



# Southern Cross Early Childhood School Board Report 2014



Figure 1: The front of Southern Cross Early Childhood School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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Education and Training

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The school website is <http://www.scecs.act.edu.au>.

Inquiries about this publication should be directed to:

Southern Cross Early Childhood School

Wirraway Cres.

Scullin ACT 2614

General Inquiries:

Telephone (02) 6142 0020

## About our school

### Introduction to School

Southern Cross Early Childhood School (SCECS) is situated in Scullin in the Belconnen region of the ACT. The school caters for children from birth to eight years, and offers integrating services including childcare (offering long day care, before and after school care and vacation care); and preschool to year 2 education.

The school, with the support of community partnerships, provides a number of community programs for families including *Move and Groove*, parenting programs, information sessions and community breakfasts. The school ensures continuity for children in both their learning and relationships in their early years. The school's motto, *from little things big things grow*, encapsulates the value placed on providing a caring and nurturing environment for our young children to grow and develop into active 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, investigations, environment education, the *Switching on* program and the arts including the school choir. The school's Relationships Management Plan, *We Are a Caring School*, supports the children to develop nurturing and responsive relationships. The children are provided with experiences that identify the importance of: *Caring for Myself, Caring for Others, and Caring for Things*.

Over 2014, there was significant change in executive at the school following the retirement, transfer and promotion of the previous team. Ms Lyndall Read was appointed to the school as Principal, Ms Emma Davidson as Deputy Principal and Ms Kirsty Stewart promoted internally as Executive Teacher. The school also made the decision to re-establish the Community Coordinator position and Mr Jason Thornton was appointed to this position at the end of 2014 to start in 2015.

## Student Information

### Student enrolment

In 2014 there was a total of 195 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

Group	Number of Students
Male	97
Female	98
Indigenous	4
LBOTE	42

Source: Planning and Performance, August 2014

## Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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 one to the last day of term two.

*Table: 2014 Semester 1 attendance rates*

Year Level	Attendance Rate %
K	92.6
1	93.5
2	92.4

Source: Planning and Performance, July 2014

Southern Cross Early Childhood School manages non-attendance by supporting families to ameliorate issues resulting in non-attendance. Instances of unexplained absences are followed up first with a phone call and then by a letter to families. If necessary, the school is proactive by working with central office in the Directorate to ensure regular attendance of children once a child is over the age of six years and ten days. Where required, attendance is noted in children's Individual Learning Plans.

## Staff Information

### Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

*Table: 2014 Qualification of Teaching Staff*

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	9

Source: School Data, February 2014

### Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

*Table: 2014 Workforce Composition Numbers*

<b>Role</b>	<b>Total</b>
Administrative Service Officers	8
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	1
Teachers	10
<b>TOTAL</b>	<b>22</b>

Source: Workforce Management, August census 2014

**Note:** This table includes pre-school staffing

There are no Indigenous staff at this school.

## Volunteers

This year, 38 volunteers signed in and gave in excess of 346 hours of their time to support the School in an array of programs and community events including:

- fundraising
- assisting in the Preschool and Kindergarten - Year Two classes
- Class Carers
- organising charity events
- assuming the administrative roles of the library including sorting, accessioning, labelling and covering books
- assisting with the running of playgroups
- coordinating or assisting at our numerous community events
- assisting at community breakfasts
- actively participating in the Parents and Citizens (P&C)
- actively participating on the School Board
- cutting and preparing fruit for the Preschool children at 'Munch and Crunch' time
- sterilising equipment and toys
- repairing equipment and making teaching resources
- listening to children read and/or reading to children
- reading with vulnerable children
- running the School's clothing shop
- assisting staff on excursions
- developing and maintaining the gardens at our School

## School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

Southern Cross Early Childhood School will be validated in 2017. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, who were invited to take part in an online survey.

### Overall Satisfaction

In 2014, 55 parents and 17 staff responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 93% of parents and carers and 100% of staff at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

*Table: Proportion of parents and carers in agreement with each national opinion item*

Item	(%)
Teachers at this school expect my child to do his or her best.	93
Teachers at this school provide my child with useful feedback about his or her school work.	87
Teachers at this school treat students fairly.	91
This school is well maintained.	100
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	73
My child likes being at this school.	100
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	82
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	85

Source: 2014 School Satisfaction Surveys, September 2014

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

The school also undertakes a number of internal surveys to measure progress of the *KidsMatter* initiative. To reduce the survey burden on families the decision was made for these to be undertaken biennially. The next survey will be in 2015.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

