



Southern Cross Early Childhood School Board Report 2013



This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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The school website is 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) 6205 8177

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 *Paint and Play*, *Move and Groove*, parenting programs 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, 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*.

The school has experienced considerable growth in its enrolment numbers over 2013 and has reached capacity.

At the end of 2013 the foundation principal of the school, Mrs Jennie Bailey retired from the Education and Training Directorate (the Directorate). The school appreciated her vision in establishing the school and her leadership of the school in the first five years of operation.

Student Information

Student enrolment

In 2013 there were a total of 189 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	103
Female	86
Indigenous	5
LBOTE	37

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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 2

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	87.7
1	92.5
2	90.3

Source: Planning and Performance

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: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	93
Postgraduate	7

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	6
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	1
Teachers	11
TOTAL	21

Source: Workforce Management

Note: This table includes pre-school staffing

There is one Indigenous staff at this school.

Volunteers

This year, 58 volunteers gave in excess of 443 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
- 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)
- 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 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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 was validated in 2013. A copy of the 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 2013 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 2013, 98% of parents and carers, and 100% of staff at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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.	94
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	94
This school is well maintained.	95
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	83
My child likes being at this school.	94
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	84
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	95
My child's learning needs are being met at this school.	90
This school works with me to support my child's learning.	85

Source: 2013 School Satisfaction Surveys, August/September 2013

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 school plan and the development of annual operating plans. The school plan is available on the school website at scecs.act.edu.au

Professional Learning

In 2013, teaching staff engaged in excess of 750 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)
- Count Me In Too
- Mem Fox- Create, Inspire, Include
- David Hornsby- Spelling in Context

- ESL in the Mainstream Early Years
- Using IWBs to engage students with special needs
- Aboriginal and Torres Strait Islander Cultural Awareness training
- National Quality Standard Network Sessions
- 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 2013 school year, the teaching team engaged in a day of professional learning to clarify curriculum development, implementation and evaluation within the SCECS 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.

SCECS hosted a National Quality Standard Network Session focusing on Outdoor Learning. This provided a valuable opportunity to showcase the way our redeveloped Outdoor Learning Environment provides opportunities for learning.

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.

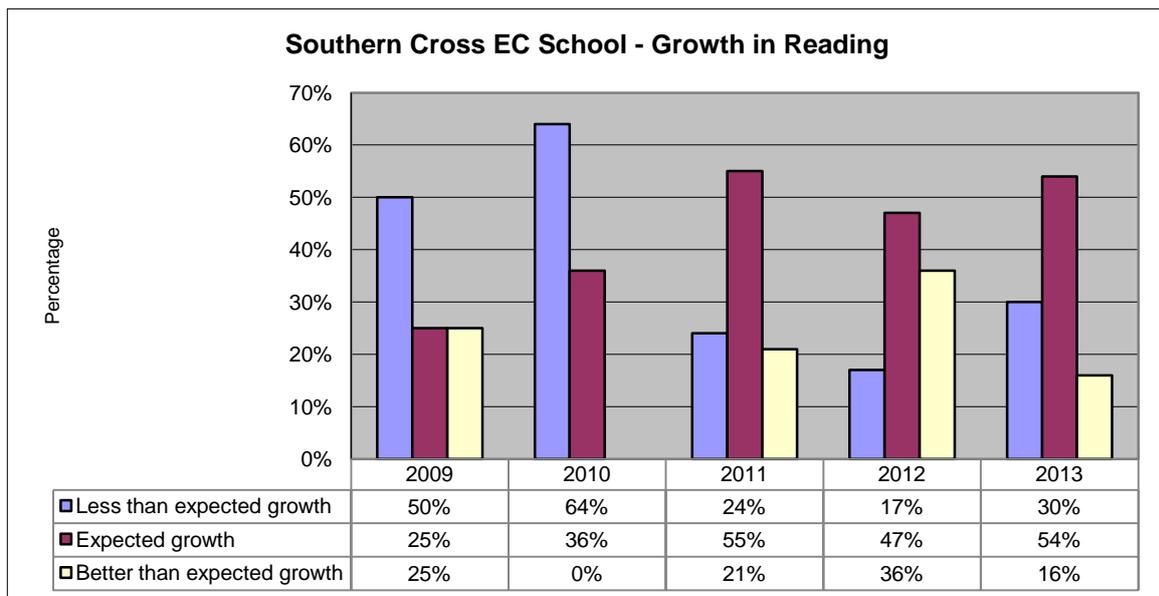
The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Southern Cross Early Childhood School PIPS 2013 mean raw scores

