

**Franklin 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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## About our school

### Introduction to School

Franklin Early Childhood School opened its doors for the very first time in February 2013. This was an exciting time in the life of the Franklin community as families had watched the ever-changing landscape of the suburb and with a heightened degree of anticipation had been awaiting the completion of the school.

In February of 2013 79 students were enrolled in the preschool to year 2 program and as the year progressed the numbers grew to 100.

Franklin Early Childhood School has a partnership agreement with ANGLICARE who provide the care for children in their years before entering school. At the same time as the school was due to open 132 places were filled in the Birth to 4 years age range.

Our school is a purpose built early childhood school that is a source of education and care to the children in the age range Birth to 8 years. Our facility is an excellent provider of care for children in the Franklin and surrounding areas.

## Student Information

### Student enrolment

In 2013 there were a total of 100 students enrolled at this school.

*Table: 2013 Student Enrolment Breakdown*

Group	Number of Students
Male	42
Female	58
Indigenous	0
LBOTE	38

Source: Performance and Planning

Franklin Early Childhood School educates and cares for a diverse range of students. Across the school our families represent 34 different languages and cultures and our students bring to school a deep knowledge of their home language and a keen interest in developing their skills and abilities in spoken and written English.

### 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 two.

*Table: 2013 Attendance rates in Percentages*

Year Level	Attendance Rate %
K	86.5
1	76.9
2	98.0

Source: Performance and Planning

The successful management of student attendance is based on the principle of communication. Families are informed via newsletter of the organisation of the day and the expectations of student attendance. The front office ensures that parent information in regard to absence of students is conveyed to the staff member involved. Teachers make direct contact with families when a student has been away for two days in a row and the family has not communicated with the school.

Additionally, in 2013 a percentage of families made return journeys to their home countries to celebrate weddings, family events and the birth of children and this is also reflected in the percentage absence for 2013.

## 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	100
Postgraduate	20

Source: School Data

### Workforce Composition

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

*Table: 2013 Workforce Composition Numbers*

<b>Role</b>	<b>Total</b>
Administrative Service Officers	5.6
School Leader A	1
School Leader B	1
School Leader C	1
Teachers	5
<b>TOTAL</b>	<b>8</b>

Source: Workforce Management

**Note:** This table includes pre-school staffing

There are no indigenous staff at this school.

## Volunteers

It is estimated that volunteers worked in various capacities at Franklin ECS for approximately 180 hours.

## 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.

Franklin Early Childhood School will be validated for the first time in 2015.

## 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, 91% 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.	86
Teachers at this school provide my child with useful feedback about his or her school work.	77
Teachers at this school treat students fairly.	95
This school is well maintained.	95
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	91
Student behaviour is well managed at this school.	86
My child likes being at this school.	93
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	86
Teachers at this school motivate my child to learn.	93
My child is making good progress at this school.	91
My child's learning needs are being met at this school.	86
This school works with me to support my child's learning.	89

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 [www.fecs.act.edu.au](http://www.fecs.act.edu.au)

## Professional Learning

The professional learning undertaken at Franklin in 2013 was designed to meet various purposes. In the context of being a new school and a new team staff required training in first aid, anaphylaxis, asthma and management of students with diabetes.

Opportunities to attend learning that directly met the needs of the new team also required opportunities to attend professional learning that met the need of our strategic plan and the priorities relating to the development of the learning culture, improving outcomes for students and community engagement and connection. To this end staff attended professional learning in regard to understanding, using and applying the Australian curriculum, inquiry learning with Kath Murdoch, learning through play and organising and using the indoor and outdoor learning spaces, using i-pads in the early childhood setting, effective application of Active Inspire and the interactive Sharp boards and understanding Numicon.

The leadership team had a specific focus in the strategic plan of developing their skills in embedding a culture of continuous improvement and systems thinking and as a result of this priority attended the David Langford Quality Learning PL as well as attending the Directorate's Leadership Conference and the Australian Council of Educational Leaders conference, held in Canberra in 2013.

