

**Franklin Early Childhood
School
Board Report
2014**

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. 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. By February of 2014 this number had grown to 180 students enrolled from Preschool to Year 2.

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 opened 132 places were filled in the Birth to 4 years age range. ANGLICARE continues to grow in numbers providing both Before and After School Care to students who attend preschool to year 2.

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 2014 there was a total of 182 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	86
Female	96
Indigenous	0
LBOTE	115

Source: Planning and Performance, August 2014

The Franklin community is a culturally and linguistically diverse one. Our students comprise families that originate from 43 different language and culture backgrounds.

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates

Year Level	Attendance Rate %
K	92.7
1	88.3
2	89.2

Source: Planning and Performance, July 2014

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 2014 a percentage of families made return journeys to their home countries to celebrate weddings, family events and the birth of children and this information is also reflected in the percentage absence for 2014

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: 2014 Qualification of Teaching Staff

Qualifications	Teaching staff (%)
Certificate/Diploma/Degree	100
Postgraduate	30

Source: School Data, December 2014

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August pay report. For reporting purposes It includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

Role	Total
Administrative Service Officers	7
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	9
TOTAL	21

Source: Workforce Management, August census 2014

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 280 hours.

School Review and Development

In 2014, the ACT Education and Training Directorates *Strategic Plan 2014-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2014* 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 in 2015. This is the first occasion on which we have been validated and therefore no previous validation reports will be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 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, who were invited to take part in an online survey.

Overall Satisfaction

In 2014, 44 parents and 12 staff responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 100% of parents and carers and 100% of staff indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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.	93
Teachers at this school provide my child with useful feedback about his or her school work.	91
Teachers at this school treat students fairly.	98
This school is well maintained.	100
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	100
Student behaviour is well managed at this school.	88
My child likes being at this school.	100
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	95
Teachers at this school motivate my child to learn.	98
My child is making good progress at this school.	93
My child's learning needs are being met at this school.	95
This school works with me to support my child's learning.	91

Source: 2014 School Satisfaction Surveys, September 2014

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.

Professional Learning

Professional Learning as detailed in our school plan

Priority 1- Embedding a culture of continual improvement and systems thinking

The Executive Team attended a two day David Langford Leadership Course and six staff members attended a four day Quality Learning Seminar with David Langford to enable the facilitation of system and process mapping across the school.

In addition, administrative staff attended the following professional learning:

Respect, Equity and Diversity Training, Certificate IV in Business, GST & Excursion training for school staff, Asbestos awareness , Business Manager Cluster Conference – Feb 2014 (Mandatory)

ACT Government Directory Training, Promoting Team Effectiveness.

All staff attended the following:

Diabetes training, anaphylaxis training, asthma training and two staff obtained their first aid certificate and fire and emergency procedures training was undertaken by all staff across the school.

Priority 2- Improve literacy and numeracy outcomes for all students

The principal and leadership team attended several Principals as Literacy Leaders (PALLS) throughout 2014. The teaching staff and preschool educators also attended two Reading Institute workshops as part of the PALLS Program.

To develop our response to students requiring intervention in literacy, the executive team and two teachers were trained in MiniLit, a program designed to assist struggling readers through the provision of explicit, evidence based literacy instruction. Six preschool and kindergarten teachers were trained in PreLit, a program designed to enhance the phonological awareness and oral language development of students through structured book reading that was implemented across all preschool classes and for targeted students in kindergarten.

Franklin ECS teaching staff and educators attended ESL in the Mainstream training during Term 1 and 2. The course assisted staff to develop understandings of the cultural and linguistic diversity and experiences of EALD students, the central role language plays in learning and the teaching practices which explicitly support the language learning needs of EALD students.

Time for Talk professional learning was completed by two teachers.

Preschool staff attended network information and sharing sessions based around the National Quality Standards and the Early Years Learning Framework.

