



Cranleigh School

Annual School Board Report 2019



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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.

School Context

Cranleigh School is a specialist primary setting for students with moderate to severe/profound intellectual disabilities. Many of our students also have physical and sensory disabilities and a large proportion of students have autism as a primary or co-morbid diagnosis. Cranleigh provides programs for students who live north of Lake Burley Griffin (Malkara being the equivalent for students living south of the lake). It is important to note that Cranleigh is one of a range of options offered to parents/carers of students with assessed eligibility as the ACT Education Directorate has an inclusive philosophy for enrolment.

The students range in age from 4 to 12 years. Class groups are small, with an average of 7 in each class. Students are placed in these groups according to their age and educational needs. Each class group has a teacher and at least one Learning Support Assistant (LSA).

We finished the year with 85 students across pre-school to year 6. We had 14 classes and approximately 65 full time and part-time staff.

Cranleigh's Leadership Team evolved again with the substantive appointment of Amy Foran as SLC and Laura Pardoe as SLC (temporary 12 months with the possibility of extension). Caren Bryce continued in her role as SLC and Cathy Otten as substantive DP. Teaching and LSA staff remained stable with the permanent appointment of 4 teachers and 3 LSAs. Movement to NSET included Kyrie Douch and Gail Cox.

Student Information

Student enrolment

In this reporting period there were a total of 78 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	58
Female	20
Aboriginal and Torres Strait Islander	11
LBOTE*	26

Source: ACT Education Directorate, Analytics and Evaluation Branch

*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.

Table: Attendance rates in percentages

Year level	Attendance rate
1	88.0
2	85.0
3	88.0
4	89.0
5	93.0
6	93.0

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, 119 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	12.20
Teaching Staff: Full Time Equivalent Temporary	2.40
Non Teaching Staff: Full Time Equivalent	30.09

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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2016. 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 82% of parents and carers and 94% 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 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	
Parents at this school can talk to teachers about their concerns.	97
Staff are well supported at this school.	74
Staff get quality feedback on their performance.	90
Student behaviour is well managed at this school.	84
Students at this school can talk to their teachers about their concerns.	77
Students feel safe at this school.	87
Students like being at this school.	94
Students' learning needs are being met at this school.	84
Teachers at this school expect students to do their best.	97
Teachers at this school motivate students to learn.	94
Teachers at this school treat students fairly.	97
Teachers give useful feedback.	94
This school is well maintained.	84
This school looks for ways to improve.	90
This school takes staff opinions seriously.	74
This school works with parents to support students' learning.	90
Teachers give useful feedback.	94

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 28 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 is making good progress at this school.	79
I can talk to my child's teachers about my concerns.	96
My child feels safe at this school.	89
My child likes being at this school.	86
My child's learning needs are being met at this school.	75
Student behaviour is well managed at this school.	82
Teachers at this school expect my child to do his or her best.	89
Teachers at this school give useful feedback.	82
Teachers at this school motivate my child to learn.	82
Teachers at this school treat students fairly.	89
This school is well maintained.	100
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	86
This school works with me to support my child's learning.	86

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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-June	July-December	January-December
Self-management funds	187787.71	149612.28	337399.99
Voluntary contributions	6603.00	1410.00	8013.00
Contributions & donations	5982.00	3848.65	9830.65
External income (including community use)	735.00	-135.00	600.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1942.59	1897.91	3840.50
TOTAL INCOME	203050.30	156633.84	359684.14
EXPENDITURE			
Utilities and general overheads	51375.63	68023.28	119398.91
Cleaning	42372.25	16038.43	58410.68
Security	0.00	0.00	0.00
Maintenance	61533.48	42546.28	104079.76
Administration	8684.27	8799.88	17484.15
Staffing	3998.49	1734.72	5733.21
Communication	6726.13	2797.50	9523.63
Assets	17459.73	18202.00	35661.73
Leases	0.00	0.00	0.00
General office expenditure	13819.47	13040.87	26860.34
Educational	8856.03	3856.66	12712.69
TOTAL EXPENDITURE	214825.48	175039.62	389865.10
OPERATING RESULT	-11775.18	-18405.78	-30180.96
Actual Accumulated Funds	24396.01	52851.21	52851.21
Outstanding commitments (minus)	-2246.66	0.00	-2246.66
BALANCE	10374.17	34445.43	20423.59

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. New irrigation system.	\$36,000.00	12/2024
IT Improvement – IT program includes continual repair of iPads, iPads and apps for students’ communication equipment and programs.	\$5,970.00	12/2024
School Upgrade – Replace and upgrade furniture, painting as required, upgrade kitchen.	\$8,000.00	12/2024
Australian Curriculum Program – Alternative and Augmented Communication (PODD) across the school for communication with students, PBL, NuEd Trauma informed practise, Staff Wellbing and Benstar resilience training, Staff extra PL, Staff study tours,First Aid training.	\$15,000.00	12/2024
School Promotion Improvement - Updating business cards, banners and promoting the school into the community with “Come, See & Celebrate”	\$1,000.00	12/2024

Endorsement Page

Members of the School Board

Parent Representative(s):	Paula Edwards,	Kirsty Ross,
Community Representative(s):	Judith Fishlock	
Teacher Representative(s):	Jenny Woodham	
Student Representative(s):		
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: Daniela L, Vrkic

Date: 5 / 06 / 2020

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: 05 / 06 / 2020