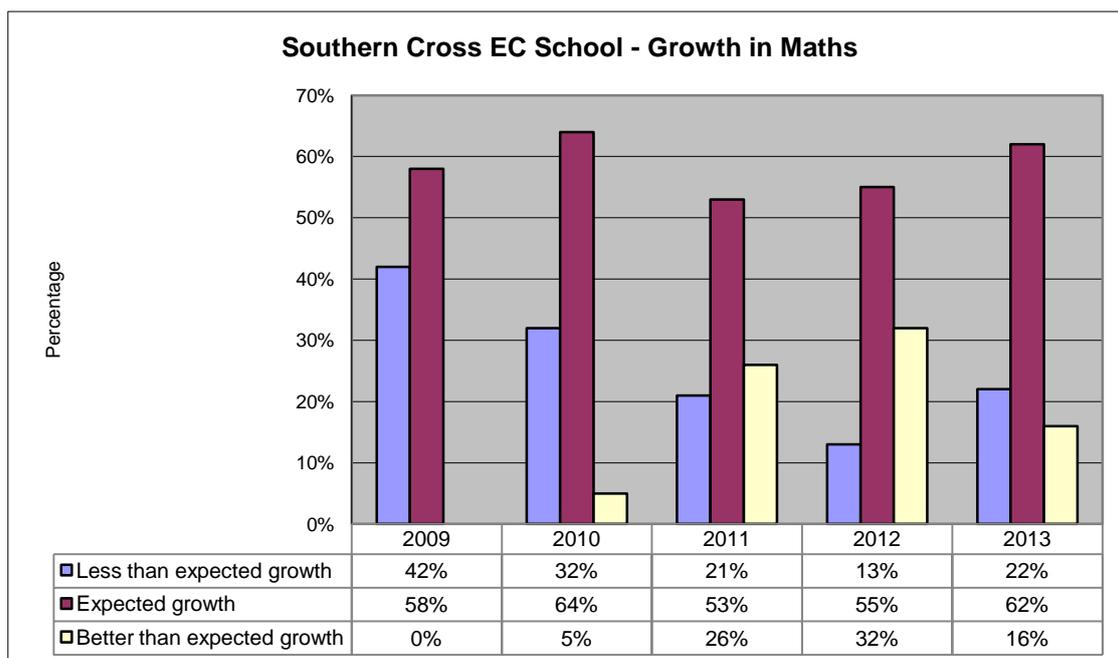
Test Domain	School Start	School End	ACT Start	ACT End
Reading	50	117	51	126
Mathematics	40	53	39	54

Source: Cem centre

The figure below shows the percentage of students who have made expected progress in PIPS reading, relative to their starting point, since 2009. In 2013, 16% of children achieved better than expected progress in reading. This represents a decrease from 2012 results. There is also an increase in the percentage of students achieving less than expected progress in reading from the 2012 results.



The figure below shows the progress achieved by our kindergarten students in PIPS maths assessment. In maths 16% of children achieved better than expected growth in 2013. This represents a decrease from 2012 results. Similarly the percentage of students achieving less than expected progress relative to their starting point was back to the 2011 figures.



Performance in other areas of the curriculum

PM benchmarks

In 2013, 76% of kindergarten, 74% of year 1 and 75% of year 2 children achieved the reading benchmark. This represents a decrease from previous years.