The leadership team attended Putting Faces on the Data workshops with Dr Lyn Sharratt, enabling the creation of a data wall. Further professional learning about data tracking software, GradeXpert, was provided for teachers across the ACT system at our school.

The executive teacher was nominated as the learning difficulties 'representative teacher' and attended professional learning workshops designed to build a systemic approach and build staff capacity to support students with learning difficulties.

Two staff members attended Gifted and Talented workshops designed to extend understanding around the identification and learning needs of students who are gifted and talented.

Beginning teachers, their mentors and supervisors attended sessions run by the Teacher Quality Institute to develop their knowledge to facilitate the progression of teachers from provisional to full registration.

Stepping Stones mathematics professional learning was undertaken by P-2 staff.

Priority 3- Connect parents and community to FECS to ensure high levels of engagement across the school

During 2014 a partnership between Franklin Early Childhood School and The ANU School of Music was established. All Franklin staff attended after school workshops and were mentored by the ANU team to provide opportunities for students to sing. The professional learning culminated in a community concert, during which the community sang with and for students.

Three members of staff attended the Fresh Tastes workshop, providing them with an overview of the program. They subsequently attended professional learning around making the most of your school grounds, sustainability and the Ride to School program.

Learning and Assessment

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 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	61	123	51	124
Mathematics	40	54	39	54

Source: Performance and Planning December 2014

In 2014, In reading we began a little above the ACT mean raw scores at the beginning of the year and finished the same as the ACT mean raw score. In mathematics we began and finished with the same mean raw score as the ACT. In PIPS reading, 69% of Kindergarten students achieved expected progress or better in PIPS reading. This was an increase of 25% of Kindergarten students achieving expected progress or better. In maths 67% achieved expected progress or better in PIPS Maths, an increase of 23% achieving expected progress or better compared to 2013.

In PIPS reading, the class average raw scores started just above the state average and finished just below the state average. In PIPS maths, the class average raw scores began and finished slightly above the state average.

In 2014, 71% of kindergarten students attained the ACTETD reading benchmark.

A detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

Performance in other areas of the curriculum

During 2014 Primary Connections Science was taught across the K-2 setting. Four units of work were taught across the year from the strands of biological science, chemical science, earth and space science and physical science. Every teacher was coached and mentored while teaching science teaching over the year.

P-2 staff undertook professional learning to lead them in writing history units based on the Australian Curriculum using the Understanding by Design framework. A unit of work was written for each year level and then taught and evaluated at the end of term four.

Fitness sessions for students, staff and families were held daily in the school hall. Classes also participated in specialist lessons in AFL and two sports days were held for all students over the year. During Term 4 all students were given the opportunity to participate in learn to swim lessons at the Australian Institute of Sport.

As part of the school's arts program, students participated in a full day program to celebrate NAIDOC Week and Book Week. Franklin's partnership with the ANU School of Music provided students with many opportunities to sing individually, in groups and as a whole school community. A DVD of the culminating performance was released for parents.

Progress against School Priorities in 2014

Priority 1

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

Targets

- By the end of 2014 we will have constructed and embedded the use of deployment flowcharts to support our most regularly used processes e.g. reporting process, assessment schedule, excursions, newsletter writing, event planning, term overviews.
- By the end of 2014 staff will have participated in on-going and regular review and improvement of existing and new processes and systems and updates, amended and changed as required.
- At the end of 2014 we will reflect upon and evaluate leadership and management systems using the Quality Learning School Self-Assessment tool.

Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community, Business innovation and improvement

Progress

As a new school, and in our second year of operation, our first priority is to embed continual improvement and systems thinking across Franklin Early Childhood School (FECS). There are three key improvement strategies that underpin the attainment of this priority.

1. Develop the FECS leadership team to facilitate system and process mapping

Specific actions that supported progress was professional learning the leadership team undertook with David Langford around school leadership. Attendance at the professional learning was followed up with a visit by Michael King from Quality Learning Australasia (QLA). Documentation developed for use throughout the school was reviewed, and recommendations were made, which enabled the team to further refine policy and procedure strategies and structures used to enhance school operations. The leadership team continued to establish and refine protocols and modes of operating through the lens of quality learning tools, thereby enabling new and existing staff to align their thinking, working and planning with the school's vision and purpose.