## Professional Learning

In 2014, teaching and administrative staff engaged in excess of 800 hours of professional learning to improve their pedagogical practices and the learning of the children in their care. Listed below are examples of professional learning attended by the staff

- KidsMatter (Primary)
- Teachers' Code of Professional Practice
- Mandatory Reporting
- Strengthening Relationships through Circle Time
- Di Siemon - Rich Tasks and the Australian Curriculum (Mathematics)

- Rob Vingerhoets – Maths for the Early Learner
- Count Me In Too
- Mem Fox- Create, Inspire, Include
- David Hornsby - Spelling in Context
- English as a Second Language (ESL) in the Mainstream Early Years
- Using Interactive White Boards (IWBs) to engage students with special needs
- Aboriginal and Torres Strait Islander Cultural Awareness training
- National Quality Standard Network Sessions
- Australian Literacy Educators Association (ALEA) Classroom Chats
- Teaching the Visual Arts
- Educating the Gifted Learner
- Anaphylaxis and Asthma Management Training
- Respect Equity & Diversity Framework

At the commencement of the 2014 school year, the teaching team engaged in a day of professional learning to clarify curriculum development, implementation and evaluation within the Southern Cross Early Childhood School context.

To further enhance our move to making learning visible within our indoor learning environments, the Literacy Coordinator, year 1/2 and year 1 teachers visited Macgregor Primary School at the commencement of term 3 to observe how they implement the use of learning intentions and success criteria in a K-6 setting. Their reflections with the Curriculum Coordinator informed the schedule for K-2 Curriculum meetings for the remainder of the semester.

System priorities have been met through whole staff professional learning regarding the Early Years Learning Framework: Belonging, Being, Becoming; the Australian Curriculum; and the Teachers' Code of Professional Practice. Individual teachers also attended the beginning teacher induction programs and professional learning for literacy, numeracy and information and communication technology (ICT) coordinators.

## **Learning and Assessment**

### **Performance in literacy and numeracy**

#### **Early Years Assessment**

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

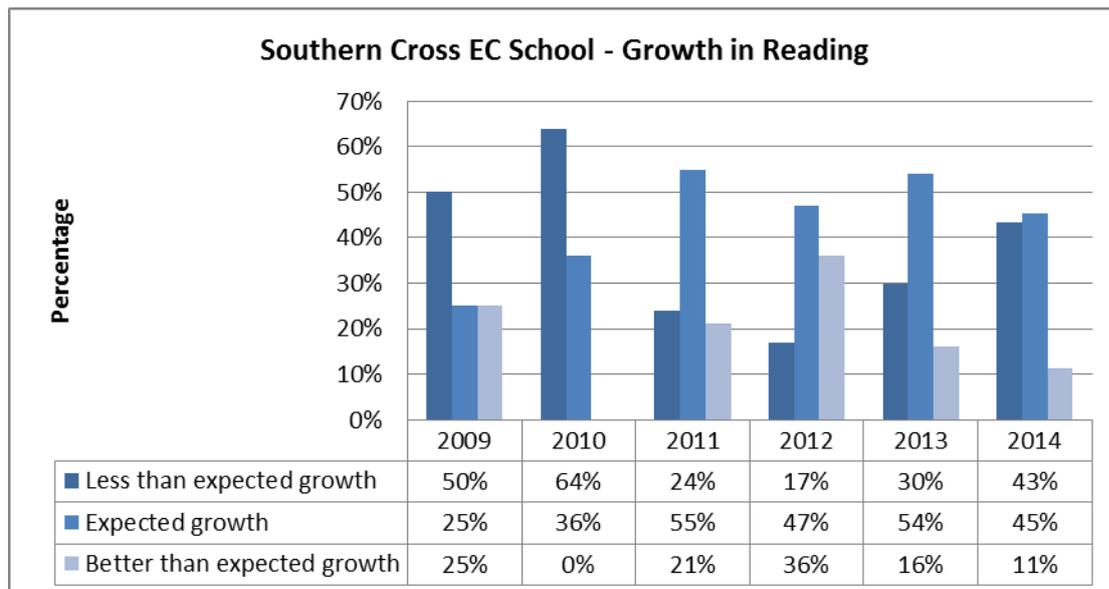
*Table: Southern Cross Early Childhood School PIPS 2014 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	58	122	51	124
Mathematics	40	54	39	54

Source: Planning and Performance December 2014

The table above shows that the children in Kindergarten at Southern Cross Early Childhood School began the year performing above the ACT average in reading and just above in mathematics. At the end of the year the children in Kindergarten performed just below the ACT average in reading and equalled the ACT average in mathematics.