## 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: Franklin Early Childhood School PIPS 2013 mean raw scores*

Test Domain	School Start	School End	ACT Start	ACT End
Reading	54	107	51	126
Mathematics	37	46	39	54

In 2013 the Kindergarten cohort comprised 60% of students with English as an Additional Language or Dialect (EALD) and entered Kindergarten at various developmental stages of their English language acquisition from minimal to approaching average English level for age and year level

In 2013, 56% of Kindergarten students achieved expected progress or better in PIPS reading and Maths. In reading we began slightly below the ACT mean raw scores at the beginning of the year but finished below the ACT mean raw score. In mathematics we began slightly above the ACT mean raw score but finished slightly below the ACT. As 2013 was our first year, we cannot compare this year's data with data from previous years.

The Kindergarten teacher and SLC completed the ESL in the mainstream for the Early Learner course in term 4, 2013 to better support our EALD students. As a result of the increasing number of EALD students attending FECS, all teaching staff are completing this course in terms 1 and 2, 2014.

### **Performance in other areas of the curriculum**

Primary Connections Science was a strong feature of teaching and learning programs at FECS in 2013. Staff implemented the inquiry based program across the four strands of science- biological, earth and space sciences, physical sciences and chemical sciences each term over the year. History units were developed and taught to K-2 students throughout the year.

Students benefited from learning across the arts through specialist weekly visual arts and music lessons. All staff attended a course with the ANU School of Music and singing featured in all P-2 classrooms. K-2 students participated in a weekly music program with students from Cranleigh, a special school in Canberra's north. The whole school enjoyed practising and singing at ANU's Loud and Proud Concert during term 3.

Weekly gross motor programs were developed for preschool students and the school held two sports days across the year. The AFL also held development clinics for K-2 students during terms 1 and 2.

## **Progress against School Priorities in 2013**

### **Priority 1**

#### **Embedding a culture of continual improvement and systems thinking across the school**

##### **Targets**

By the end of 2013 we will have constructed deployment flowcharts to support our most regularly used processes e.g. Enrolment, Newsletter Preparation, Community Events, Reporting, Excursions.

##### **School improvement domains covered with this priority**

Teaching and Learning, Student Engagement, Leading and Managing and Community Engagement.

##### **Progress**

Our first priority is to embed the culture of learning and improvement at Franklin Early Childhood School. There are four key improvement strategies that underpinned the attainment of this priority.

1. Developing the leadership team to facilitate system and process mapping.

The leadership team attended the David Langford Quality Learning Seminar. This enhanced our collective knowledge, understanding and application of the Quality Learning Tools and

lead to the use of the tools in planning and documentation processes across the school. As a leadership team we established protocols through the lens of the quality learning tools, which enabled staff to align their thinking, working and planning with the purpose and vision of our school.

The QL Tools have been used extensively by the leadership team to document and reflect upon the following processes:

- Student Enrolment
- Excursion Planning Processes and Reflection
- Newsletter Procedures and dissemination of information
- Assessment & Reporting Protocols, Guidelines and Community Feedback mechanisms
- Data Collection and Analysis
- Mapping of the G:Drive and T:Drive

As a result of this work staff have a deeper understanding of how to do things, the protocols around actions required and the timelines necessary to ensure that work is completed in line with ETD protocols. The tools also provided us with opportunities to collect feedback from community, staff and students and then act upon the information received to continue to refine our processes. Procedures have been augmented by the addition of hyperlinks so that relevant documentation is readily accessible on the school's G:Drive.

2. Build staff capacity to implement systems thinking across their teaching and learning practice.

The FECS system map guides our work on a daily basis because it is a clear guide and reference point for our community to know and understand the following:

- The purpose and vision of our school and the values that underpin our work; RESPECT EXCELLENCE RESILIENCE;
- The critical success factors
- The results measures and
- The profile of our year 2 graduating students.

In 2014 we plan to broaden the scope of consultation on the system map to include the voice of the expanding numbers of staff and families at Franklin.

We are building staff capacity and consistency through the use of deployment flowcharts to ensure staff know the timeline, actions and specific requirements of all team members e.g. we have deployment flowcharts to support the processes of report writing, organising excursions, newsletter items submissions and the enrolment process.