Table: Percentage of students achieving PM Reading Benchmark

Year level	Benchmark level	2011	2012	2013
Kindergarten	5 - 8	95% (n=37/39)	87% (n=45/52)	76% (n=29/38)
Year 1	14 - 16	68% (n=13/19)	88% (n=28/32)	74% (n=32/43)
Year 2	20 - 22	67% (n=4/6)	81% (n=13/16)	75% (n=15/20)

Source: School data

Of the 12 students in kindergarten to year 2 with an Individual Learning Plan or Personalised Learning Plan, seven achieved the reading benchmark and a further two students achieve their individual reading goal.

Following the review of current practices, a number of new approaches to curriculum delivery were introduced in 2013, to differentiate instruction in kindergarten - year 2 including:

- vertical grouping across the grades for targeted BEE Spelling instruction;

- vertical grouping across the grades for Count Me in Too number and algebra instruction; and
- targeted learning support for those children not achieving the reading benchmarks for their grade level.

In response to the above data sets, the school's leadership team reviewed the Literacy Coordinator and Numeracy Coordinator roles to target support to Kindergarten to Year Two teachers and determined that the targeted learning support program will not continue in 2014. This will include more effective systems to track individual development in relation to the grade group.

A-E achievement

The following data is collated from semester two A-E grades for children enrolled in years one and two, in 2012 and 2013.

Table: Percentage of years 1 and 2 students achieving A-E grades 2012-2013 in semester 2

Subject	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
	A	A	B	B	C	C	D	D	E	E
Maths	8%	20%	24%	34%	76%	40%	10%	8%	2%	0%
English	12%	21%	27%	38%	39%	22%	24%	19%	2%	0%
History	n/a	8%	n/a	33%	n/a	52%	n/a	7%	n/a	0%
Science	6%	15%	24%	25%	63%	52%	4%	5%	0%	0%
SOSE	8%	5%	16%	38%	71%	54%	2%	3%	0%	0%
Technology	10%	5%	22%	38%	57%	56%	8%	2%	0%	0%
Health and PE	16%	5%	16%	23%	63%	70%	2%	0%	0%	0%
The Arts	6%	2%	24%	46%	65%	52%	2%	0%	0%	0%

Source: School data

Between 2012 and 2013, there was an increase in the number of children achieving:

- an A-grade in Mathematics (12%);
- a C-grade or above in English (9%);
- an A-grade in Science (9%);
- a B-grade in Studies of Society and the Environment (22%);
- a B-grade in Technology (16%), although there was a decrease in the number of children receiving an A-grade (5%).
- a C-grade or above in Health and PE (2%); and
- a B-grade in The Arts (22%).

History grades were allocated for the first time in 2013.

A comprehensive kindergarten to year 2 Visual Arts program developed by a Visual Arts specialist teacher in conjunction with classroom teachers, was introduced in 2013.

In addition to the core curriculum, school staff offered extra curricula activities during lunch time to further develop children's learning and interests. These activities included a Visual Arts Club; Information Communication Technology (ICT) Club; recorder classes; Construction Club with a focus on technology; and the *Shooting Stars* choir that gave performances at the school and for the broader ACT community.

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

Progress against School Priorities in 2013

Priority 1

To achieve excellence in the delivery of educational programs for our students

Targets

In 2013:

- to improve Staff (teacher) satisfaction related to the use of results from system testing and system processes to inform planning by five percentage points from the 2012 figures of 79%.
- to improve Staff (teacher) satisfaction related to utilising ICT in the classroom by five percentage points from the 2012 figures of 79%.
- to improve parent satisfaction related to utilising ICT in the classroom by ten percentage points from the 2012 figures of 67%.

School improvement domain/s covered with this priority

Leading and Managing Student Engagement

Progress

In 2013 to further advance our priority to achieve excellence in the delivery of educational programs for our students the school focused on ensuring quality school-wide pedagogical practice through instructional leadership.

The school introduced the use of explicit teaching intentions as a teaching tool in K-2 classrooms during 2013. The External Validation Panel noted that, *"SCECS is to be commended on significant improvements in student learning achievements as indicated in the results from PIPs and PM Benchmarks from 2010-2012. It was noted by the panel that the focus on explicit teaching practices for literacy and numeracy coincided with improvement in the results"*.

