



# Southern Cross Early Childhood School

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Annual School Board Report  
2018



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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

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School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

## School Context

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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. 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 a key as providing continuity for children is key to their success as they transfer throughout the school. Our commitment is such that both components of the school, Anglicare ACT and the Education Directorate have developed vision, mission and values for the school as a whole.

## Student Information

### *Student enrolment*

In 2018 there were a total of 134 students enrolled at this school in Kindergarten to Year 2.

**Table: 2018 Student enrolment**

Student type	Number of students
Male	83
Female	51
Aboriginal and Torres Strait Islander	5
LBOTE*	31

\*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages\***

Year level	Attendance rate
1	91.0
2	93.0

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: 2018 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	7.20
Teaching Staff: Full Time Equivalent Temporary	2.60
Non Teaching Staff: Full Time Equivalent	7.88

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## 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'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school was reviewed in 2018. A copy of the Review Report Summary 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected

from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 92% of parents and carers and 94% 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 16 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	94
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	81
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	100
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	94
This school works with parents to support students' learning.	100
Staff get quality feedback on their performance	93
Staff are well supported at this school.	100

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 133 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	
Teachers at this school expect my child to do his or her best.	96
Teachers give useful feedback.	90
Teachers at this school treat students fairly.	97



This school is well maintained.	99
My child feels safe at this school.	95
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	84
My child likes being at this school.	98
This school looks for ways to improve.	97
This school takes parents' opinions seriously.	93
Teachers at this school motivate my child to learn.	95
My child is making good progress at this school.	92
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	89

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

## Learning and Assessment

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### 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 1 and 2. Below are the results for this school.

**Table: Southern Cross Early Childhood School PIPS 2018 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	52	91	40	52
ACT	49	124	39	54

Source: Analytics and Evaluation

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	180200.24	148099.63	328299.87
Voluntary contributions	5515.00	1020.00	6535.00
Contributions & donations	435.00	10262.00	10697.00
Subject contributions	5700.00	885.00	6585.00
External income (including community use)	2292.65	5232.85	7525.50
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2882.49	3349.72	6232.21
<b>TOTAL INCOME</b>	<b>197025.38</b>	<b>168849.20</b>	<b>365874.58</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	28118.33	39590.25	67708.58
Cleaning	39207.37	29629.23	68836.60
Security	270.00	0.00	270.00
Maintenance	23191.08	13139.14	36330.22
Administration	318.53	6769.27	7087.80
Staffing	34238.85	0.00	34238.85
Communication	6504.60	3171.34	9675.94
Assets	14859.22	6268.55	21127.77
Leases	0.00	0.00	0.00
General office expenditure	12872.89	9269.12	22142.01
Educational	17975.97	19094.98	37070.95
Subject consumables	3778.21	2748.48	6526.69
<b>TOTAL EXPENDITURE</b>	<b>181335.05</b>	<b>129680.36</b>	<b>311015.41</b>
<b>OPERATING RESULT</b>	<b>15690.33</b>	<b>39168.84</b>	<b>54859.17</b>
<b>Actual</b> Accumulated Funds	97792.17	59260.90	84260.90
Outstanding commitments (minus)	-1959.66	0.00	-1959.66
<b>BALANCE</b>	<b>111522.84</b>	<b>98429.74</b>	<b>137160.41</b>

## 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 2018.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Painting and Floor coverings	\$20,000.00	2021
I.T Equipment	\$17,000.00	2019
OLE Master Plan	\$50,000.00	2019
Staffing	\$15,000.00	2019

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Robert Day	Robert Scott
<b>Community Representative(s):</b>	Trish Wilks	
<b>Teacher Representative(s):</b>	Hayley Gray	Sophie Jervis
<b>Student Representative(s):</b>	Not Applicable	
<b>Board Chair:</b>	Sujit Mukherjee	
<b>Principal:</b>	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: 29 / April / 2019

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: 29 / April / 2019