Cranleigh School
Board Report
2014

Figure 1: Cranleigh playground is accessible to all students

Figure 2: Hydrotherapy pool use

Figure 3 Communication in the community

Figure 4 Literacy is a key area of the curriculum at Cranleigh
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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The school website is http://www.cranleighps.act.edu.au.

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Starke St.
Holt ACT 2615

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Telephone (02) 6205 8000
About our school

Introduction to School
In 2014 Cranleigh School had 141 students surpassing the previous record number of students set in 2013. All students in the primary school were identified as having a significant disability and students in the Early Intervention Programs and Early Intervention Units as having a significant disability or developmental delay. Seventy-six of the 141 students were in the Early Intervention Programs and Early Intervention Units. As well as being a year of growth it was also a year of change with the introduction of the Nation Disability Insurance Scheme. At the end of 2014 the Early Intervention Programs and Early Intervention Units closed with Cranleigh School no longer operating from rooms at Scullin, Giralang, Flynn, Evatt and Neville Bonner. Our Principal, Karin Wetselaar, took extended leave at the end of term 1, 2014.

As can be seen from the School Satisfaction Survey result and Progress against School Improvement Priorities the school has continued to deliver an effective and valued learning program for students.

During 2014 work has commenced on construction of a library and two new classrooms designed to meet the needs of the students and to meet the changing needs of the school. Construction was nearing completion by the end of 2014.

Cranleigh School continued to enjoy the support of an active Parents and Citizens team. The culmination of their efforts saw the 8th Annual Cranleigh Capital Chemist Art Show held in October. Funds raised are being invested in the development of the “Engine Room”, a sensory gym to support and enhance student learning and independence. A teacher led Action Research Team investigated the development and effects on student learning of a sensory program. This team has had a strong impact on the choices made in purchasing equipment and the design of the “Engine Room”.

Student Information

Student enrolment
In 2014 there was a total of 141 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>106</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
</tr>
<tr>
<td>Indigenous</td>
<td>12</td>
</tr>
<tr>
<td>LBOTE</td>
<td>48</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.6</td>
</tr>
<tr>
<td>1</td>
<td>89.1</td>
</tr>
<tr>
<td>2</td>
<td>90.1</td>
</tr>
<tr>
<td>3</td>
<td>85.4</td>
</tr>
<tr>
<td>4</td>
<td>92.2</td>
</tr>
<tr>
<td>5</td>
<td>87.6</td>
</tr>
<tr>
<td>6</td>
<td>91.4</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, July 2014

Cranleigh School provides an education for students with an intellectual disability and some students have additional complex needs. A number of students have ongoing medical issues that at times mean they are not able to attend school. In addition to daily communication between the class teacher and the parents we have a full time school nurse and a part time school psychologist who liaise with families.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>54%</td>
</tr>
</tbody>
</table>

Source: School Data, 3 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**

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>32</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>1</td>
</tr>
<tr>
<td>School Leader C</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Management, August census 2014

There are no indigenous staff at this school.

**Volunteers**

We have continued to have a team of dedicated and committed people of all ages who volunteer at Cranleigh. Approximately 3400 hours were provided by 220 volunteers including the following:

- Students from Radford, Marist and St Francis Colleges
- Students from Belconnen High School and The Woden School undertaking community service as part of their school program
- Individual community members and parents
- Rotary
- Artists Society of Canberra
- Pre-Service teachers

Our volunteers significantly enhance the programs and facilities for our students.

**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.
process provides an independent and unbiased assessment of the school’s progress towards achieving system and school priorities.

Cranleigh School will be validated in 2016. A copy of their 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, 17 parents and 40 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, 100% of parents and carers and 98% 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*

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>94</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>100</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>100</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>94</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>100</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>94</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>100</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>94</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>100</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>100</td>
</tr>
</tbody>
</table>
This information can be considered alongside information available on the *My School* website ([http://www.myschool.edu.au](http://www.myschool.edu.au)).

