



Telopea Park School as seen from Parliament House along Sydney Avenue, Barton

Telopea Park School

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

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.

Summary of School Board activity

School Board Chair Report, 2018

Telopea Park School (TPS), also known as the Lycée Franco-Australien, is a unique school. Since 1983, it has been a binational French-Australian school and is accountable to the French and Australian authorities. The agreement between the Governments of France and Australia sets the parameters within which the school operates.

At TPS all of the primary and a quarter of the secondary students follow the English-French bilingual program. All students enrolled in the bilingual program are receiving their education in line with the French National Curriculum. The school satisfies two national curricula (of both France and Australia) and ranks consistently high with regards to its students' NAPLAN results. TPS students are known to be well prepared for college studies as evidenced by the excellent results at Narrabundah College.

In the last three decades enrolments have grown steadily and in both primary and secondary. This is partly due to the excellent reputation the school has earned over the years for its internationally focused curricula. Sadly, the demand is far exceeding places available and each year many families are turned away from the school.

The functions of the Board include establishing strategic direction and priorities for the School; monitoring and reviewing the School's performance; developing, maintaining and reviewing curriculum and education policies; and approving the School's budget. This it does in partnership with the Principal, the Proviseur and a representative from the school community.

The Board met five times in 2018, of which one was an extraordinary meeting. It received regular reports from the Principal, the Proviseur, the Student Representative Council, the Parents' and Citizens' Association, and the Business Manager. The Board approved various overseas excursions and the school's budget for 2019. The Board is very ably assisted in its logistics by Mary Ryan, the School's Business Manager. The board appreciated the work of Adrian Herzog and Coco Zhu who represented the student cohort in 2018.

The Board has recently liaised with the school executive and ACT Education Directorate about the long-term availability of facilities and funding of the binational program. There are ongoing discussions about these points. The Board also undertook to review the

admission criteria in primary, which are now active for the 2020 Kindergarten intake. The Board regularly engaged with the Parents' and Citizens' Association and explored ways it can heighten collaboration between the two governing bodies in the coming years.

School Context

Telopea Park School/Lycée Franco-Australien de Canberra is a binational school, French Australian, in a bicultural setting. It provides a bilingual program from K to 6, a French secondary school program from Years 7 to 10, leading to the French Brevet in Year 9 and the French Baccalauréat in Year 12. The secondary school is an accredited International Baccalaureate Middle Years Programme school. There are over 1430 students in the school.

Telopea Park School was founded in 1923; the oldest ACT school still in operation in the ACT. In 1983, Lycée Franco-Australien de Canberra was established after the signing of a Treaty between the Governments of France and Australia. This Treaty/Binational Agreement underpins the operation of the school and articulates the governance of the school. The school is reviewed by both governments every four years and reports to the ACT Education Directorate. This aligns with, and satisfies, the ACT Review process for all ACT government schools.

The population of the school increased again in 2018. There is a waiting list for each year in the primary school. Primary students, and French Stream secondary students, are admitted when places become available and their ability in the French language is age-appropriate. Secondary Australian Stream students are admitted if they live in the priority enrolment area (PEA). The increase in growth is attributed to an increase in secondary PEA.

Student Information

Student enrolment

In 2018 there were a total of 1,410 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	671
Female	739
Aboriginal and Torres Strait Islander	23
LBOTE*	808

*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	94.0
2	93.0
3	93.0
4	93.0
5	93.0
6	94.0
7	92.0
8	90.0
9	86.0
10	88.0

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	70.60
Teaching Staff: Full Time Equivalent Temporary	27.00
Non Teaching Staff: Full Time Equivalent	19.00

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 for all schools. Telopea Park School is an exception remaining in a four-year cycle in line with the French and Australian Government Treaty ([Treaty No 8, 1983](#))

Our school will be reviewed in 2021. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of 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, 83% of parents and carers, 91% of staff, and 75% of students 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, students and staff who agreed with each of the national opinion items at this school.