The Plan, Do Study Act (PDSA) cycle has been used to plan for and use the outdoor learning spaces. This has ensured that we place student voice at the centre of the planning and implementation of outdoor learning thereby meeting the needs and interests of the students.

The staff and Leadership Team have utilized the QL Tools across a broad spectrum of events and for planning purposes e.g to ascertain the effective use of the outdoor learning areas

staff and students went through a rigorous process involving a structured brainstorm of the current reality of the spaces, used the affinity diagram tool to group and prioritise strategies for improvement, used the Imagineering tool to describe “*The Perfect Outdoor Learning Area*”. Student voice was incorporated in the plan through a reorganization of spaces, what and where they played and the equipment they would require and that we would need to make available to them. The students and staff developed strategies that then supported the arrangement of equipment and the processes for setting out and packing up in the outdoor learning setting. Staff are becoming more familiar with and confident in the use of the various tools and processes. These tools have ensured that all staffs have input into and a shared understanding of the culture we are developing at Franklin.

As a newly opened school we were required to develop a Quality Improvement Plan in the preschool, the PDSA Cycle underpins the work in the preschool and the identified strengths of our preschool are highlighted at the end of this report. The preschool philosophy was developed from the visions, purpose and values of the system map. Extensive feedback forums were held throughout term 3, 2013 to enable parent feedback and input into the documentation of the preschool handbook.

### 3. Embed consistent leadership, learning and administration processes at FECS.

The School Process Reference Model (SPRM) has been used to inform the set-up and management of the G:Drive at Franklin. One of the things we were all conscious of was that important information could get “lost” when stored in an ad-hoc fashion on the G:Drive. The SPRM divides storage of information under three main headings; Leadership, Learning and Administration and appropriate subheadings for each of those three areas.

The information management system has enabled staff to understand and apply various processes, with a particular emphasis on the development of flowcharts and the use of document ownership and file paths so that we can more readily track the work that we have done and update and amend this information according to feedback received, from either the staff or parent community.

### 4. Develop partnerships with parents and engage community in the FECS improvement cycle.

Establishment of a strong community connection is imperative to the achievement of our priority, *Embedding the Culture at Franklin*. Communication has been and is the key to the establishment and building of the culture at Franklin. We have tracked attendance, participation and parental feedback for all events over the year and have built goodwill and open lines of communication through the actions we have taken.

To support the partnership development at Franklin we have:

- all staff in the playground from 8.45am speaking with students and families and establishing and building connections
- the leadership team are always in evidence at both the beginning and the end of the day making connections with families
- all staff perform “hand-over-hand” interactions at the beginning and end of the day
- communication with families through the newsletter articles that describe learning events and activities, an up-to-date electronic sign containing pertinent information

around events, family meetings and planned and incidental conversations with the leadership team.

Participation in school events characterises community commitment and involvement:

- Introductory “Get to know you meetings” in Term 1 were attended by 100% of families
- Sports Days in Term 1 and Term 4, were organized with prior notification, so that many families were able to amend their working day so they can attend and participate. At both of these sports days we had in excess of 60 parents in attendance
- Student Learning Conversations (SLC), early Term 3 and late in Term 4 provided families with opportunities to discuss and share in the progress their children have made. In Term Three, 85% of families attended an SLC.
- Official Opening, 11 September 2013, was attended by 80% of our parents body and the Celebratory Disco in the evening was attended by 90% of our families
- The inaugural P&C event *PeterPan Popcorn PJs and a Pillow* was well-received in our emerging community and 60 students accompanied by 80 parents enjoyed and connected with each other
- FFF – Fun Fitness @ Franklin, the 9 o’clock aerobics session has been a resounding success. The purpose of this activity is to encourage attendance from 9am, connect students with an upbeat, healthy physical activity and supports our commitment to the development and understanding of healthy habits for children in this age bracket.