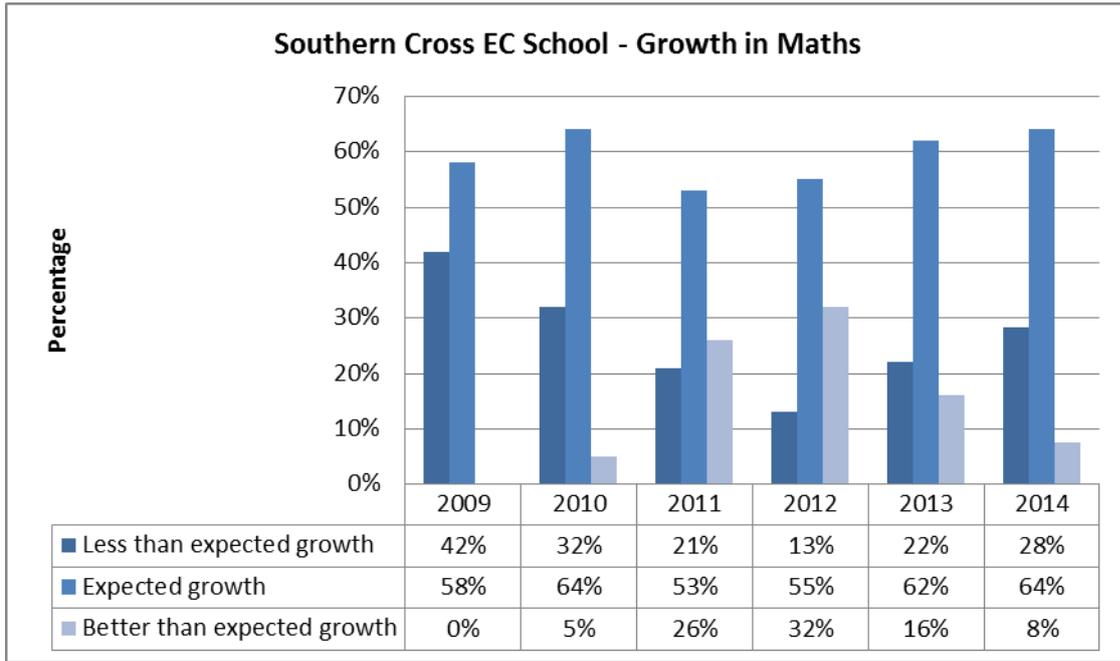
The figure below shows the percentage of children who have made expected progress in PIPS reading relative to their starting point since 2009. In 2014, 56% of children achieved expected or better than expected growth in reading. This represents a decrease in results from 2013. This has resulted in an increase in the percentage of children achieving less than expected growth from the 2013 results.



Source:

Performance and Planning December 2014

The figure below shows the percentage of children who have made expected progress in PIPS mathematics relative to their starting point, since 2009. In 2014, 72% of children achieved expected or better than expected growth in mathematics. This represents a small decrease in results from 2013 and which has resulted in an increase in the percentage of children achieving less than expected results from the 2013 results.



Source: Performance and Planning December 2014

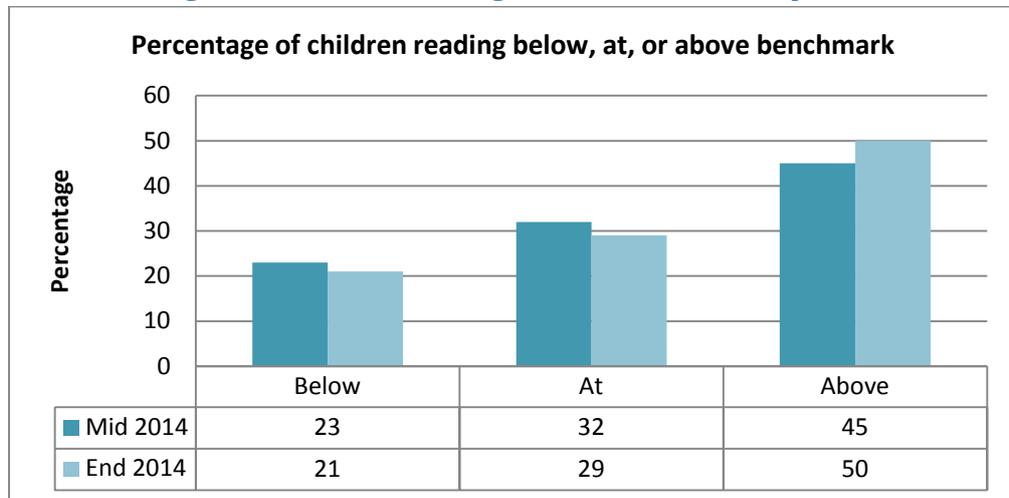
A detailed analysis of our school’s academic achievement are incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

**Performance in other areas of the curriculum**

PM Benchmarks

In the chart below, in 2014, 79% of children in Kindergarten were reading at or above benchmark at the end of the year. Between mid year and end of year figures there was a 5% increase in the number of children reading above benchmark.