The school's Coaching and Mentoring Program was introduced during 2013. It focused upon the AITSL Teachers Professional Standards, the Quality Teaching model and provided opportunities for peer observation and feedback. Internal staff review of the program was positive and it will be extended in 2014 to include school-based administrative staff. The External Validation Panel recommended that *"supervisors, mentors and coaches make greater use of the Quality Teaching model (QTm) in classroom practice. Use of this model can enable deeper reflection on pedagogy by the staff and facilitate better outcomes for students"*.

Coaching and mentoring for teachers on successful differentiation of the curriculum, including the innovative use of ICT in the early childhood classroom was provided throughout the year.

Ongoing delays during procurement processes delayed the introduction of 30-iPad devices by several months. This impacted on the implementation of the School's Plan for Students with a Disability (grant).

The school also focused on extending educators' expertise in developmental play-based learning, scaffolding Literacy, Numeracy, Environmental Education, Fitness and Arts program. Part of this work revolved around commencing a discussion around a more effective approach to data analysis. More effective data analysis and discussion commenced during 2013 and This was acknowledged by the External Validation Panel, who visited the school and validated our progress against our four year school plan. More rigorous moderation processes occurred as a result of this improved practice. The panel further recommended that, *"a focus on collection, recording, analysis and use of data to inform teaching and learning continues but in a more targeted and strategic manner. This initiative should include establishing formalised structures and processes to facilitate purposeful use of data and the successful transfer of information between teaching staff. Effective use of data will inform whole school teaching practice and provide a system to monitor individual student progress"*. The 2014 professional learning team meeting schedule has been amended to provide increased opportunity for this to take place.

The Validation Panel recommended that *"SCECS identify core quality practices within the school and documents these to ensure they are acknowledged and sustained over the long term. Implementation of this recommendation will enable the school to regularly review its practices and will further assist the school in the induction and development of new staff"*.

The actions within these two strategies led to the following progress towards our overall targets. Although the staff (teacher) satisfaction related to the use of results from system testing and system processes to inform planning improved by one percentage points from the 2012 figures to 80%, the specific target was not met. However, it should be noted that one teacher represents 10 percentage points within this data set. This has been identified as an ongoing priority in 2014 within the School's Coaching and Mentoring Program.

The second target was achieved, staff (teacher) satisfaction related to utilising Information Communication Technologies (ICT) in the classroom improved by 11 percentage points from the 2012 figures to 90%.

Although the parent satisfaction related to utilising ICT in the classroom increased by eight percentage points to 75%, the specific third target was not met. However, concerted efforts to incorporate ICT across the curriculum has seen an improvement of 22 percentage points from the 2010 figures (53%).

Priority 2

Build a unique, inclusive school culture that encourages innovation and connectedness

Targets

In 2013:

- to improve parent satisfaction related to the value and maintenance of community partnerships by two percentage points from the 2012 figures of 89%.
- successful implementation of School's Reconciliation Action Plan.

School improvement domain/s covered with this priority

Community Engagement Student Engagement

Progress

In 2013, one of the school's foci was on integrating multicultural perspectives across the school with an emphasis on Aboriginal and Torres Strait Islander cultures and Histories.

The School continues to have an effective Reconciliation Action Plan. This is due for review in 2014, in line with the school improvement cycle.

The traditional owners of the land on which the school is built are acknowledged at our Whole School Gatherings. These Whole School Gatherings are led by preschool (term 4 only), kindergarten, year 1 and year 2 class groups. Teaching staff supported children to develop their own Acknowledgment of Country statement to read as the first agenda item of the Gathering. This process ensures that children are developing and demonstrating respect for Aboriginal and Torres Strait Islander histories and cultures.

In 2013, Aboriginal and Torres Strait Islander perspectives/content was incorporated in the teaching of a range of curriculum areas across every grade, preschool – year2. Professional learning on cultural competency and the trans-generational impact of grief and loss on communities was to be included in the professional learning of all staff; however, a continued lack of suitable professional learning limited our ability to achieve this target. Children produced a book about National Reconciliation Week, Gudha Migalaity: Through the eyes of the child, which was presented to the Director-General's delegate.