Families have been tasked with providing feedback throughout all activities and actions we have conducted this year. To develop our understanding of the community’s response to the actions taken we have sought and received the following feedback:

- Initial Sports Day – feedback received indicated that families appreciated the opportunity to be involved, the timeliness of the organisation so that work diaries could be synchronised with the date of the event and we took on board the feedback that some students in preschool were unable to attend as families were unable to bring them to school on days when they would not normally attend. This was rationalised by conducting the next sports day at the opposite end of the preschool week.
- Kindergarten, Year One and Two Progress Reports. Feedback on the style, content and descriptors was sought, families provided written feedback that enabled staff to make amendments and adjustments as appropriate.
- Student Learning Conversations – for many families the new notion of including the learner in the conversation was a new one. Through a process of providing information to the parents, training students in their role in the SLC and designing proformas to support the conversation we enhanced the second round of SLC in semester two.

The establishment of an interim School Board in Term One enabled decisions to be ratified through the board process and then, once we had an administration area the assistant returning officer, in conjunction with the principal, was able to facilitate the correct

procedures to install the actual school board. The School Board is representative of our diverse community and they have built strong connections with the families at Franklin through a process of seeking input to bring to the school board meetings.

Setting up of the Parents and Citizens (P&C) Association was a highly significant moment as, with an emerging and developing community, the P&C has provided diverse opportunities to bring all stakeholders together for specific purposes and some of the examples above support the efforts of the P&C Association at Franklin.

Through rich, varied and diverse actions over the period of 2013 the staff and community at Franklin ECS has established and built a culture that embodies the principles that underpin our work; that Franklin Early Childhood School is *"Our place of learning"*. We pride ourselves on the emergence of a place of learning that is welcoming, open, respectful and honest and where relationship development underpins our work.

In relation to targets designed to show success within this priority throughout 2013, the leadership team has used the quality learning tools in all aspects of planning. By referencing and utilising these tools we have built a sustaining team at FECS and through this have enhanced our operational integrity. Significant tasks and actions have been streamlined through the process of deployment flowcharts. The requirement of the National Quality Standard to have a working, quality improvement plan has been a powerful process that has connected the staff and enhanced the learning in the preschool.

Partnerships with parents and engaging the community has seen processes that have strengthened these relationships throughout the year. Consistent efforts on the part of all staff, good practice within classrooms and thoughtful and informed planning has supported every aspect of the attainment of our goal.

## Priority 2

### Improve outcomes for all students

#### Target

By the end of the 2013 teaching programs reflect the Early Years Learning Framework and the Australian Curriculum and staff have collected diverse data sets that inform student progress.

#### School improvement domains covered with this priority

Teaching and Learning, Student Engagement, Leading and Managing, Community Engagement.

#### Progress

Our second priority is to improve outcomes for all students. There are three key improvement strategies that underpin the attainment of this priority.

1. Use the Australian Curriculum (AC) and Early Years Learning Framework (EYLF) to inform teaching and learning programs.

In term one all staff were actively involved in workshops that were designed to build their understanding of and capacity to apply the principles of the EYLF. This was an essential task as the preschool teachers had knowledge of the EYLF but had not applied the principles in a

preschool context and all other teaching staff require a working knowledge of the EYLF as this is the basis of pedagogical understandings when staff work in an early childhood, P-2, setting. The outcomes of the workshops was an increase in levels of understanding of the principles that underpin the EYLF and an ability to plan, document and teach through the pedagogical lens of the EYLF.

Building on from this was the development of understandings of the Australian Curriculum and a focus on ensuring that the subjects; English, Mathematics, History and Science; were actively planned for in the teaching learning cycle for students in Kindergarten through to year 2. Alongside this was the development of the Progress Reporting structure at Franklin and the inclusion of the relevant outcomes from the AC in the documents prepared for families.

As a new school and a newly operational preschool we were required to develop a Quality improvement plan. An ongoing and thorough process has ensured that throughout 2013 the preschool team have developed a current, dynamic QIP that reflects a school in the first year of its operation. As will be seen in the *Preschool Unit – Quality Improvement Report* at the end of this AOP Report we have identified key strengths within each of the seven quality areas.

2. Collect, analyse and use data to inform student progress and identify action areas for further development

With no existing data sets or extensive background knowledge of the students in our care, and having no prior knowledge of their strengths and areas for development we spent first term observing the students in the setting, spoke extensively with parents using formal structures such as *Introductory Meetings* and informal structures such as beginning and end of day hand over or on an as needed basis.

