ABLES) tool. The tool has provided the school with a data set and supports teachers in providing all students with access to the Australian Curriculum at an individually appropriate level.

As identified in the Cranleigh Schools Strategic Plan 2017-2021 Cranleigh will continue to focus on delivering all curriculum areas, as identified in the Australian and Curriculum.

Cranleigh students participated in Literacy and Numeracy Week, Book Week, NAIDOC Day, Children's Week, Author visit, Canberra Symphony Orchestra and the ANU Music Enrichment Program (MEP).

Inclusion partnerships remained a priority for 2017 where Cranleigh students also had the opportunity to work with students from other ACT schools. These opportunities included Cranleigh students attending classes with their peers at a different primary school and/or working with students from other settings who participated in activities at Cranleigh.

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	189188.95	245259.25	434448.20
Voluntary contributions	4820.00	700.00	5520.00
Contributions & donations	10910.00	0.00	10910.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	9594.95	8141.08	17736.03
Proceeds from sale of assets	2697.00	0.00	2697.00
Bank Interest	3495.31	3514.18	7009.49
TOTAL INCOME	220706.21	257614.51	478320.72
EXPENDITURE			
Utilities and general overheads	33982.86	59062.43	93045.29
Cleaning	51603.07	42227.48	93830.55
Security	0.00	0.00	0.00
Maintenance	88623.02	23297.66	111920.68
Administration	23916.39	-9548.09	14368.30
Staffing	54840.65	-17216.62	37624.03
Communication	8437.28	4651.87	13089.15
Assets	13191.80	67177.92	80369.72
Leases	0.00	0.00	0.00
General office expenditure	8120.31	11106.22	19226.53
Educational	5101.68	176.42	5278.10
TOTAL EXPENDITURE	287817.06	180935.29	468752.35
OPERATING RESULT	-67110.85	76679.22	9568.37
Actual Accumulated Funds	189351.70	12929.84	107441.24
Outstanding commitments (minus)	-9622.89	0.00	-9622.89
BALANCE	112617.96	89609.06	107386.72

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$631.00

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 2017.

Reserves

Name and purpose	Amount	Expected Completion
Pool Equipment – To replace and update equipment for our hydrotherapy pool.	\$1,000.00	2020
Sensory Environments – Update and replace equipment to complete upgrade to sensory environment.	\$3,000	2019
Playground/Courtyards – Installation of new equipment, fencing, window treatment, heating, roofing, maintenance of current equipment and landscaping as required	\$30,000.00	2020
IT Improvement –IT program includes iPods, iPads and iPad apps for students, communication equipment and programs. Extra computers in classrooms.	\$10,970.00	2020
Library Equipment – Update and replace library equipment and resources.	\$2,000	2019
School Upgrade – Replace and update furniture, new blinds, flooring and painting as required.	\$43,955.20	2020
Australian Curriculum Program – This year our focus was to upskill all teachers, on using the Australian Curriculum and links this to the teaching and learning cycle.	\$25,000.00	2020
School Promotion and Improvement – Includes updating business cards and banners.	\$2,500	2020

Endorsement Page

Members of the School Board

Parent Representative(s): Kimberly Ingram, Caitlan Hatley,
Community Representative(s): Heather McKeon
Teacher Representative(s): Lyn Floyd, Natalie Rutledge
Board Chair: Daniela Vrkic
Principal: Kylie Croke

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

Board Chair Signature: _____ Date: ____ / ____ / ____

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 2017.

Principal Signature: _____ Date: ____ / ____ / ____