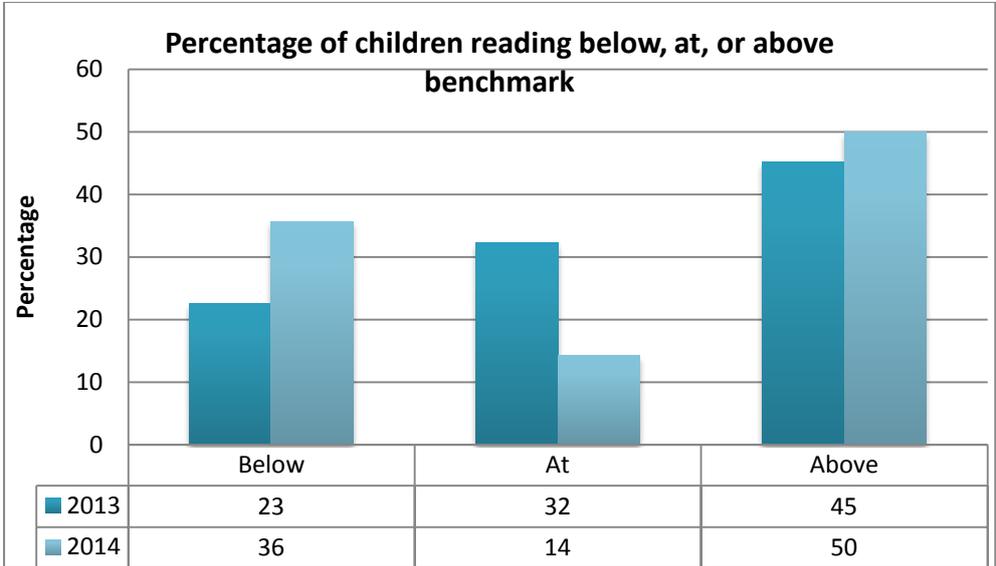
*Chart: Reading Benchmarks – Kindergarten mid - 2014 compared to end - 2014*



School Data: December 2014

The table below shows in 2014, the number of children in year 1 reading below, at or above benchmark at the end of the year compared to the end of the year in kindergarten in 2013. There was a 5% increase in the number of children reading above benchmark and a 13% increase in the children reading below benchmark.

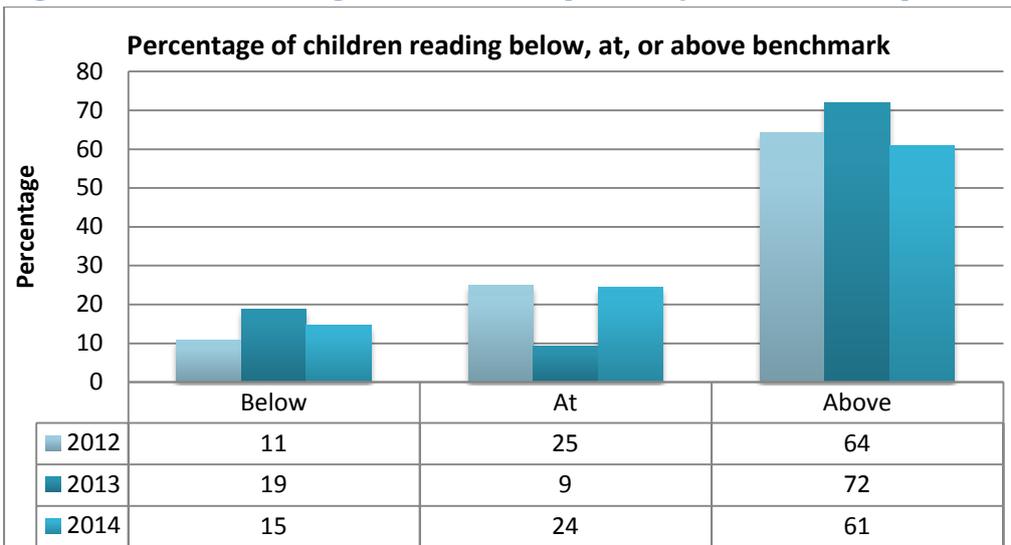
*Chart: Reading Benchmarks - Kindergarten 2013 compared to Year 1 2014*



School Data: December 2014

The table below shows the number of children in year 2 reading below, at or above benchmark at the end of 2014 compared to the end of year 1 in 2013 and the end of kindergarten in 2012. There was an increase of 4% in the number of children reading at or above benchmark at the end of 2014 compared to 2013 figures.