This led to the structured response in term two of conducting an “Audit of Student Need” across the school. This is a data collection process where each teacher annotates a class list specifying observed behaviours, tracking issues and concerns that have arisen through observations of children at school and through conversations with parents who have identified specific needs the students may have brought to school. Staff then brought their annotated lists to a meeting with the school psychologist and DECO and they had the opportunity to highlight issues, concerns and challenges. From this meeting we were able to construct a plan of work for the school counsellor that focused upon: interventions, supports for learning, enrichment requirements and best models for tracking progress of identified students.

Having no existing data sets has meant we have trialed various methods of data collection. In terms 3 & 4 we examined the collective knowledge of staff and while we have begun to align understandings of what constitutes data at FECS we have highlighted this as an immediate and high priority action items for 2014. This is particularly relevant as we will double our staff and it is imperative that we are all collecting, analysing and interpreting the information on our students in a rigorous, informed and consistent manner.

We aligned data collection with the AC achievement standards and content descriptors for English, maths, science and history. The achievement standards were reflected in teaching and learning programs as well as linked to the reporting and assessment process for each semester. From this evolved the need to develop assessment schedules and timelines that informed the practice within Kindergarten to year 2.

Data Collection informed teacher practice in terms of grouping students to address their current skills, interests and learning needs. Data Collection informed the development of the school resource plan for literacy and numeracy. Additionally, students were grouped for guided reading and BEE Spelling. Explicit plans connected to literary texts were developed by the team to address student need, build teacher capacity and the bank of literacy support materials and resources at FECS.

3. Develop capacity of staff to deliver high quality teaching through instructional leadership, coaching and mentoring.

From day one of 2013 the leadership team have participated in the learning within classrooms, through a process of ongoing mentoring, coaching and observation. The leadership team have been able to observe, provide feedback and come to know and understand the work of the team of teachers at Franklin. Formal feedback processes have been conducted with the principal, enabling staff to have the opportunity to talk through the thinking and planning that underpins their programming and daily/weekly planning schedules. In team meetings with the designated team leaders: Robyn Strangward with the preschool team and Lorenza Van Der Kley with the K-2 team; staff have been encouraged to share their teaching programs and planning and have assisted each other in developing modes of operating that support learning at Franklin.

The system satisfaction data in 2013 highlighted that our process were recognized as being successful by staff with 100% of teaching staff agreeing there were processes in place to support their practice . However only 67% stated they get constructive feedback about their practice. Due to the small number of staff in 2013 (only 3 completed the survey) it is difficult to draw any major conclusion from this data. The school will continue to develop processes and embed a culture of supporting and collaborating with each other through the reflection and constructive feedback.

In leadership team meetings we have discussed our observations, provided evidence of practice that supports the modus operandi of Franklin and have made suggestions to each other in regard to what our expectations are. Within teams the leadership executives have designed proformas for classroom observations and have ascertained staff response to these documents. In 2014 these proformas will form the basis of our data collection and evidence of high quality teaching and learning practices.

This work contributed positively to the achievement of our targets. Throughout 2013 we have endeavored to ensure that all staff have an understanding of our two guiding curriculums; EYLF and AC. The quality improvement plan was developed and remains an active and dynamic document that has guided the work of the preschool team. Using the AC to inform planning and for the compilation of reports has been a crucial task during the year. It has been imperative that families receive the same high quality information on their children's successes as they would receive in other schools.

From the term 2 audit of student needs that informed our planning and connection with the school counsellor/psychologist through to our current work in understanding best methods for collecting student information/data sets we are beginning to streamline actions and requirements for 2014.

In consultation with teaching staff the leadership team have developed checklists for classroom observations. Individual meetings are conducted between the principal and

teachers so that they can discuss their planning and reflection tools and, in consultation , make plans for 'where to next' in regard to their work.

As this was our first year of implementation, we had no baseline data to set specific targets related to improvement in student outcomes. In 2013 the following data, on identified performance measures in our strategic plan, was collected and against which targets can be set for future years.

