



Cranleigh School

Annual School Board Report 2018



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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

School 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/ Annual Action Plan 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 88 students across pre-school to year 6. We had 13 classes and approximately 45 full time and part-time staff.

Cranleigh's Leadership Team had a more stable beginning to the school year, with Kylie Croke being appointed substantive principal in May. Cathy Otten continued in her leadership role (substantive DP) and in July the leadership team in consultation with the DIS and Director of Student Engagement embarked on a new pilot program which saw the recruitment of an additional SLC, Will Coman. Will was team leader of this new initiative which saw three students running a highly organised and individual program, with one to one staff support on a rotational timetable. Will was also team leader of two other classes with management and supervision responsibilities of this team.

Kyrie Douch was also appointed as an additional (acting) DP for Semester 2 to acknowledge the workload and time that the leadership team required to continue the improvement agenda whilst managing a cohort of students with complex behavioural needs.

Caren TeMoananui continues as SLC (2018-2020).

Staff movement and recruiting staff at the beginning of 2018 was problematic, although some key staff (four) transferred to Cranleigh and then as the year progressed, two recruitment processes allowed us to gain another two additional teachers with great skills and experiences. Four teachers and two LSAs were also given permanency. At the end of 2018, moving in to 2019 staffing is stable with very little movement.

Student Information

Student enrolment

In 2018 there were a total of 74 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	57
Female	17
Aboriginal and Torres Strait Islander	10
LBOTE*	25

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	84.0
2	83.0
3	86.0
4	95.0
5	95.0
6	85.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting is highlighted 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 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	11.40
Teaching Staff: Full Time Equivalent Temporary	4.20
Non Teaching Staff: Full Time Equivalent	24.17

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. 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.

Our school will be reviewed in 2016. A copy of the most recent validation report 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 83% of parents and carers and 95% 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 39 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.	97
Teachers give useful feedback.	92
Teachers at this school treat students fairly.	97
This school is well maintained.	72
Students feel safe at this school.	84
Students at this school can talk to their teachers about their concerns.	73
Parents at this school can talk to teachers about their concerns.	97
Student behaviour is well managed at this school.	85
Students like being at this school.	87
This school looks for ways to improve.	92
This school takes staff opinions seriously.	82
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	92
Staff get quality feedback on their performance	85
Staff are well supported at this school.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 25 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.	76
Teachers give useful feedback.	92
Teachers at this school treat students fairly.	92
This school is well maintained.	100
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	87
My child likes being at this school.	92
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	80
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	92

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

As fewer than five students responded to the survey the data 'Table: Proportion of students in agreement with each national opinion item' has been removed. This has been done to protect the identity of individual responders.

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 (or School Improvement 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 2018, 100% of year 3 students and 100% of year 5 students at this school 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	195428.62	161486.86	356915.48
Voluntary contributions	3620.00	100.00	3720.00
Contributions & donations	0.00	258.00	258.00
External income (including community use)	256.73	141.82	398.55
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3012.22	2845.67	5857.89
TOTAL INCOME	202317.57	164832.35	367149.92
EXPENDITURE			
Utilities and general overheads	33494.20	55653.17	89147.37
Cleaning	43911.27	47744.91	91656.18
Security	0.00	0.00	0.00
Maintenance	62865.16	37990.47	100855.63
Administration	3262.90	7784.13	11047.03
Staffing	22888.99	77848.89	100737.88
Communication	7107.59	3205.78	10313.37
Assets	35177.62	10023.09	45200.71
Leases	0.00	0.00	0.00
General office expenditure	16761.29	12079.58	28840.87
Educational	4070.65	2099.62	6170.27
TOTAL EXPENDITURE	229539.67	254429.64	483969.31
OPERATING RESULT	-27222.10	-89597.29	-116819.39
Actual Accumulated Funds	161286.95	97286.95	141286.95
Outstanding commitments (minus)	-15380.09	0.00	-15380.09
BALANCE	118684.76	7689.66	9087.47

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 2018.

Reserves

Name and purpose	Amount	Expected Completion
Pool Equipment - Replace and update equipment for our hydrotherapy pool.	\$1,000	2020
Sensory Environments – Replace and update equipment.	\$3,000	2020
Playground/Courtyards – Installation of new equipment, maintenance of current equipment, landscaping as required	\$40,000	2020
IT Improvement – IT program includes interactive panels for classrooms, iPods, iPads and iPad apps for students, communication equipment and programs.	\$10,970	2020
Library Equipment – Update and replace library equipment and resources	\$2,000	2020
School Upgrade – Replace and update furniture, new blinds, flooring, painting as required	\$13,955.20	2020
Australian Curriculum Program – This year priority new program PODD for communication with students, NuEd, PBL, Trauma informed practise.	\$21,000	2020
School Promotion and Improvement – Updating business cards, banners and promoting the school into the community with Come See Celebrate	\$2,500	2020

Endorsement Page

Members of the School Board

Parent Representative(s):	Caitlan Hatley	Paula Edwards
Community Representative(s):	Heather McKeon	
Teacher Representative(s):	Jenny Woodham	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: *Daniela Vrkic*

Date: 24 / 05 / 2019

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: 24/ 05/ 2019