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**

The focus for teacher professional learning (PL) in 2014 was participation in Action Research teams. Teachers worked collaboratively on projects they identified as core to their work and were supported in their work with access to resources, release time and targeted professional learning. The culmination of this work was two symposia held at the Inspire Centre at the University of Canberra (UC). The symposia were attended by UC academics, Directorate staff and colleagues from schools. Teacher feedback indicated that the projects were a significant workload but that the outcomes of the projects were of significant benefit to their practice and there was strong evidence of enhanced student outcomes. Teachers received significant positive feedback from the symposia attendees, and UC staff commented upon the professional and practical nature of the projects and the significance of outcomes for student learning and engagement.

The areas of focus for the projects were:

- Multisensory approaches and their impact on anxiety and time on task
- Interaction with peers as a motivator for increased intentional communication
- Literacy and comprehension for student with intellectual disabilities and autism
- Using play to promote social interactions
- The use of iPads to enhance engagement and outcomes in literacy

Our Learning Support Assistants were involved with the Action Research through their classroom roles, but also accessed targeted PL in technology for classrooms, music therapy and the development of communication resources.

In the April stand down, Cranleigh staff joined staff from Turner and Malkara Schools as well as colleagues from special education settings across the ACT for the bi-annual Special Educators Conference. The keynote speaker was Craig Smith from ASPECT Australia, who worked with the group on the use of iPads as an educational tool. Cranleigh staff made presentations at the conference in areas of art, music therapy and play. The feedback from the conference was that the workshops and keynote presentation were valuable and
engaging. In addition staff felt that as always, the conference provided invaluable networking opportunities.

In term 1 all staff attended the refresher training in Team Teach- an holistic training approach to behaviour supports and interventions. In addition to the practical strategies gained in de-escalation of significant behaviours and positive, safe handling approaches to student behaviour, staff reported the PL was supportive and relevant to their practice and provided opportunities for the development of consistent and shared practices.

In addition to whole school PL, staff were supported financially and with release to attend a range of conferences and workshops. These included:

- 2014 Spectronics Conference
- She Leads Conference- Women in Leadership
- The National Visual Arts Teacher Conference
- Trauma and students with disabilities
- PODD workshop
- Tony Attwood workshop
- Coaching Program
- Visits to The Sensory Gym in Sydney
- Sensory Approach Workshops (Jen Gerub)

**Learning and Assessment**

**NAPLAN Assessment**

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2014, 100.00 % of year 3 students and 100.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Source: Performance and Planning December 2014

**Performance in other areas of the curriculum**

The Cranleigh Malkara Curriculum supports individualized planning to meet the individual needs of our students. The four areas of the curriculum include – Academic and Vocational, Home and Self-Management, Recreation and Leisure and In Community. In 2014, the area of Recreation and Leisure was a major focus for art and music activities. We provided targeted resources in the form of staff and materials to support the full engagement of all students in a wide range of special activities. In addition, the Action Research projects provided for
some innovative programs focused on sensory, literacy and communication areas of the curriculum.

**Progress against School Priorities in 2014**

**Priority 1:**

Improve student learning outcomes

**Target**

*By the end of 2014:* 80% of student goals will show progress of one or more levels along the reporting continuum between the end of 2013 and mid 2014.

**Directorate Priority areas covered with this priority**

Quality Learning, High expectations, High performance, Business innovation and improvement

**Progress**

In 2014 the school continued to action its key improvement strategy related to *further developing a database that tracks student learning outcomes and informs practice*. In January 2014, all teachers attended the full day workshop on building Professional Learning Communities (Gavin Grift: Hawker Brownlow). Several other schools also participated on that day. Our learnings and reflections were strengthened by the opportunity this provided for networking.

Also, in January all teachers participated in a whole school workshop to structure and prepare Action Research Projects to be implemented across 2014.

Twelve out of fifteen Teacher Forums were focussed on the Action Research Projects. Two of these were presentations by teacher teams at Symposia at the University of Canberra. This project was led collaboratively by our UC professional partner, Sheridan Kerr. The project outcomes will provide evidence based directions for teaching and learning programs for 2015 and beyond.

Two teacher forums focussed on the Alternative and Augmentative Communication (AAC) data wall, reflection and review. Teachers indicated that the use of the wall and linked professional sharing had enhanced their planning and teaching in communication. The Literacy Framework was implemented across the school. Teachers indicated that familiarity and experience with the Communication Framework greatly assisted them in using the Literacy Framework.