- 56% of students achieved expected progress or better in PIPS Reading and Maths

### Priority 3

**Connect parents and community to Franklin Early Childhood School to ensure high levels of engagement across the school**

#### Targets

By the end of 2013 90% of parents will have consistently participated in events.

By the end of 2013 we will have an informed plan for events in 2014

By the end of 2013 we will have an active Board and P&C Association.

#### School improvement domains covered with this priority

Teaching and Learning, Student Engagement, Leading and Managing, Community Engagement.

#### Progress

Our third priority is to connect parents and community to FECS to ensure high levels of engagement across the school. There are two key improvement strategies that have underpinned the attainment of this priority in 2013.

1. Develop, implement and support diverse community events on an annual basis.

It was our observation in 2012, when we conducted our initial family meetings, with those families who had enrolled for 2013 and then again at the very beginning of the year that our community was a large group of individuals who had been brought together for the purpose of the education of their child/ren but who also had no experience of each other as a community that supported their school. Our community also had no knowledge of how the leadership and teaching teams operated or how learning at the school would be organized.

It was therefore imperative that any planned community events supported families to connect with our budding community and that families saw Franklin as an attractive option in the local educational landscape. Franklin ECS needed to be able to connect and engage with the community ensuring that the community valued us as high-quality providers of education for their children. It was also apparent upon speaking with our parent body that for approximately 90% of our families this was their first child attending school and therefore they were beginning an entirely new period in their lives, attending school as the parent of a student.

Other information came to hand:

- many families had no experience of the Australian education system (65% of our parent body were born and raised outside of Australia, we are linguistically and culturally diverse representing 34 different languages and cultures)
- we had a large percentage of Australian Defence Force families (18%) and due to the itinerant nature of this role many of these families also represented families where one of the adults was currently serving overseas on varying deployments
- 4 % of families are connected with the American Embassy and 8% of our families are connected with the United Arab Emirates Diplomatic Corp.

Over the course of the year there have been important and significant events at Franklin and we have developed processes that have enhanced attendance at, interest in and understanding of the role, goal and purpose of these events.

Specific events have been aimed at developing, connecting and supporting our diverse community and they include:

- Day One 2013 – with Media and Minister coverage
- Introductory Meetings – Get to Know your Child Interviews
- Term One and Four Sports Days
- Student Learning Conversations T3 and T4
- Peter Pan Popcorn and PJs P&C get-together
- 2014 Enrolment Meetings
- Information Evenings and Open Mornings for prospective students
- Fun Fitness at Franklin
- Opening Ceremony
- Celebratory Disco
- Preschool Cooking and Culture Program
- Teddy Bear’s Picnic
- Music with the Stars
- Reading Program in Kindergarten Year One and Year Two
- Cuppa ‘n Chats
- Books and Biccies
- Book Fairs

We have maintained a data collection sheet and have sought feedback on many events with the outcome being that attendance has ranged from 70-100% across the diverse range of events.

The second key improvement strategy actioned in 2013 is:

2. Establish and embed the FECS Board and P&C Association as a representative of the community.

There was no school board in place at the beginning of 2013, this was a decision of the leadership team. While we had conducted community meetings throughout 2012 and attendance at these had been “pleasing” they did not represent the cohort of families that had enrolled. As stated in the report on the first strategy within this priority our families were coming to Franklin from many places and until they were all together in one spot conducting a process to obtain representation for the school board would not have been representative of the actual community of FECS.

In consultation with directorate colleagues, the principal set-up an interim school board. This group was able to ratify processes and procedures and provide input into decisions made prior to 2013 thus ensuring protocols necessary for the continued operation of the school were followed.

The knowledge of Education and Training Directorate (ETD) staff, Marion Mclean, to assist the Assistant Returning Officer, Tanya Price (School Administration Officer) to run the nomination and voting protocols was used.

The elected Franklin Early Childhood School Board, came into being as from the end of term two and the Board Chair, James Ceely, has conducted all board meetings in an informed manner. The board represents a rigorous and informed group of individuals who have articulated the vision of the school and who bring diverse skill sets to the meetings. They recently ratified the 2014 budget and the questions and queries from members of the board enhanced and strengthened an excellent budget.

