

Southern Cross Early Childhood School

Annual School Board Report 2021



This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2022

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	2
Student Information	3
Student enrolment.....	3
Student attendance	3
Supporting attendance and managing non-attendance.....	3
Staff Information.....	4
Teacher qualifications.....	4
Workforce composition	4
School Review and Development	4
School Satisfaction	4
Overall Satisfaction	5
Learning and Assessment	6
Performance in Literacy and Numeracy	6
Early years assessment	6
Financial Summary	7
Voluntary Contributions	8
Reserves	8
Endorsement Page	9
Members of the School Board	9

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

Southern Cross Early Childhood School are proud of how the School Board, the P&C, our wider community, children and staff navigated the challenge of COVID. Throughout this time, clear communication and high levels of support were provided for our community to ensure that together we all managed as best we could through this unsteady time. The way our community held together is such an amazing achievement.

In addition, our school continued to progress the key elements of School Improvement to ensure we met the targets outlined in our 2021 Action Plan and our School Improvement Plan. The targeted focus across the school was to improve reading.

The School Board enabled relevant and meaningful professional learning to occur in January 2021 and across the course of the year.

- Christine Topfer presented professional learning in Week 0 to strengthen staff understanding of the Reader's Workshop model and to also strengthen our continuing practice of embedding the 10 Essential Instructional Practices in Early Literacy.
- This professional learning continued throughout the year as we worked with Christine Topfer and staff from the University of Canberra (UC) to implement our Teachers as Researchers initiative as partners of UC. Throughout this work, we strengthened our Reader's Workshop model approach and were able to create a tool to support teachers to collect and summarise information about each reader to ensure precise teaching occurs for every child here at Southern Cross.

Ensuring the wellbeing of everyone in the community was also a high priority. Strong partnerships with West Belconnen Child and Family Centre and Belconnen Community Services were maintained through the Community Coordinator. The Community Coordinator maintained strong connections with families in our community. This was particularly important in 2020 and in 2021 so we could support our families through the challenging year.

Throughout 2021, a new leadership team was formed, with previous leaders moving on to build their skills at different settings in the ACT, or transition to retirement. A new Deputy Principal, School Leader C and Community Coordinator were appointed in semester 2. The new leadership team will begin working together in 2022.

Planning to continue to add to the Outdoor Learning Environment continued, with work being put on hold due to the disruption of COVID. In-ground trampolines were purchased in 2021 and installation will now occur early in 2022. A shared courtyard area inside the school was re-vamped early in 2021 to allow for Anglicare's Nature Preschool Program to continue its services for our preschool families.

The collaboration and partnership with Education and Care services (Anglicare) at the school strengthened with the Anglicare Director asked to present an update on their Quality Improvement Plan and other significant happenings to the School Board, starting in 2021. The Community of Practice that contributes to the success of the 3-year-old initiative at Southern Cross Early Childhood School, is the vehicle for our collaboration. The Community Coordinator took a lead role in working with Anglicare to ensure successful transitions for the children moving between Anglicare and the school.

School Context

Southern Cross Early Childhood School is situated in Scullin in the Belconnen region of the ACT. The school is built on the land of the Ngunnawal people. The contribution of the traditional owners of the land is acknowledged at all school functions and the school team are committed to improving their Cultural Integrity.

The school caters for children from birth to eight years. Together, the Education Directorate and Anglicare offer integrated services including education and care (offering a nature preschool program, long day care, before and after school care and vacation care), family support programs and preschool to year 2 education.

The operation of the school is informed by the Early Childhood Schools Framework, which at its centre has three core elements. They are:

- high quality learning
- integrated service delivery
- family support and participation.

The school, with the support of community partnerships, provides a number of programs for families including Stay and Play, parenting programs, information sessions and community events. The school ensures continuity for children in both their learning and relationships in their early years. The school provides a caring and nurturing environment for our young children to grow and develop into active, engaged and successful members of our community.

High quality early childhood education is offered through a focus on daily explicit teaching of literacy and numeracy, play-based learning that is aligned with curriculum, social and emotional learning, sustainability education, lunch time clubs, and the Arts, including the school choir.

The school works alongside Anglicare ACT to provide continuity for children as a key enabler to their success as they transition throughout the school. Our commitment is such that both components of the school, Anglicare ACT and the Education Directorate, have developed joint vision, mission and values for the school as a whole.

Student Information

Student enrolment

In this reporting period there were a total of 131 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	63
Gender - Female	68
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	5
LBOTE**	50

Source: ACT Education Directorate, Analytics and Evaluation Branch

* 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.

** Language Background Other Than English

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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	93.0
2	94.0

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, 135 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	8.30
Teaching Staff: Full Time Equivalent Temporary	3.20
Non Teaching Staff: Full Time Equivalent	10.12

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 was reviewed in 2018. A copy of the Report of Review can be found on our school website. Our school will be reviewed again in 2023.

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, 90.8% of parents and carers and 100.0% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 19 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.	100
Staff get quality feedback on their performance.	86
Student behaviour is well managed at this school.	84
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	100
Teachers give useful feedback.	100
This school is well maintained.	95
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 65 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	
My child feels safe at this school.	89
My child is making good progress at this school.	88
Student behaviour is well managed at this school.	76
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	79
Teachers give useful feedback.	84
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	94
This school is well maintained.	92
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	73
This school works with me to support my child's learning.	80

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.

Table: Southern Cross Early Childhood School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	69	132	41	58
ACT	58	125	38	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	298713.11
Contributions and Donations	7450.00
Subject Contributions	0.00
Hire of Facilities	1654.55
External Revenue	4595.21
Sale of Assets	0.00
Interest Received	2938.17
Other School Revenue	53741.71
TOTAL INCOME	369092.75
EXPENDITURE	
Utilities and General Overheads	70680.08
Security and Caretaking	427.00
Maintenance	106673.92
Administration	7823.79
Staffing Expenditure	14626.64
Communication	6562.08
Assets & Leases	43183.00
General Expenses	14762.92
Educational Resources	23050.30
Subject Consumables	0.00
Directorate Funded Payments	24729.19
Other Payments	3072.50
TOTAL EXPENDITURE	315591.42
OPERATING RESULT	53501.33
Accumulated Funds	227969.56
BALANCE	281470.89

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
Paint and Floor Coverings	20,000	2021
IT Equipment	17,000	2021
Masterplan	20,000	2022
Affiliated Schools Program	50,000	2021

Endorsement Page

Members of the School Board

Parent Representative(s):	Frances Stewart	Jasja van den Bos
Teacher Representative(s):	Sarah Hornby,	Lisa Ryan
Board Chair:	Robert Day	
Principal:	Kelly Booker	

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

2021 Board Chair Signature: Robert Day

Date: DD/ MM/ YYYY

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: Kelly Booker

Date: 29 / 06 / 2022