A total of 99 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.	93
Teachers give useful feedback.	85
Teachers at this school treat students fairly.	88
This school is well maintained.	76
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	65
Students like being at this school.	88
This school looks for ways to improve.	75
This school takes staff opinions seriously.	53
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	77
This school works with parents to support students' learning.	82
Staff get quality feedback on their performance	53
Staff are well supported at this school.	56

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 274 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.	90
Teachers give useful feedback.	66
Teachers at this school treat students fairly.	78
This school is well maintained.	77
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	80
Student behaviour is well managed at this school.	68
My child likes being at this school.	86
This school looks for ways to improve.	72
This school takes parents' opinions seriously.	62
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	80

My child's learning needs are being met at this school.	74
This school works with me to support my child's learning.	67

Source: 2018 School Satisfaction Surveys, August/September 2018

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

A total of 522 students responded to the survey. Please note that not all responders answered every question.

[ACTION - Required]

Delete any unnecessary year level ranges from the title of the table below.

Table: Proportion of students in years 5 to 10 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	85
Teachers give useful feedback.	51
Teachers at my school treat students fairly.	47
My school is well maintained.	53
I feel safe at this school.	70
I can talk to my teachers about my concerns.	43
Student behaviour is well managed at my school.	34
I like being at my school.	61
My school looks for ways to improve.	58
Staff take students' opinions seriously.	46
My teachers motivate me to learn.	63
My school gives me opportunities to do interesting things.	73

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

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: Telopea Park School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	56	119	41	53
ACT	49	124	39	54

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Telopea Park School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	480	441	538	518	584	549	616	593
Writing	417	411	469	460	528	501	573	539
Spelling	447	410	523	494	566	540	615	582
Grammar & Punctuation	488	438	555	510	575	549	627	592
Numeracy	455	416	516	494	581	554	627	596

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

INCOME	January-June	July-December	January-December
Self-management funds	808071.82	1494076.75	2302148.57
Voluntary contributions	173335.00	98562.00	271897.00
Contributions & donations	23440.00	83563.00	107003.00
Subject contributions	28394.20	46505.43	74899.63
External income (including community use)	32608.38	48012.77	80621.15
Proceeds from sale of assets	30.00	-30.00	0.00
Bank Interest	26055.39	29256.35	55311.74
TOTAL INCOME	1091934.79	1799946.30	2891881.09
EXPENDITURE			
Utilities and general overheads	150411.64	152488.83	302900.47
Cleaning	96689.85	166121.54	262811.39
Security	1735.36	0.00	1735.36
Maintenance	82698.18	81552.25	164250.43
Administration	30070.16	32789.58	62859.74
Staffing	30107.85	1024047.00	1054154.85
Communication	18159.69	10957.37	29117.06
Assets	96310.53	16834.37	113144.90
Leases	19284.36	26471.18	45755.54
General office expenditure	110221.48	106656.43	216877.91
Educational	167808.21	163444.88	331253.09
Subject consumables	15058.48	29995.07	45053.55
TOTAL EXPENDITURE	818555.79	1811358.50	2629914.29
OPERATING RESULT	273379.00	-11412.20	261966.80
Actual Accumulated Funds	1391540.86	1391540.86	1391540.86
Outstanding commitments (minus)	-21062.05	0.00	-21062.05
BALANCE	1643857.81	1380128.66	1632445.61

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

Name and Purpose	Amount	Expected Completion
IT purchases to enhance student learning by providing high end devices to allow for suitable programs to be installed and used	\$165,000	To be used in 2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Sophie Beauvais,	Paul Haesler	Amali Bandara
Community Representative(s):	Dr Mary Welsh,		
Commonwealth Government Representative(s):	Margaret Leggett		
French Government Representative(s):	Bertrand Pous	Flavie Coulbault	
Teacher Representative(s):	Isabelle Reynier,	Susan Blythe Jones,	
Student Representative(s):	Coco Zhu,	Adrian Herzog	
Board Chair:	Sophie Beauvais		
Principal:	Kerrie Blain		

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

Board Chair Signature: Sophie Beauvais

Date: 09 / 05 / 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: Kerrie Blain

Date: 09 / 05 / 2019