



# Cranleigh School

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## Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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

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## School Board Chair Report

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It is again a privilege to serve on the Cranleigh School Board as Board Chair and I am pleased to continue reporting that in this year the teaching community has continued to demonstrate commitment to the learning of our students in this specialised environment.

### **Leadership changes**

The completion of the 2016 school year saw the appointment of a new Principal at Cranleigh School. The school farewelled Principal, Sue Roche who's work and commitment to Cranleigh staff and students will be remembered and missed greatly. The Board acknowledged Sue Roche's large contribution to the Cranleigh community. The role of Principal was filled by Samantha Seton and began in January 2017. Sam Seton came to Cranleigh with a wealth of knowledge and experience of teaching in a special needs environment. Sam Seton came directly from the Network Student Engagement Team at the Education Directorate ACT where she already had a knowledge of Cranleigh school, especially the challenges to be faced in the future. The Board welcomed and supported the appointment of Sam Seton via the Board Chair's participation in the appointment process.

### **Financial Situation**

The School Board reports a strong financial position is being maintained by the school and the Board and this is largely due to good planning and budgeting of expenditure.

### **Enrolments**

The school's enrolment for 2017 continued to increase to 90 students from pre-school to year 6 with 13 classes.

### **Curriculum**

This year has seen the implementation of the ABLES program as a whole school curriculum designed to align the school with the National Curriculum. The teaching and support staff have been developing Independent Learning Plans (ILP) and writing relevant templates and documentation relating to the introduction of this program. The commitment to the roll out of this program has been pleasing to the board and are positive that the outcomes will be beneficial to the students.

### **School Review Process**

2016 saw Cranleigh school undergo the School Review Process where it was identified that the school has a good balance between learning and the wellbeing of students and was commended on the building of positive behavior support, communication framework and professional learning. Recommendations were given to continue with the implementation of the whole school curriculum plan so as to align the school with the Australian Curriculum and other positive recommendations for the benefit and improvement of the school. The Board supports the implementation of these recommendations.

### **NDIS support and therapists in school.**

In 2016 the implementation of the NDIS impacted greatly on the school as the school was required to deal with therapy support in school from the implementation of the scheme. This required new processes and procedures around therapists visiting the school as part of students individual NDIS plans. We report that this transition to the NDIS although a difficult and challenging process has been functioning for the benefit of many students at the school and the staff are to be commended for their commitment to their students' needs by embracing the process. The Board can report the school's appointment of a part time family support worker to assist families with NDIS planning and management has been of great value in 2016.

As Board Chair, I thank the Board of Cranleigh school for their continued support and commitment during 2016 and acknowledge the excellent work all staff including teachers, support staff and leaders perform on a daily basis at Cranleigh School.

Daniela L. Vrkic

Board Chair, Cranleigh School Board

## Context

In 2016 Cranleigh School had seventy four students enrolled from preschool to year 6 of which 80% were male and 20% are female. The number of students with English as an Additional Language or Dialect (EALD) increased from 22% in 2015 to 35% in 2016 background and the number of Indigenous students remained at 12%. Attention to these complexities, as an added layer to individualised programming for our students has provided a strong endorsement of our school priorities in the areas of community connections and family support.

In 2016 the school completed the School Review process as detailed in the report on the school website. The report commended the school on its culture of wellbeing and high expectations, the focus on positive behaviour support and its professional learning community. The recommendations included

- continue to develop and focus on the implementation of the Australian Curriculum
- develop and implement a whole school data plan which takes into consideration best practices for students with disabilities
- the development of a more explicit improvement agenda in the next planning cycle that has a sharp focus on improvement in measurable student learning outcomes.

## Student Information

### *Student enrolment*

In 2016 there were a total of 74 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	59
Female	15
Indigenous	9
LBOTE	26

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	84.0
1	91.0
2	91.0
3	92.0
4	91.0
5	84.0
6	86.0

Source: Planning and Analytics, December 2016

Cranleigh School provides an education for students with an intellectual disability including students with additional complex needs. A number of students have ongoing medical issues that result in school absence. To support our families the school ensures strong communication with families through the communication books, phone calls/emails home and the provision of a Family Support Officer.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

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

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	63

Source: Teacher Quality Institute, 16 December 2016

### *Workforce composition*

The 2016 workforce composition of Cranleigh School 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	20
Teaching Staff: Full Time Equivalent	17.1
Non Teaching Staff: Head Count	29
Non Teaching Staff: Full Time Equivalent	23.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are no indigenous staff members at this school.

## Volunteers

We have continued to have a team of dedicated and committed people of all ages who volunteer at Cranleigh. Approximately 3200 hours were provided by over 200 volunteers including the following:

- Students from Radford College and Belconnen High School undertaking community service as part of their school program
- Individual community members and parents
- Pre-Service teachers and CIT students

Our volunteers significantly enhance the programs and facilities for our students. The estimated number of hours volunteers worked with the school during 2016 was 3200.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Cranleigh School was reviewed in 2016. A copy of the Review Report can be found on the school website.

## School Satisfaction

Schools 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 2016 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) took part in an online survey.

## Overall Satisfaction

In 2016, 90% of parents and carers and 93% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 students who agreed with each of the national items at this school.

The results for the 45 staff who took part in the survey are tabled below.