*Reading Benchmarks - kindergarten 2012, compared to year 1 2013 compared to year 2 2014*



School Data: December 2014

### Individual and Personalised Learning Plans

Of the nine children in kindergarten to year 2 with an individual or personalised learning plan all children achieved their short term goals and eight of nine children achieved their long term goals.

### Music

Through the Belconnen Schools Network *Executive Teacher Professional Practice - Music* initiative the school was able to access a specialist music teacher two days per week to work across the school. The children engaged in singing and playing music, music notation, and recorder lessons for the children in years 1 and 2,.

### History, Geography, Science, Visual Arts

The school staff team undertook professional learning in history, geography, science, and visual arts to support the implementation of these curriculum areas for the Australian Curriculum.

### Social and Emotional Learning

Social and Emotional Learning continued to be a focus through the implementation of KidsMatter - Component 2: Social and Emotional Learning and the delivery of *Friendly Schools and Families*. It is through the delivery of Social and Emotional Learning that issues related to child safety and behaviour were addressed across the school as part of the response to parent satisfaction survey data.

### Visual Arts

The high quality visual arts program that commenced in 2013 continued in 2014 resulting in amazing engagement with visual art and art techniques across the school. These were displayed across the school and also celebrated through Whole School Gatherings.

### Lunchtime clubs

In addition to core curriculum areas school staff offered extra curricula activities during lunch time clubs to further develop children's learning and interests. These included Cooking Club, Games Club – with an Information Communication Technology focus, Construction Club and Disco Dancing.

### Water Safety and Swimming Skills

The school continued its commitment to the development of water safety and swimming skills by participating in a voluntary swimming program in term 3 for the children in kindergarten to year 2.

## Progress against School Priorities in 2014

### Priority 1

Improve student outcomes

#### Targets

By the end of 2014

- Increase the proportion of students improving their English A-E grade between Year 1 and 2 by 10 percentage points from 2013 cohort data
- Increase the proportion of students making above expected progress in reading and numeracy (PIPS) by five percentage points from 2013 cohort figures of 16% (reading and mathematics)
- Increase the proportion of students achieving Individual learning Plan goals by ten percentage points from 2013 cohort figures of 63%

#### Directorate priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

#### Progress

In 2014, to continue to advance the schools priority to improve student outcomes, the school focused on four key areas

- developing an expert teaching team
- developing an innovative and relevant preschool to Year 2 curriculum
- ensuring differentiation of teaching and learning is across the school
- developing a culture of data analysis and discussion.

A key action was to formalise the schools coaching and mentoring program. Peer mentoring partnerships were formed and co-mentoring goals established that focused on areas identified through teacher self-assessment using the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers self-assessment tool. Through the tool, areas of strength and areas of development were identified and goals related to these areas were developed for each teacher. Mentoring and coaching strategies were used through the performance management process for the permanent school-based administrative staff.

This was the second year of the Annual Professional Discussion (APD). The APD is a process to assist teachers and principals to support and develop teacher development and promote a capable and sustainable workforce. It was held between each individual teacher and the principal with formal feedback being provided to teachers documenting the discussion and their career plans for the future.

Over the year a number of opportunities were provided to teachers to observe quality teaching in other schools with our teachers able to visit our partnership schools, Florey

Primary School, Hawker Primary School and Weetangera Primary School to observe quality pedagogy and practice.

The literacy coordinator worked shoulder to shoulder with teachers to build capacity in the teaching of literacy. In particular, there was a focus on the explicit teaching of reading strategies and how to conference with children so that they know what they are working on. The school undertook professional learning in the Belconnen Network Criterion Reference Tool. The Criterion Reference Tool was used as an aid to moderation and for teachers to plan for the explicit teaching of writing. In addition, the school also aligned the Australian Curriculum English Achievement Standards and the accompanying set of annotated work samples with the Criterion Reference Tool as an additional support to the delivery of the writing curriculum.

The school had an extensive focus over the year on the delivery of reading and writing through *the Daily 5* structure. *The Daily 5* is based on research that maximizes opportunities for children to read, read to others, listen to reading, work on writing, and learn more about words (word work). Children select from five authentic reading and writing choices, working independently toward personalised goals, while the teacher meets individual needs through explicit teaching in whole-group and small-group instruction, as well as one-on-one conferring. Over 2014 the teachers and children worked to increase their understandings of the structures and maximized opportunities to be involved in meaningful reading and writing.