The anecdotal data about the effectiveness of the Cranleigh PLC and its capacity to support, enhance and inform practice indicates strong teacher satisfaction. Our professional partner,
Sheridan, will provide further PLC survey data in the publication of her Ph D, we do not as yet have access to this data.

All teachers were collecting and analysing relevant and meaningful data on student learning and in 2014 94% of parents agreed that their child’s learning needs are being met by the school.

In respect of our second strategy of building staff capacity and resource to enhance management of sensory challenges in teaching and learning, a plan has been developed and is in the process of being implemented for a ‘Cranleigh Engine Room’. This plan has been developed as part of the work of an Action Research Team. This group researched the types of equipment used and their implementation in sensory gyms. The team used data to determine if there was an effect on student behaviour when a sensory program was implemented.

The plan is presently being implemented with both the purchase of equipment, installation of non-slip flooring and development of plans by an engineer for the installation of a steel frame to support the installation of further equipment.

The major focus of the 2014 Cranleigh Art Show was the raising of funds for the Cranleigh Engine Room. It is expected that the installation will be completed in 2015. Data collected during 2014 indicated that 100 percent of classes have accessed the Engine Room equipment presently in place. Teachers have reported that sessions in the gym at the start of the day have shown to increase student engagement and time on task in table activities.

Work on the Cranleigh Engine Room was delayed in 2014 due to structural and building issues. Once these issues have been resolved the installation will be completed and families and staff will be familiarised with the Cranleigh Engine Room. At the completion of this process further usage data will be collected and parent feedback will be sought.

As part of our ongoing commitment to ensuring that all students have access to the curriculum we have we have updated and improved the supports that are in place to facilitate better management of ICT assets within the school. A key part of this process has been the employment of an ITO for one day a week. The ITO has worked alongside the IT Coordinator to create a full hardware inventory to facilitate better management of ICT assets to ensure that all iPads, PC’s and Notebooks are deployed to maximise their use to assist with student learning. More efficient and cost saving methodologies for the purchase of apps have been actioned. Aging resources have been replaced in 2014 and more are
scheduled for replacement in future years as part of an ongoing plan to ensure uninterrupted access for all students to ICT resources.

Our success in this strategy is evident by 81 percent of parents and 91 percent of staff who agreed or strongly agreed that “Computer technology is an integral part of learning and teaching at my child’s school. This figure was six percent lower for parents than the parent response to the same question in the 2013 School Satisfaction Survey. Deeper analysis of the results indicated that 33 percent of the survey forms were completed by parents of Preschool and Early Intervention programs. For many of the Early Intervention students very little or no computer technology was used in the classroom due to the specific nature of the learning needs of many of these students. Due to changes brought about by the National Disability Scheme in 2015 the Early Intervention classes will not operate and responses to the question that “Computer technology is an integral part of learning and teaching at my child’s school” will again be expected to more closely reflect the response expected in a K-6 setting.

In respect of our targets for this priority data has been collected which shows that 46 percent of students had progressed one or more levels along the reporting continuum between the end of 2013 and mid-2014. The target was set at 80 percent however no previous data had been collected as a comparison. Based on the present dataset strategies will be put in place to review the current methodologies used to set and determine progress against short term goals to ensure realistic targets are set.

**Priority 2:**

**Build staff capacity**

**Targets**

By the end of 2014:

- 95% of teachers agree they use the EYLF or the National curriculum in areas of their programming, assessment and practice
- 100% of teachers use the AAC communication matrix and the literacy framework in their programming, assessment and practice
- 100% of teachers achieve their Professional Pathways goals

**Directorate Priority areas covered with this priority**

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

**Progress**

The school continued its focus on *delivering an innovative curriculum that meets system requirements and student needs* in 2014. The Cranleigh learning domains for early childhood classes have been altered to align with the Early Years Learning Framework (EYLF). The existing five domains were reduced to four and matched against the EYLF outcomes. This
change ensured that goals selected for early childhood classes were appropriate for young children and in line with the main priorities expressed in the EYLF. It is important that teaching in the Early Childhood classes reflects EYLF principles and outcomes. The five key outcomes are that children have a strong sense of identity, children are connected with and contribute to their world, children have a strong sense of wellbeing, children are confident and involved learners, and children are effective communicators. A scope and sequence based on the Australian Curriculum has been written and applied to our school documents in 2014. Further work has not been undertaken as The Australian Curriculum has not yet defined pre-foundation in an explicit manner.

