

Southern Cross Early Childhood School

Annual School Board Report 2019



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

Part of the major work of the School Board in 2019 was to assist the school to refresh the Vision and Mission for the school and to develop School Values. The school went through a consultative process with the children, families and the staff teams of Anglicare ACT and the Education Directorate to develop the following Vision, Mission and Values which were endorsed by the Board.

- *Vision* - We will inspire a passion for learning across our whole community and provide opportunities for children to play, learn and grow.
- *Mission* - We recognise children as being capable, creative and competent learners. We partner with their family and our community to nurture their development. We prioritise relationships, play experiences, quality practice and inclusive environments with meaningful connections to Country. We respect and value everyone as learners.
- *Values* - respect, resilience, kindness and creativity.

The school officially opened the Reconciliation Courtyard in Reconciliation Week 2019. The school was privileged to have Ngunnawal Elder, Caroline Hughes, provide a Welcome to Country and officially open our Reconciliation Courtyard. Another major project over the year included the planning, development and construction of the Oasis, part of our Outside Learning Environment Masterplan. The Oasis was officially opened as part of our Bike and Kite Day during Children's Week celebrations by the Minister for Education and Early Childhood, Ms Yvette Berry MLA.

The School Board also enabled the school to provide professional learning in Cultural Integrity at the beginning of the year. Over the course of the year all teachers undertook action research in improving their knowledge of Aboriginal and Torres Strait culture and education. Our team then presented their findings at a mini conference with Giralang Primary School in Term 4.

The school continued to progress all elements of the Action Plan for 2019 with a targeted focus on literacy and numeracy. Parent engagement in learning also continued to be a focus with parenting programs and support being provided to the school community and many community events being held over the year as well.

School Context

Southern Cross Early Childhood School is situated in Scullin in the Belconnen region of the ACT. The school is built on the land of the Ngunnawal people. The contribution of the traditional owners of the land is acknowledged at all school functions and the school team are committed to improving their Cultural Integrity. 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), family support programs and preschool to year 2 education.

The strategic and day to day operation of the school is informed by the Early Childhood Schools Framework which at its centre has three core elements. They are:

- high quality learning
- integrated service delivery
- family support and participation.

The school, with the support of community partnerships, provides a number of community programs for families including Stay and Play, parenting programs, information sessions and community breakfasts. The school ensures continuity for children in both their learning and relationships in their early years. The school provides a caring and nurturing environment for our young children to grow and develop into active, engaged and successful members of our community.

High quality early childhood education is offered through a focus on daily explicit teaching of literacy and numeracy, play-based learning, investigations, social and emotional learning, environment education, lunch time clubs, the Switching on program and The Arts including the school choir.

The school works closely with Anglicare ACT who is the provider of all the child care components. This relationship is essential as providing continuity for children is key to their success as they transition throughout the school. Our commitment is such that both components of the school, Anglicare ACT and the Education Directorate, have developed joint vision, mission and values for the school as a whole.

Student Information

Student enrolment

In this reporting period there were a total of 133 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	78
Female	55
Aboriginal and Torres Strait Islander	3
LBOTE*	41

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	86.0
2	93.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	8.24
Teaching Staff: Full Time Equivalent Temporary	2.93

Non Teaching Staff: Full Time Equivalent	11.19
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Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 93% of parents and carers and 92% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and staff who agreed with each of the national opinion items at this school.

A total of 12 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	92
Staff get quality feedback on their performance.	91
Student behaviour is well managed at this school.	75
Students at this school can talk to their teachers about their concerns.	100

Students feel safe at this school.	100
Students like being at this school.	100
Students' learning needs are being met at this school.	92
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	92
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	91
Teachers give useful feedback.	91
This school is well maintained.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	92

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 108 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my child's teachers about my concerns.	96
My child feels safe at this school.	98
My child is making good progress at this school.	91
My child likes being at this school.	97
My child's learning needs are being met at this school.	87
Student behaviour is well managed at this school.	85
Teachers at this school expect my child to do his or her best.	95
Teachers at this school give useful feedback.	92
Teachers at this school motivate my child to learn.	94
Teachers at this school treat students fairly.	96
This school is well maintained.	97
This school looks for ways to improve.	96
This school takes parents' opinions seriously.	90
This school works with me to support my child's learning.	88

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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 1 and 2. Below are the results for this school for the current reporting period.

Table: Southern Cross Early Childhood School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	46	103	38	53
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	197234.75	111993.15	309227.90
Voluntary contributions	5420.00	420.00	5840.00
Contributions & donations	9450.49	3265.20	12715.69
Subject contributions	10891.00	0.00	10891.00
External income (including community use)	2489.17	4622.08	7111.25
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3747.81	2741.11	6488.92
TOTAL INCOME	229233.22	123041.54	352274.76
EXPENDITURE			
Utilities and general overheads	32575.64	40940.64	73516.28
Cleaning	36622.00	0.00	36622.00
Security	0.00	0.00	0.00
Maintenance	25324.19	88828.32	114152.51
Administration	6869.65	11443.97	18313.62
Staffing	15900.30	0.00	15900.30
Communication	6192.17	4117.04	10309.21
Assets	5817.32	7393.41	13210.73
Leases	0.00	0.00	0.00
General office expenditure	10945.52	9194.65	20140.17
Educational	17700.03	19386.93	37086.96
Subject consumables	8047.94	1544.09	9592.03
TOTAL EXPENDITURE	165994.76	182849.05	348843.81
OPERATING RESULT	63238.46	-59807.51	3430.95
Actual Accumulated Funds	139055.04	167924.25	167924.25
Outstanding commitments (minus)	-6824.00	0.00	-6824.00
BALANCE	195469.50	108116.74	164531.20

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Painting and Floor coverings	\$20,000.00	2021
I.T Equipment	\$17,000.00	2020
HVAC System	\$40,000.00	2020

Endorsement Page

Members of the School Board

Parent Representative(s):	Robert Day,	Victoria O'Brien.
Community Representative(s):	Trish Wilks.	
Teacher Representative(s):	Sophie Jarvis,	Lisa Ryan.
Student Representative(s):	Not applicable.	
Board Chair:	Sujit Mukherjee.	
Principal:	Lyndall Read.	

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

Board Chair Signature: Sujit Mukherjee

Date: 26 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Lyndall Read

Date: 25 / 06 / 2020