**Table: Proportion of staff in agreement with each national opinion item**

<b>National Opinion Item</b>	<b>(%)</b>
Teachers at this school expect students to do their best.	93
Teachers at this school provide students with useful feedback about their school work.	89
Teachers at this school treat students fairly.	93
This school is well maintained.	89
Students feel safe at this school.	87
Students at this school can talk to their teachers about their concerns.	87
Parents at this school can talk to teachers about their concerns.	93
Student behaviour is well managed at this school.	91
Students like being at this school.	84
This school looks for ways to improve.	93
This school takes staff opinions seriously.	91
Teachers at this school motivate students to learn.	91
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	91
I receive useful feedback about my work at this school.	91
Staff are well supported at this school.	91

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 30 parents who took part in the survey are tabled below.

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

<b>National Opinion Item</b>	<b>(%)</b>
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.	83
Teachers at this school treat students fairly.	97
This school is well maintained.	97
My child feels safe at this school.	97
I can talk to my child's teachers about my concerns.	100
Student behaviour is well managed at this school.	87
My child likes being at this school.	97
This school looks for ways to improve.	97
This school takes parents' opinions seriously.	93
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	83
My child's learning needs are being met at this school.	87
This school works with me to support my child's learning.	97

Source: 2016 School Satisfaction Surveys, August/September 2016

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

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 is available on the school website.

## Learning and Assessment

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### *NAPLAN assessment*

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 2016, 100.00 % of year 3 students and 100.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

### Performance in Other Areas of the Curriculum

In 2016 Cranleigh School began the systematic implementation of the Abilities Based Learning and Educational Support (ABLES) tool. The tool has provided the school with a data set and supports teachers in providing all students with access to the Australian Curriculum at an individually appropriate level. As identified in the school review report, Cranleigh will continue to focus on delivering all curriculum areas, as identified in the Australian and Curriculum.

In 2016 Cranleigh worked with the ANU music development program to both deliver an engaging music program for students and provide professional learning for teachers. Cranleigh students also had the opportunity to work with students from other ACT schools. These opportunities included Cranleigh students attending classes with their peers at a different primary school and/or working with students from other settings who participated in activities at Cranleigh.

## Progress Against School Priorities in 2016

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Below is Cranleigh's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
  
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	214376.09	145572.94	359949.03
Voluntary contributions	2250.00	1680.00	3930.00
Contributions & donations	21100.00	0.00	21100.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	13235.18	8293.15	21528.33
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4462.22	3923.07	8385.29
<b>TOTAL INCOME</b>	<b>255423.49</b>	<b>159469.16</b>	<b>414892.65</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	29046.71	54824.43	83871.14
Cleaning	34774.49	44018.95	78793.44
Security	0.00	17.00	17.00
Maintenance	57458.07	58199.75	115657.82
Administration	4831.35	7151.32	11982.67
Staffing	43502.89	29287.30	72790.19
Communication	8655.13	5251.80	13906.93
Assets	7638.11	2210.21	9848.32
Leases	0.00	0.00	0.00
General office expenditure	9651.78	11215.78	20867.56
Educational	5929.13	5858.51	11787.64
<b>TOTAL EXPENDITURE</b>	<b>201487.66</b>	<b>218035.05</b>	<b>419522.71</b>
<b>OPERATING RESULT</b>	<b>53935.83</b>	<b>-58565.89</b>	<b>-4630.06</b>
<b>Actual</b> Accumulated Funds	65157.51	77978.47	73680.29
Outstanding commitments (minus)	-20161.57	0.00	-20161.57
<b>BALANCE</b>	<b>98931.77</b>	<b>19412.58</b>	<b>48888.66</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$640.

## 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 2017.

## Reserves

<b>Name and purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
<b>Pool Equipment/Panels</b> – Solar Loan and to replace and update equipment for our hydrotherapy pool. Includes maintaining machinery and solar panel payments and maintenance.	\$27,439.20	2019
<b>Sensory Environments</b> – Update and replace equipment to complete upgrade to sensory environment.	\$13,000	2019
<b>IT Improvement</b> –IT program includes iPods, iPads and iPad apps for students, communication equipment and programs. Extra computers in classrooms.	\$30,000	2020
<b>Outdoor Areas</b> – Installation of new equipment, maintenance of current equipment, landscaping as required.	\$20,000	2020
<b>New Bus</b> – Upkeep of three buses to transport students in wheelchairs and provision for replacement.	\$7,000	2020
<b>Library Equipment</b> – Update and replace library equipment and resources.	\$2,000	2018
<b>Communication System iPhone – Upgrade old system.</b>	25,000	2019
<b>Floor/Furniture Funds</b> – Replace and update furniture. New blinds, flooring as required.	\$5,000	2020
<b>Enhancement Programs</b> – This year priority new programs include our Alternative and Augmented Communication (AAC), Connect3@Cranleigh, Trauma Friendly Schools	\$19,000	2020
<b>Literacy Program</b> – Continual upgrade of literacy programs and approaches across the school.	\$6,000	2019
<b>School Promotion and Improvement</b> – Includes updating business cards and banners.	\$2,500	2020

## Endorsement Page

I declare that the Cranleigh School Board has operated in accordance with the provisions of the ACT *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(s):</b>	Caitlan Hatley	Kimberly Ingram	
<b>Community Representative(s):</b>	Heather McKeon		
<b>Teacher Representative(s):</b>	Lyn Floyd	Natalie Rutledge	Brionie Robins
<b>Board Chair:</b>	Daniela Vrkic		
<b>Principal:</b>	Sue Roche		

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 2016.

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

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

Board Chair Signature:  \_\_\_\_\_ Date: 30 / 04 / 2017