In the Cranleigh early childhood programs the teacher’s role reflects EYLF principles and outcomes and is to prepare the environment and activities in order that the young child can confidently explore the meaning of their world, build skills, knowledge of themselves and others (relationships and wellbeing).

Professional learning was provided on the EYLF and the National Curriculum in January 2014. This learning was then revisited at staff meetings and team meetings. The effectiveness of this strategy is support by the fact that 98 percent of teaching staff agree or strongly agree with the statement “I am satisfied the students are getting a good education at this school” in the School Satisfaction Survey.

During 2014 we have continued to action our strategy of documenting and implementing the AAC and Literacy Frameworks through discussions and sharing of practice at Teacher Forums. Staff reflection and discussions were directed by a group of teachers forming an Action Research Team to investigate the teaching of comprehension. They made the key statement that ‘Comprehension is a key factor in our understanding of the world...’ and asked the questions, from the student’s perspective, which underlie all literacy and communication at Cranleigh School: ‘What did you say? I'm not sure I understand.’ In 2015
based on the insights from the discussions at Teacher Forums and from Action Research Team a review of the AAC and Literacy Frameworks will be undertaken.

Evidence of our effectiveness can be seen in our School Satisfaction Survey where 94 percent of parents agreed or strongly agreed that “my child’s learning needs are being met at this school” and 100 percent of parents agreed or strongly agreed that “I am satisfied with my child’s education at this school.”

In respect of our strategy of developing an expert teaching team and effective pedagogical practice staff participated in professional learning to further develop their understanding of the National Professional Standards for Teachers. This was addressed in detail during January and has been followed up throughout the year. Eighty-nine percent of teachers agree they use the National Professional Standards and have referenced them when completing their Professional Pathways and TQI professional learning reflections.

We have continued to focus on the development of our Professional Learning Community. Our Teacher Forums and Action Research projects have provided meaningful and effective forums to share of professional reflections and processes. Eighty-four percent of Cranleigh teaching staff agreed that they are confident members of our school’s Professional Learning Community. The negative responses were from part time staff unable to attend or participate in the regular whole school sessions. Follow up discussions indicated that although they were kept informed they do not yet feel confident in their capacity to participate fully in PLC activities. Peer coaching protocols are being formalised for 2015 with a focus on teachers coaching teachers. This year most formal coaching sessions have been with an executive team member with 89 percent of staff agreeing they participated in peer coaching.

In term one, the Principal commenced a coaching course for leaders as part of a Network initiative. During the period the leadership team worked with the Principal as part of the project.

A peer coaching framework is being developed based on the National Professional Standards and supported by the work of the Executive Teacher Professional Practice (ETTP). Through the work of the Teacher Forum and the observation and feedback cycles implemented by the ETTP, teachers are developing their understanding and using the Teacher Professional Standards more confidently when identifying and reflecting on their practice or that of their peer. Supported by these processes 89 percent of staff agreed they receive constructive feedback on their practice.

Our actions in 2014 resulted in the following progress against our identified targets:

- 100% of teachers agree they use the EYLF or the National curriculum in areas of their programming, assessment and practice
• 100% of teachers use the AAC communication matrix and the literacy framework in their programming, assessment and practice
• 100% of teachers achieve their Professional Pathways goals

Priority 3:
Strengthen partnerships with schools and the community

Targets
By the end of 2014:

• 95% of parents agree in the School Satisfaction Survey that community partnerships are valued and maintained up from 93% in 2013
• 100% of students in years 5 and 6 students have a transition goal in their ILP and a Transition Plan

Directorate Priority areas covered with this priority
Quality Learning, High expectations, High performance, Connecting with Families and the Community.

Progress
In relation to our strategy of strengthening partnerships with a range of agencies, community groups and schools to support and promote inclusion of our students and families this year we have continued our partnership with Sheridan Kerr our colleague, critical friend, PhD candidate and lecturer from the University of Canberra (UC). Sheridan has led Teacher Forums, provided the leadership team with support and advice and collaborated with the Leadership Team in the development and implementation of across school, year-long Action Research Projects. Highlights of these practical and focussed projects were presentations at two symposia, held at the University of Canberra. The final symposium was attended by the teaching staff from Black Mountain School and officers from ETD Disability Education Section, as well as academic staff from the University of Canberra. Feedback from participants was very positive; our teachers were commended for the depth of work and transferability of findings. As a result plans are in place for further action research and sharing across schools and the wider directorate.

