



Cranleigh 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 2022-25: 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.

Summary of School Board activity

School Context

A pillar of excellence within special education, Cranleigh School provides a safe and supportive learning environment for primary school students from Preschool to Year 6 with moderate to severe intellectual and physical disabilities. Supporting 99 students across 15 classes, Cranleigh School is an ACT Public School situated in Canberra's north. With close to 70 staff, Cranleigh School embraces a 'students at the centre' mindset.

In 2023, Cranleigh School completed an extension to meet the growing needs of the Canberra population (especially North of the lake). These contemporary learning environments support the social and social emotional needs of our students.

Cranleigh School prides itself on delivering high standards of teaching and learning to all students, engaging students in age appropriate, differentiated and highly individualised learning activities. Cranleigh School's specialist teachers lead the way in the ACT in creatively adapting the Australian Curriculum to enhance student engagement, strengthened through the integration of robust communication systems (PODD), social and emotional programs and therapeutic support.

Our CORE values of Commitment, Opportunity, Respect and Excellence underpin all that we do at Cranleigh School. Our staff are valued, confident and capable.

Student Information

Student enrolment

In this reporting period there were a total of 94 students enrolled at this school. 5 students are enrolled in our four-year old program although these are not counted in Census.

Table: Student enrolment

Student type	Number of students
Gender - Male	60
Gender - Female	31
Aboriginal and Torres Strait Islander	8
LBOTE*	50
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	85.0
2	79.0
3	84.0
4	75.0
5	88.0
6	74.0

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	15.15
Teaching Staff: Full Time Equivalent Temporary	1.00
Non Teaching Staff: Full Time Equivalent	32.33

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 83.9% 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 31 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.	84
Teachers give useful feedback	74
Teachers at this school treat students fairly.	81
This school is well maintained.	72
Students feel safe at this school.	88
Students at this school can talk to their teachers about their concerns.	66
Parents at this school can talk to teachers about their concerns.	88
Student behaviour is well managed at this school.	66
Students like being at this school.	81
This school looks for ways to improve.	78
This school takes staff opinions seriously.	59
Teachers at this school motivate students to learn.	84
Students' learning needs are being met at this school.	69
This school works with parents to support students' learning.	78
Staff get quality feedback on their performance	67
Staff are well supported at this school.	66

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 18 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	
This school is well maintained.	90
My child feels safe at this school.	90
I can talk to my child's teachers about my concerns.	75
Student behaviour is well managed at this school.	85
My child likes being at this school.	85
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	85
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	70
This school works with me to support my child's learning.	80
Teachers at this school expect my child to do his or her best.	80
Teachers give useful feedback	74
Teachers at this school treat students fairly.	85

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 90.00 % 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	280276.61
Contributions and Donations	11009.01
Subject Contributions	0.00
Hire of Facilities	24773.01
External Revenue	0.00
Sale of Assets	0.00
Interest Received	12771.11
Other School Revenue	59.44
TOTAL INCOME	328889.18
EXPENDITURE	
Utilities and General Overheads	117847.17
Security and Caretaking	0.00
Maintenance	79629.93
Administration	15382.66
Staffing Expenditure	8575.10
Communication	5268.80
Assets & Leases	5633.22
General Expenses	27303.55
Educational Resources	9185.40
Subject Consumables	0.00
Directorate Funded Payments	14479.04
Other Payments	451.05
TOTAL EXPENDITURE	283755.92
OPERATING RESULT	45133.26
Accumulated Funds	118869.05
BALANCE	164002.31

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
Playgrounds/courtyard – Installation of new equipment, maintenance of current equipment, landscaping as required.	\$25,000	12/2025
IT Improvement – IT program includes continual repairs of iPads, purchase new iPads and apps for students’ communication equipment and programs.	\$8,000	12/2026
School Upgrade – Replace and upgrade furniture, painting as required.	\$5,000	12/2026
Australian Curriculum Program – Continue the Alternative and Augmented Communication (PODD) across the school for communication with students, PBL, Zones of Regulation, Literacy	\$13,000	12/2026
School Promotion Improvement – Updating business cards, banners and promoting the school into the community with “Come, See & Celebrate”.	\$3,000	12/2026

Endorsement Page

Members of the School Board

Parent Representative(s):	Liane Joubert	Jesusa Aguilar-Mana
Community Representative(s):	Judith Fishlock	
Teacher Representative(s):	Euan Peterkin	Karen Vey
Student Representative(s):		
Board Chair:	Mary Lishomwa	
Principal:	Kylie Croke	

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

2023 Board Chair Signature: Mary Lishomwa Date: 18/03/2024

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: Kylie Croke Date: 07/ 03 /2024