Significant work was also undertaken in the school to purchase additional books for the central library and to develop class libraries. The central library was rearranged to make books more accessible to children and additional pod chairs were purchased to give children quiet reading spaces.

The numeracy coordinator delivered a range of professional learning and also worked alongside teachers to build capacity in the teaching of numeracy. Of particular focus was the development of school resources and classroom packs that are used to assist teachers to deliver quality planning and programs for mathematics. The professional learning undertaken with Mr Rob Vingerhoets has changed our practice.

2014 was the first year the school appointing a Gifted and Talented Liaison Officer (GATLO). Professional learning about gifted and talented education was provided through the Directorate for the GATLO and other school executive and staff. Following the professional learning strategies and information were brought back to the school and provided to the teaching team.

Time for discussions and planning for differentiation were included in team meeting agendas and differentiation practices were identified and documented in planning proformas.

All Aboriginal and Torres Strait Islander children had active learning goals documented in their personalised learning plans. Families were involved in opportunities to develop and review these plans over the year. For children returning to Southern Cross in 2015 the plans and reviews formed the basis for planning in 2015.

School based administrative staff attended a wide range of professional learning to support the specific learning needs of identified children. This included developing phonological awareness in the classroom, working with children with speech and language difficulties and supporting the Success in Transitions Conference.

In order to embed practices to utilise system testing and system processes to inform planning, the school re-structured meeting schedules and agendas to prioritise analysis and discussion at the individual, class and whole school level. This was dependent on the data that was available at the school or system level.

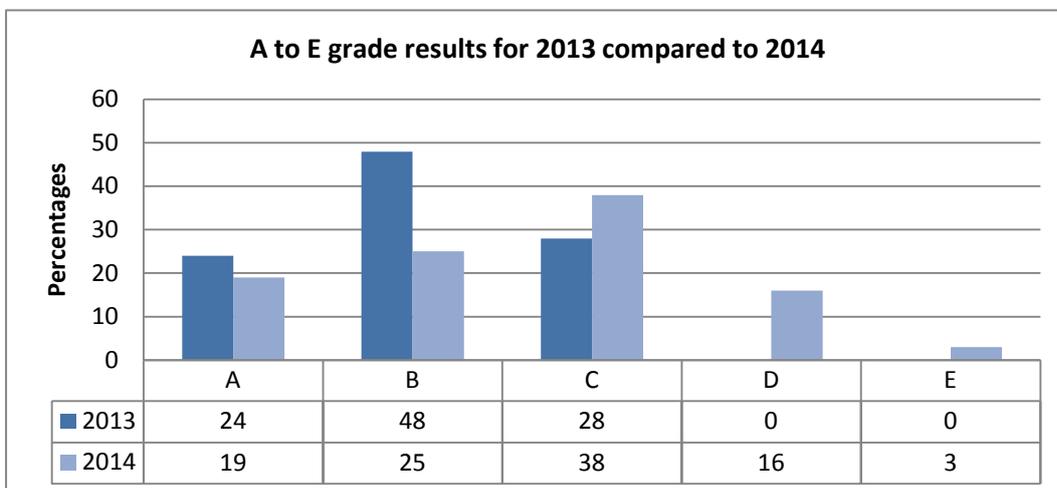
Moderation across classes in the year cohort was clearly identified as a priority for the school in 2014. Moderation of assessment pieces and documentation of the moderation processes was explicit, planned and informed the reporting to families that was undertaken for all children.

All teachers were observed teaching their class and written feedback was provided to team members on areas of focus that were identified through peer mentoring, through areas of development identified in the AITSL Teacher Professional Standards or through professional pathways planning.

Our actions in progressing the strategies within this priority resulted in the following progress against our targets:

1. Although Southern Cross Early Childhood School has worked on a number of strategies to improve student outcomes we have not meet our target to increase to proportion of students improving their A to E results by 10 percentage points based on the 2013 data The table below shows the percentage A to E results of children between year 1 2013 and year 2 2014.

*Chart: A to E grade results for year 1 2013 compared to year 2 2014*



School Data: December 2014

2. As previously stated in the report the proportion of students making above expected progress in PIPS decreased from 16% for both reading and mathematics in 2013 to 11% in reading and 8% in mathematics in 2014. Our target of increasing the 2013 results by five percentage points was not achieved and will remain a focus for 2015.
3. The proportion of students achieving Individual Learning Plan long term goals increased from 63% in 2013 to 88% in 2014. Our target to increase the proportion of students achieving Individual learning Plan goals by ten percentage points from 2013 was achieved.