We are very proud of the successful inclusion programs we have initiated and maintained at Cranleigh developed through strengthening partnerships with a range of agencies, community groups and schools that support and promote inclusion of our students and families. The Connect 3 group of mainstream three year olds who attend twice a week and play and learn alongside our four year old group is highly successful and very popular amongst our families and is fully subscribed again for 2015.

In 2014 we have expanded and enhanced the very successful inclusion programs developed in previous years. The group that attend Mt Rogers Primary School for weekly singing classes has grown in number and now includes two classes. Our longstanding community
program with the Year 6 students from Weetangera Primary who come to Cranleigh for a variety of activities has been expanded to include a group of students from Aranda Primary School.

An Action Research Team investigated the effect of the of Weetangera students engaging as communication partners on Cranleigh students’ communication attempts. A strong positive effect was found which will inform and assist Cranleigh in maximising the impact of our inclusion programs for all students.

Our senior students have continued their visits to St Francis Xavier on a weekly basis. This program has been an immense support in transition planning for a Cranleigh student who will attend St Francis in 2015.

We have actively sought and taken opportunities for “one-off” partnerships with schools to meet at community playgrounds and we again invited students from Southern Cross Early Childhood to join us for our Children’s Week activity.

We have begun the process of identifying and accessing a classroom in a nearby school in order to build a strong and consistent partnership to support and promote inclusion. We remain committed to developing and promoting inclusion for all Cranleigh students. For 2014 100 percent of our students have had access to inclusion activities, within the school, external to the school or both.

Our Family Support Worker Program greatly enhanced our capacity to link families to relevant agencies and access information. In 2014, the Family Support Worker at Cranleigh provided support to 10 families through referrals and consultation with a wide range of community and government agencies. This was in addition to the school counsellor and staff referrals and support. This program will continue following a modified model in 2015, due to changes in the National Chaplaincy Program.

The roll-out of the National Disability Insurance Scheme had significant impact for our families. Cranleigh staff were actively involved in supporting parents by hosting information sessions, providing Family Support Worker Liaison and ensuring that both staff and families were kept informed about processes and developments.

One hundred percent of parents agreed or strongly agreed on the School Satisfaction Survey that the school takes parents’ opinions seriously. This is an increase of fifteen percent from 2013.

The school continued to strengthen partnerships with other schools to ensure transition processes and outcomes for students are explicit and measureable. Once again, the collaborative relationships with our high school colleagues has resulted in smooth and stress free transition planning and implementation for all our students and their families. We
utilise a model of continuous improvement to revise, update and share processes and documentation.

We continued to action our strategy of *establishing explicit transition processes for students*. In 2014 transitions across our Early Childhood settings have been significant, due to the changes to Early Intervention for 2015. There are a total of forty-five transitions from our outpost and Cranleigh settings, a significant increase on previous years.

Our students transitioning to high school will be moving to three different settings. The transition planning for this has followed Directorate protocols and has had successful outcomes for students and families in terms of visits, information and strategy sharing. A major focus has been on ensuring that AAC devices and strategies used by students have been fully transferred to the new setting. In 2014, all new ILPs for students in years 5 and 6 have included a specific and targeted goal around transition to high school.

Teachers and families have indicated informally and anecdotally that they have been satisfied with the transition processes.

Our actions within this priority in 2014 resulted in:

- 94% of parents agree in the School Satisfaction Survey that community partnerships are valued and maintained
- 100% of students in years 5 and 6 students have a transition goal in their ILP and a Transition Plan
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 $454

Voluntary contributions
This school received $5925 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.

