
Southern Cross Early Childhood School



Southern Cross Early Childhood 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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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

After an extended time of restrictions and health and safety considerations, this year we were able to celebrate and provide meaningful connections with families, children and the wider community. This saw community events, such as Community Gatherings, Grandparents Day and Bike and Kite Day, back on our school calendar.

Family support and recovery was a regular agenda item as the school community coordinator worked closely with our school P&C and community resources to connect families to the services that were required.

School Improvement

School Improvement continued with the focus of improving student learning in reading, with continued effort and attention given to the coaching processes at Southern Cross and targeted professional learning for staff. Professional learning throughout the year included ongoing work with Christine Topfer, critical friend in Tasmania, many staff attending the National Australian Literacy Educators conference, with three staff presenting at this conference, and a continued partnership with the University of Canberra in the Affiliated Schools Initiative.

Outdoor Learning Environment

Our Outdoor Learning Environment was also a regular agenda item as the board collaborated with the school to provide in-ground trampolines to both the K-2 Outdoor Learning Environment and the Preschool Outdoor Learning Environment. A large Covered Outdoor Learning Area (COLA) and a new Bike Shelter was also added to our Outdoor Learning Environment, thanks to our ACT Education Directorate who supported the school financially. Our school Board made strategic decisions to ensure the Outdoor Learning Environment had a maintenance schedule in place to support the budget and schedule of this work.

Budget

The School Board approved the school budget to continue the maintenance schedule for the Outdoor Learning Environment and to continue to implement the Outdoor Learning Masterplan for 2023. The approved budget line for ICT ensures that by 2023 all classrooms have new Interactive Whiteboards, including our Community Room and Preschool Classrooms. The Educational Resources budget lines continues to align with the School Improvement Plan and Action Plan to ensure resourcing is aligned with school improvement.

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, information sessions and community events. The school ensures continuity for children in both their learning and relationships in their early years. There is a strong focus on positive transitions for children and their families. 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, explicit teaching of science by a dedicated science teacher, social and emotional learning, sustainability education, lunch time clubs, and the Arts.

The school partners with Anglicare Early Childhood Education and Care 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 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 147 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	74
Gender - Female	73
Aboriginal and Torres Strait Islander	6
LBOTE*	46
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	86.0

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	12.26
Teaching Staff: Full Time Equivalent Temporary	2.00
Non-Teaching Staff: Full Time Equivalent	10.93

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 will be reviewed 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, 80.7% of parents and carers and 95.5% 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 22 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 give useful feedback	93
Teachers at this school treat students fairly.	96
This school is well maintained.	86
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	96
Student behaviour is well managed at this school.	46
Students like being at this school.	100
This school looks for ways to improve.	82
This school takes staff opinions seriously.	73
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	86
This school works with parents to support students' learning.	86
Staff get quality feedback on their performance	57
Staff are well supported at this school.	68

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 57 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.	88
Teachers give useful feedback	83
Teachers at this school treat students fairly.	88
This school is well maintained.	93
My child feels safe at this school.	84
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	72
My child likes being at this school.	84
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	83
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	83

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 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	73	129	41	61
ACT	65	122	40	55

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	317516.95
Contributions and Donations	21016.10
Subject Contributions	0.00
Hire of Facilities	686.48
External Revenue	1738.41
Sale of Assets	0.00
Interest Received	7638.30
Other School Revenue	23470.28
TOTAL INCOME	372066.52
EXPENDITURE	
Utilities and General Overheads	77053.27
Security and Caretaking	0.00
Maintenance	75248.31
Administration	9211.50
Staffing Expenditure	6778.80
Communication	6289.72
Assets & Leases	79099.34
General Expenses	16012.44
Educational Resources	29368.68
Subject Consumables	0.00
Directorate Funded Payments	5994.75
Other Payments	3380.97
TOTAL EXPENDITURE	308437.78
OPERATING RESULT	63628.74
Accumulated Funds	233217.66
BALANCE	296846.40

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
IT Equipment	\$20, 000	December 2023
Paint & Carpet	\$20,000	December 2023
Outdoor Learning Environment	\$20,000	December 2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Jasja van den Bos	Frances Stewart
Community Representative(s):	TBA	
Teacher Representative(s):	Liz Marman	Nicole Emerton
Student Representative(s):	Not applicable	
Board Chair:	Jasmine Glover	
Principal:	Kelly Booker	

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

2022 Board Chair Signature:



Date: 13/09/2023

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:



Date: 13/09/2023