The school also worked on enhancing communication processes and practices within and outside the school.

The External Validation Panel noted that *“SCECS is to be commended on the very effective leadership and management skills required to integrate separate service providers in a cohesive community hub. The panel noted that when faced with challenges, the community worked as one to ensure that services continued to be provided to the students and families at the school. The focus on the development of relationships between service providers has produced a model that works effectively in engaging the community and producing positive outcomes for students and families. The success of SCECS’s model of integrated agencies may serve as an example for other similar Early Childhood Centres throughout Australia”*.

Opportunities for integrating service partnerships with Anglicare ACT included:

- Anglicare providing some catering for our Community Breakfast program;
- whole school participation at Whole School Gatherings; and
- buddy programs running across the two services.

Furthermore, the Panel noted that, *“SCECS is to be commended on their commitment and focus on building relationships with all members of the school community including: children, parents, teachers, administrative and support staff, services providers and other community members. The panel noted the close interrelationships that have developed between all stakeholders. This is evidenced in the exceptional results in the Stakeholders Perception Surveys”*.

Our actions within this priority resulted in the School’s target to improve parent satisfaction related to the value and maintenance of community partnerships being exceeded. While we aimed to improve our results by two percentage points from the 2012 figure of 89% it was exceeded by five percentage points to 96% in 2013.

Priority 3

Provide a preschool education program that meets the needs of the students and the community

Target

Achieve National Quality Accreditation at time of review

School improvement domain/s covered with this priority

Learning and Teaching Student Environment Leading and Managing

Progress

In addressing this priority area, the school has:

- identified a need for teachers and the leadership team to develop consistent planning and reporting procedures

- aligned risk assessments for excursions with NQS regulations to establish consistent practices across the School
- identified as a high priority the need to improve the use of the outdoor learning environment
- sought funding grants to finance physical improvements to the outdoor learning environment
- developed procedures to ensure information is communicated to relief staff to provide continuity in the delivery of programs
- implemented processes to ensure consistent documentation and collation of data
- revised preschool routines and planning to promote learning interactions between children and enhance opportunities to extend interest based projects.

As the school has not been selected for the National Quality Standard (NQS) assessment we cannot report specifically against our target. This target has not yet been reached, however, actions towards achieving the standards have been implemented. The school is working through each Quality Area and identifying areas of strength and for improvement.

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.

Educational program and practice

Fortnightly curriculum meetings have focused on building the capacity of the preschool team to ensure all members are confident and capable in implementing a program that meet the needs of children and the community, as well as meeting National standard.

The preschool team has had a major focus on consistent planning and documentation that articulates the Preschool's developmental curriculum pedagogy. A fortnightly Statement of Intent, outlining experiences for the fortnight, is emailed and made available to all families. Feedback has been overwhelmingly positive, as noted in the External Validation Report 2013.

One of our preschool educators was selected to participate in a PhD research project. The project, conducted by Jane Smyth of the Australian National University, focused on the teaching of Visual Arts in early childhood.

Children's health and safety

The introduction of soap-free hand-washing in 2013 assisted the School in ensuring steps are taken to control the spread of infectious diseases and illness, in accordance with National standard regulations.

The school's successful grant submission for funding to participate in the ACT Health Directorate's Fresh Tastes nutrition program enabled the preschool to access the Food from Home program, facilitated by the Red Cross. The program included teacher training focussing on the new dietary guidelines and building healthy eating into classroom programs. Children then participated in a fruit and vegetable tasting and cooking sessions. Information on how to pack a healthy lunchbox, including recipes, was provided to families.

Relationships with children

During January, a letter was sent home to new preschool families to provide information about their child's educators. The All About Me proforma was then completed by families to ensure educators had detailed information about each child's home life, likes and dislikes, enabling them to quickly develop warm, trusting and secure relationships.

The school's Buddies program enabled preschool children to form secure relationships with children and educators across the School.