Financial Summary

<table>
<thead>
<tr>
<th>Financial Summary</th>
<th>31-Dec-14</th>
</tr>
</thead>
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<td><strong>INCOME</strong></td>
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<tr>
<td>Voluntary contributions</td>
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</tr>
<tr>
<td>Contributions &amp; donations</td>
<td>27134</td>
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<tr>
<td>Subject contributions</td>
<td>0</td>
</tr>
<tr>
<td>External income (including community use)</td>
<td>7554</td>
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<tr>
<td>Proceeds from sale of assets</td>
<td>0</td>
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<td>Bank Interest</td>
<td>12339</td>
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<td><strong>TOTAL INCOME</strong></td>
<td>621290</td>
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<td><strong>EXPENDITURE</strong></td>
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<tr>
<td>Utilities and general overhead</td>
<td>104251</td>
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<tr>
<td>Cleaning</td>
<td>79847</td>
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<td>Security</td>
<td>62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>58482</td>
</tr>
<tr>
<td>Mandatory Maintenance</td>
<td>0</td>
</tr>
<tr>
<td>Administration</td>
<td>16506</td>
</tr>
<tr>
<td>Staffing</td>
<td>114337</td>
</tr>
<tr>
<td>Communication</td>
<td>11710</td>
</tr>
<tr>
<td>Assets</td>
<td>19825</td>
</tr>
<tr>
<td>Leases</td>
<td>0</td>
</tr>
<tr>
<td>General office expenditure</td>
<td>17283</td>
</tr>
<tr>
<td>Educational</td>
<td>57533</td>
</tr>
<tr>
<td>Subject consumables</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td>479836</td>
</tr>
<tr>
<td><strong>OPERATING RESULT</strong></td>
<td>141454</td>
</tr>
<tr>
<td>Actual Accumulated Funds</td>
<td>104889</td>
</tr>
<tr>
<td>Outstanding commitments (incl)</td>
<td>11267</td>
</tr>
<tr>
<td><strong>BALANCE</strong></td>
<td>235076</td>
</tr>
</tbody>
</table>
## Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pool Equipment</strong> - To replace and update equipment for our hydrotherapy pool. Includes items such as flotation devices, water chair, water beds, slings and hoists for wheelchair students.</td>
<td>$8,000</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Gym Equipment</strong> – Update and replace equipment, upgrade to sensory gym including structural modifications.</td>
<td>$5,000</td>
<td>2018</td>
</tr>
<tr>
<td><strong>IT Equipment</strong> – 2015-16 IT program includes iPads and iPad apps for students. Extra computers in classrooms.</td>
<td>4,000</td>
<td>2016</td>
</tr>
<tr>
<td><strong>Playground Improvement</strong> – Installation of new equipment. Landscape areas as required. New sandpit covers.</td>
<td>$12,000</td>
<td>2017</td>
</tr>
<tr>
<td><strong>New Bus</strong> – Upkeep of the three school buses that transport students in wheelchairs.</td>
<td>$8,366.84</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Library Equipment</strong> – Update and replace equipment and resources.</td>
<td>$6,000</td>
<td>2015</td>
</tr>
<tr>
<td><strong>New Photocopier</strong> – New photocopier.</td>
<td>$2,000</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Floor/furniture</strong> – Replace and update furniture. New blinds. New ECC and AIUs</td>
<td>$3,000</td>
<td>2016</td>
</tr>
<tr>
<td><strong>New Programs</strong> – This year priority new programs included our Alternative and Augmented Communication (AAC). Continue with our Connect3@Cranleigh inclusion program.</td>
<td>$3,000</td>
<td>2016</td>
</tr>
<tr>
<td><strong>Literacy Program</strong> – Focus of Action Research groups. PL for staff and additional support from UC partnership.</td>
<td>$9,066.33</td>
<td>2015</td>
</tr>
<tr>
<td><strong>School Promotion Improvement</strong> – Includes business cards, pens, mugs, banners for the Autism Intervention Unit (AIU) at Giralang, Flynn and Scullin. Advertising our annual art show.</td>
<td>$5,500</td>
<td>2016</td>
</tr>
</tbody>
</table>
**Endorsement Page**

I declare that the Cranleigh 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**

Parent Representative: Ms Kimberly Ingram, Keeta Weeden
Community Representative: Heather McKeon
Teacher Representative: Anne Tow, Helen Maguire
Board Chair: Ms Lucy McCarthy
Principal: Greg Wagg

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: [Signature] Date: 03-02-2015

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

Board Chair Signature: [Signature] Date: 27-2-15