## Priority 2

Enhance the school's environment and culture to ensure the safety and wellbeing of students

### Targets

By the end of 2014

- Maintain the proportion of Parent Satisfaction Survey Data related to feeling safe, treating students fairly, management of student behaviour, having someone to talk to, teachers taking concerns seriously from the 2013 figures.
- Maintain the proportion of School-based Student Satisfaction Survey Data related to feeling safe, treating students fairly, management of student behaviour, having someone to talk to, teachers taking concerns seriously from 2013 baseline figures.

### Directorate priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

### Progress

Progress in this second priority area focused on

- Strengthening the schools processes and practices to support children's social, emotional and behavioural wellbeing
- Building a professional learning community that promotes a positive organisational culture

KidsMatter has been a focus for professional learning and action throughout 2014 both in the preschool to year 2 component of the school and the birth to five (Anglicare) component of the school. The whole staff team undertook professional learning in the second component of KidsMatter: Social and emotional learning for students. A social and emotional learning curriculum scope and sequence was developed and used to inform programming and practice. In addition, "I can" statements were developed to support children to be able to understanding the key learning outcomes of the curriculum in this area.

Social and emotional learning was a core component of the *statements of intent* in which the teaching team detail the core curriculum to be delivered over the following fortnight. The teaching team reinforced social and emotional learning when responding to any relationship difficulties that the children experienced over the course of the year.

The KidsMatter Action Team made the decision to reduce survey burden for families and implement KidsMatter surveys biennially. The next KidsMatter Survey will be available in 2015 and will evaluate Components 2 and 3 of the initiative.

Staff Surveys were undertaken in Component 2 for the KidsMatter (Primary) initiative. The results showed a high level of satisfaction in resourcing for the initiative and in teacher capacity to deliver core curriculum areas.

The executive team undertook a variety of professional learning about Professional Learning Communities over 2014 and developed a comprehensive implementation plan for 2015. Planning was undertaken to change the release structure for 2015 to enable the staff teams to be released together in 2015 and follow Professional Learning Community structures. Following on from this work, resources were purchased and readings undertaken to build a solid base of understanding from which the team can continue to develop practice.

Leadership of whole school events were undertaken by every staff member across the school.

Our actions in progressing the strategies within this priority resulted in the following progress against our targets:

1. There was a slight decrease overall in parent satisfaction in the 2014 School Satisfaction Survey compared to 2013 results. The table below shows the proportion of parents and carers in agreement with each statement in the School Satisfaction Survey 2014 compared to 2013 results.

Survey Item	2013 (%)	2014 (%)
My child feels safe at this school.	96	95
My child likes being at this school.	94	100
Teachers at this school treat students fairly.	94	91
Student behaviour is well managed at this school.	83	73
I can talk to my child's teachers about my concerns.	95	96
This school takes parent's opinions seriously.	84	82

Source: School Satisfaction Surveys 2013 and 2014

The school also undertakes a number of internal surveys to measure progress of the KidsMatter initiative. To reduce the survey burden on families the decision was made for these to be undertaken biennially.

The target to maintain the proportion of school-based Student Satisfaction Survey data was not actioned in 2014 in order to align the survey for children with the survey for families in 2015. In addition, further work has been identified for 2015 to support children to manage behaviour and to feel safe. This will be undertaken through a number of strategies including the year 2 Leadership Program to be implemented in 2015.

### **Preschool Unit- Quality Improvement**

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

#### **Education program and practice**

- Educational programs are emailed to families and available on site.
- Educational programs provide clear links to the Early Years Learning Framework (EYLF) and children's needs and interests.
- Observations of children's learning are recorded and link to future goals, planning, programming and reporting.
- Evidence of planning, documenting and evaluation of programs.
- Individualised Learning Plans (ILPs) are developed for children (where appropriate).
- Information about children's progress is presented to families in a number of ways throughout the year:
  - Family/Educator meetings in Terms 1, 2 and 4
  - Learning Summaries in Terms 1 and 4
  - Learning Journeys in Term 3.

#### **Children's health and safety**

- Sun safe practices are implemented.
- Mandatory Reporting professional learning is undertaken every 12 months.
- Hygiene procedures are implemented.
- Medical exclusion poster is displayed.
- Emergency procedures are displayed.
- Medical Distribution form (with two signatures) is used.
- First Aid kits are readily accessible and transportable.
- Premises are clean and well maintained.
- Hand washing posters for both children and adults are displayed.
- First Aid officers hold current certificates with ACECQA approved providers.
- All staff hold current training in Anaphylaxis and Asthma Management with ACECQA approved providers.