The P&C was formally established with office bearers during term 3, 2013. The association was given an establishment grant of \$2,000 and started fundraising with events.

In relation to our identified targets for 2013 the school in its inaugural year had:

- 70-100% of parents who have consistently participated across the diverse range of events.
- The P&C has mapped events planned for 2014, in consultation with the school leadership team and we are looking forward to strengthening this collaborative relationship.
- There is an active Board and P&C Association.

In 2013 we collected baseline data on identified performance measures in our school plan and will use this to set targets for improvement in future years.

- 12 community groups are collaborating with Franklin ECS in 2013.
- 44 parents responded to the system satisfaction survey with 81% agreeing that community partnerships are valued and maintained and 89% agreed that the school worked with them to support their child’s learning.

### **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.

### Education program and practice

- All students are highly engaged and participate actively in the program because their interests form the basis of the program. At FECS we provide support and modifications to include all children through ILP's, toileting, eating plans and provision of learning support assistants.
- The EYLF is used in planning.
- Teachers and educators have undertaken extensive professional development around the EYLF.
- Teachers have hosted and participated in preschool network meetings discussing both outdoor learning and assessment.
- All preschool staff attended a conference presented by Mark Armitage and used this learning to inform teaching plans.
- Throughout 2013 we have developed reporting practices including, Celebration of Learning documents, annotated portfolios, as well as two cycles of Student Learning Conversations involving students and their families.
- Staff used the PDSA cycle to review outdoor learning. We organised outdoor learning environments and resources to give students greater voice around both where learning occurred and how it was organised.
- Continued collaboration in the development and improvement of our planning process and format.
- Teachers continually collect data about their students, this includes the use of the iPad Application 'Teaching Made Easy'.

### Children's health and safety

- We support students who have medical conditions to ensure they are safe and healthy by engaging in relevant and up to date training (Epipen/anaphylaxis, diabetes, first aid) and having systems in place to manage medications. These include providing information to visitors such as relief staff. Identified students receive extra adult support.
- Rest times are timetabled into every day and a quiet comfortable place is provided for students to rest.
- Gross Motor planning has been established and is being implemented
- Fun Fitness program has been developed to provide daily opportunities for children to engage in physical activity
- Hand washing and hygiene procedures were developed in consultation with students and the wider community. Students designed posters to promote the importance of correct hand washing, which were displayed around the preschool unit.

- Healthy eating is promoted and a healthy cooking program, with extensive parental involvement, has supported this.
- Student supervision during indoor and outdoor learning is adequate at all times.
- Risk management documentation has been provided for all excursions in which students have participated and buses equipped with seat belts have been utilised for student transport.

### Relationships with children

- Families have opportunities to contribute to school decisions and be involved in the school in variety of ways such as: school board, parents and citizens association group and helping in classrooms.
- Our website provides current links with community and support agencies for families.
- Students are supported by ILP's, relationships with other agencies (Inclusion support, other settings)
- School Board and P&C are operational
- Students were supported to feel safe, confident and included through the Playing and Learning to Socialise (PALS) program. The program focuses on positive interactions and ensures that staff and students use common language during interactions.
- Extensive use of visuals supports all students to participate in the program, including English as an Additional Language or Dialect (EALD) and special needs students. Professional development for teachers was undertaken with a representative of ETD during term 2.
- Teachers and educators use focus students to deepen knowledge and relationships and ensure student interest and abilities are catered for.

### Staffing arrangements

- Our school value, respect, guides all of our interactions between educators. We collaborate through daily discussions and weekly meetings which include all educators. Educator to child ratios are exceeded at all times.
- Educators and teachers have enjoyed scheduled joint planning times. This has included discussions around student progress, interests, special need and planning.
- Educators contributed to prioritising our Quality Improvement Plan (QIP).
- Teachers provide educators with direction around the educational and social focus for individual students as well as the whole class.

### Leadership and management

- Educators strive to form strong relationships with every child by getting to know their strengths, interests, likes and learning preferences. At FECS we focus on the positives and this guides our interactions with children.
- Programs are engaging and students are settled and understand learning routines.