A greater focus on team teaching and cooperative learning across preschool groups was initiated, with the following benefits for children:

- Peer scaffolding
- Forming secure attachments with all educators across the preschool
- Building solid friendships across groups
- A wider range of rich learning experiences
- Opportunities for children to confidently explore and engage with social environments through relationships and play
- Opportunities for children to contribute to long term projects
- Less duplication in activities across the program, releasing educators to have quality interactions with children.

Staffing arrangements

An increase in the provision of professional learning for preschool assistants has ensured there is consistent practice throughout the preschool and created teamwork and collaboration where all viewpoints are respected and contributions acknowledged.

Leadership and service management

The preschool reporting format changed in 2013 to more effectively report to families against the outcomes of the Early Years Learning Framework (EYLF), and to accommodate the inclusion of children's reflection of their learning.

The development of a professional learning community consisting of members from both Anglicare ACT and ACT ETD preschool teams ensures consistent expectations and optimal learning and development for all children.

Physical environment

This year the school has initiated a whole school focus of connecting children to the environment. The implementation of a community walks program known as Nguru Yerrabi translated as 'Walking on Country' in the Ngunnawal language has been the key strategy in addressing this priority. Nguru Yerrabi experiences are run in conjunction with the School's Buddies program. Each week the children work cooperatively to explore the local environment in the immediate vicinity of the School. An article for the ACT ETD Preschool Practice newsletter showcased this quality practice across the Directorate.

The preschool team hosted a professional learning session for the Belconnen Network with a focus on engaging outdoor learning environments. The team's enthusiastic presentation of high quality practice provided participants with the opportunity to see the outdoor environment as a vehicle for learning and endless opportunities for teaching.

Collaborative partnerships with families and communities

The introduction of the annual Twilight preschool provided families with the opportunity to experience what a preschool day is like for their child. Feedback received from families was overwhelmingly positive.

Feedback obtained from a KidsMatter Mental Health and Well-Being initiative survey indicated a need for families to feel better connected to the School. In response, the 'Class Carer' position was created. The Class Carer is responsible for organising out of school hours events to enable families to connect socially outside of school.

Current preschool families were invited to undertake a review of the School's Family Handbook that is distributed to families joining the School community. Feedback obtained assisted the School in reworking the handbook to provide accurate and useful information, ensuring a smooth transition for children and their families joining our community in 2014.

One preschool group was provided with fortnightly cooking experiences provided by the mother of a child in the group. Children enjoyed cooking a range of snacks, including those from different cultures.

A new partnership with Bunnings was formed this year. Staff members from the Belconnen store visited the children to plant vegetables and flowering annuals, teaching them how to care for plants.

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 \$792.00

Voluntary contributions

This school received \$5,760 in voluntary contributions in 2013. 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 2013.

Reserves

Name and purpose	Amount	Expected Completion
Photocopier – to replace old one.	\$15,000.00	December 2015
Outdoor Learning Environment – purchase shade sails for play equipment.	\$35,000.00	December 2014
I.T. Equipment – keep up to date with technology.	\$10,000.00	December 2015
Library Resources – purchase new books.	\$10,000.00	December 2015

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	276,382
Voluntary contributions	5,760
Contributions & donations	15,600
Subject contributions	7,785
External income (including community use)	4,752
Proceeds from sale of assets	
Bank Interest	8,808
TOTAL INCOME	319087
EXPENDITURE	
Utilities and general overheads	85,393
Cleaning	55,210
Security	820
Maintenance	68,590
Mandatory Maintenance	1,000
Administration	2,194
Staffing	
Communication	7,429
Assets	10,233
Leases	
General office expenditure	13,732
Educational	23,472
Subject consumables	7,528
TOTAL EXPENDITURE	275601
OPERATING RESULT	43486
Actual Accumulated Funds	132,565
Outstanding commitments (minus)	
BALANCE	176051

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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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:	Sujit Mukherjee	Catherine Sainsbery	Jessica Markham
Community Representative	Trish Wilks		
Teacher Representative	Annie Wild	Mitchell Parker	
Board Chair:	Sujit Mukherjee		
Principal:	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 this year.

Principal Signature: Lyndall Read **Date:** 27/3/14

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

Board Chair Signature: Sujit Mukherjee **Date:** 27/3/14