- Information about children's individual health requirements is communicated to all staff, including relief staff.

### **Relationships with children**

- Interactions with each child are caring, warm and supportive.
- Educators support children's learning through conversation, modelling and positive interactions.
- Educators demonstrate flexibility in approaches to cater for each child's individual needs.
- Educators have age appropriate expectations of learning and behaviour.
- Educators are currently participating in KidsMatter (Primary) training to provide targeted support for children's social and emotional development and wellbeing.

### **Staffing arrangements**

- Educator:Child ratios are maintained at all times.
- All staff, including assistants, participate in collaborative and supportive team meetings and professional learning opportunities.
- Assistants are encouraged to contribute to observations and planning.
- Processes are in place to ensure relief educators are informed of the current program, children's needs and school policies and procedures.

### **Leadership and management**

- Confidential records are stored appropriately.
- Quality Improvement Plan includes School philosophy and is onsite.
- Sign in and sign out process is implemented.
- Hours of operation are displayed.
- Class rolls are kept up to date.
- A record of visitors and volunteers is maintained.
- The name of the Approved Provider is displayed.
- Provisional rating sign is displayed.
- Families are encouraged to provide feedback on programming and reflections via email.

### **Physical environment**

- Outdoor shaded areas are provided.
- Safety checks are carried out daily and any concerns are documented.
- Children and educators are actively involved in sustainable practices through access to courtyards containing different sustainable environments.
- Accreditation for waste and water as part of the Australian Sustainable Schools Initiative (AuSSI) has been awarded.
- All educators contribute to the setup of both indoor and outdoor learning environments.
- Planning places equal emphasis on indoor and outdoor learning.

### **Collaborative partnerships with families and communities**

- An effective enrolment process is in place.

- Families are emailed current information and a hard copy is provided to those families without internet access.
- Preschool families are invited to participate in the School P&C to participate in decision making that affects the school.
- A comprehensive family handbook is provided to all families - each year, families are asked to provide input for the following year's handbook to ensure information is current and relevant.
- Current information is available to families about community services and resources.
- Opportunities are provided for families to enter the environment and spend time with their child and educators exploring the learning taking place.
- The knowledge and expertise of families is acknowledged and utilised.
- Links with local businesses and community groups are established.
- A current Reconciliation Action Plan (RAP) is in place.

## 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.

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$900.00

### Voluntary contributions

This school received \$5,815.00 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

### Reserves

Name and purpose	Amount	Expected Completion
Photocopier – update existing photocopier	\$15,000.00	December 2015
Joint Funding Infrastructure – funds to be used in conjunction with ETD infrastructure projects	\$50,000.00	December 2015
Professional Learning	\$12,000.00	December 2016
I.T. equipment – funds to keep up to date with technology	\$10,000.00	December 2015

Financial Summary	
	31-Dec-14
<b>INCOME</b>	
Self management funds	276,961.00
Voluntary contributions	5,815.00
Contributions & donations	17,330.00
Subject contributions	9,060.00
External income (including community use)	3,055.00
Proceeds from sale of assets	
Bank Interest	10,102.00
<b>TOTAL INCOME</b>	<b>322323</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	77,981.00
Cleaning	47,550.00
Security	506
Maintenance	112,993.00
Mandatory Maintenance	1,200.00
Administration	45,580.00
Staffing	
Communication	7,890.00
Assets	22,289.00
Leases	
General office expenditure	17,438.00
Educational	35,142.00
Subject consumables	4,590.00
<b>TOTAL EXPENDITURE</b>	<b>373159</b>
<b>OPERATING RESULT</b>	<b>-50836</b>
<b>Actual Accumulated Funds</b>	<b>154,989.00</b>
Outstanding commitments (minus)	
<b>BALANCE</b>	<b>104153</b>

## Endorsement Page

I declare that the Southern Cross Early Childhood School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- a) be present when the board considers the issue or
  - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### MEMBERS OF THE SCHOOL BOARD

<b>Parent Representative:</b>	Sujit Mukherjee	Catherine Sainsbery	Kimberley Fischer
<b>Community Representative</b>	Trish Wilks		
<b>Teacher Representative</b>	Aimee Hunter	Heidi Weilguny	
<b>Board Chair:</b>	Sujit Mukherjee		
<b>Principal:</b>	Lyndall Read		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2014.

Principal Signature: \_\_\_\_\_

*Lyndall Read*

Date: \_\_\_\_\_

*1/4/15*

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

Board Chair Signature: \_\_\_\_\_

*Sujit Mukherjee*

Date: \_\_\_\_\_

*2/4/15*