- Additional needs are being met through support, visuals and programming
- A Statement of philosophy was developed during 2013. A consultative process was undertaken to gain parent and community feedback.
- Quality Improvement Planning has been a focus for the preschool team throughout the year.
- Staff participated in ETD's Pathways Process and Annual Professional Discussions to ensure their performance and individual development was a focus. Educators participated in a development process with the Business Manager and ETD professional development for learning support assistants.
- Student files are kept up to date in line with ETD guidelines.
- Quality Improvement Plan and Preschool documents are organised, stored and displayed in the preschool unit as well as being saved electronically.

### Physical environment

- As a new school we have excellent outdoor and indoor spaces, furniture, facilities and resources sufficient in number that are suitable for their purpose. We have appropriate fencing and secure areas. The one door entry and exit policy and strict monitoring of visitors ensures that students are safe and secure at all times.
- The preschool has started to implement sustainable waste practices with three bins operational in class. This will be a focus for 2014.
- Staff used the PDSA cycle to review outdoor learning. We organised outdoor learning environments and resources to give students greater voice around both where learning occurred and how it was organised.
- Teachers continually reflect and review outdoor planning programs and practices to ensure we are meeting the needs of all children in the physical environment
- The BSO maintains tagging of all electrical equipment to ensure safety
- The physical space is considered when planning to ensure participation by every child in quality experiences. Natural materials and resources are provided to balance our built environment.
- Resources are labelled to provide proper organisation. Resource needs are discussed and met on a regular basis.

### Collaborative partnerships with families and communities

- Administrative systems are in place.
- Preschool Philosophy and handbook are complete and ready for distribution in 2014.
- The school has focused extensively on our enrolment orientation process for 2014 families. Families were invited to participate in an information day and evening and 'cuppa 'n chat' morning teas. Interviews with each family enrolling were also held during terms two, three and four.
- Communication books are displayed in each preschool class which provide visual and written information about each class's program and weekly events. It also provides opportunity for family input and feedback.

- Access to inclusion and support assistance has been facilitated for relevant students. Student Centred Appraisal of Need Meetings for students entering kindergarten have been completed.
- Preschool handover information sheets have been developed and utilised.
- Teachers have participated in transition meetings with other schools.
- A Community Coordinator has been appointed for 2014.
- Regular Student Learning Conversations have been held allowing teachers to gain knowledge of family expertise and to use this to enhance student learning and wellbeing.
- Up to date information is available to families through the schools regularly updated website.
- A FECS playgroup has been developed and led by preschool parents.
- Preschool programs are displayed for families.

## 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 \$8294.24

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$664

### Voluntary contributions

This school received \$5494.62 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:

There were no reserves in 2013 as this was our first year of operation.

Financial Summary	
	31-Dec-13
<b>INCOME</b>	
Self management funds	295,482
Voluntary contributions	9,535
Contributions & donations	500
Subject contributions	6,135
Anglicare payment	0
External income (including community use)	19,402
Proceeds from sale of assets	0
Bank Interest	9,249
<b>TOTAL INCOME</b>	<b>340,303</b>
<b>EXPENDITURE</b>	
Utilities and general overheads	81,019
Cleaning	55,391
Security	0
Maintenance	284
Mandatory Maintenance	0
Administration	10,052
Staffing	0
Communication	6,137
Assets	0
Leases	139
General office expenditure	10,218
Educational	18,112
Subject consumables	1,848
<b>TOTAL EXPENDITURE</b>	<b>183,200</b>
<b>OPERATING RESULT</b>	<b>157,103</b>
Actual Accumulated Funds	998
Outstanding commitments (m	4,285
<b>BALANCE</b>	<b>153,816</b>

## Endorsement Page

I declare that the Franklin 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

<b>Parent Representative:</b>	James Ceely	Nicole Rowney	Jaine Collins-Dodd
<b>Teacher Representative</b>	Merrin Walsh	Robyn Strangward	
<b>Board Chair:</b>	James Ceely		
<b>Principal:</b>	Julie Cooper		

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: \_\_\_\_\_

Date: \_\_\_\_\_

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

Board Chair Signature: \_\_\_\_\_

Date: \_\_\_\_\_