The QL tools have been used to document, reflect on and refine the following processes:

- Student enrolment- reviewed and refined to account for new Directorate online enrolment procedures, as well as to ensure administrative staff have succinct and concise information to share with enrolling families and support community members requiring assistance with the process
- Assessment schedule

- Excursion Planning, processes and reflection
- Newsletter writing
- Emergency procedures flowcharts

Further improvements were made to documentation through the addition of file paths providing greater access to original documentation for readers. Existing documentation was strengthened and improved with the addition of hyperlinks in all key documents that have been developed to support these procedures. Document control processes were also established so owners of documentation are responsible for updating agreed information changes and refinements and ensuring the latest copy of documents are available to stakeholders.

The use of flowcharts was extended in 2014 through the documentation of emergency procedures to include the school's childcare provider, Anglicare.

The PDSA (Plan, Do, Study, Act) cycle was used to further develop preschool documentation to ensure compliance with the National Quality Standards regulations.

As a result of this work:

- all staff at Franklin ECS have a deep understanding of task requirements and protocols surrounding their work.
- Quality Learning Tools are evident across all areas of leadership planning processes, including weekly information distributed to staff at Franklin, LPG ('Learn, Play, Grow'), which focuses staff on task requirements and timelines pertinent to their weekly work.
- Staff use common language to describe processes and requirements are transparent to all stakeholders.
- The leadership team have shown improvement in their individual self-rating of their ability to use QL Tools when working with their individual teams, using the PDSA cycle to inform playground planning and organisation, when flowcharting processes and procedures and when using the PDSA cycle to review planning and programming across the school.

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 as it provides a clear guide and reference point to enable all members of our community to know and understand the following:

- Our purpose, the vision for the school, the values that underpin our work; RESPECT, EXCELLENCE and RESILIENCE
- The critical success factors

- The results measures and the profile of students graduating from FECS in Year 2

Staff knowledge, understanding and involvement of systems thinking and the role of Franklin ECS's System Map was further enhanced in 2014 by the participation of six classroom teachers in David Langford's Quality Learning Seminar. Participating staff utilised the PDSA cycle to embed systems thinking within their classrooms. Use of QL Tools including Codes of Cooperation, flowcharts, capacity matrices, as well as the development of criteria for quality work, was evident in learning and teaching programs of participants. Several course participants participated in a 'Think Tank' study and developed 'I' statements for each of the Franklin ECS system map values to make these more accessible for students in their daily work.

The preschool team continued to utilise the PDSA cycle to further the vision, purpose and values of Franklin ECS as reflected in the school's Quality Improvement Plan. The preschool philosophy was reviewed to ensure currency as the school population grows, continued alignment with the school's system map, and reflect community input and involvement. Extensive community consultation was sought through the School Board, P & C, and wider community through morning teas designed to elicit community discussion, involvement and feedback. Written feedback was also sought and received via school newsletters and emails.

Evidence of successful implementation of this strategy in 2014 is seen by the vision, purpose and values of Franklin ECS being evident in learning and teaching programs at FECS. The utilisation of QL tools to develop with P-2 staff, a set of planning requirements and protocols for their classroom learning and teaching programs assisted in achieving this outcome. A shared understanding of programming requirements was developed with teaching teams and provided clarity around program inclusions and curriculum documentation. Capacity matrices were developed to assist teachers, both individually and in teams, to track their growing understanding and student engagement with the Early Years Learning Framework and the Australian Curriculum. Use of this documentation, as part of professional discussions, enabled the leadership team to assist with planning for targeted professional development of teachers, particularly around quality areas for NQS.

3. Embed consistent leadership, learning and administration processes at Franklin Early Childhood School, birth to 8 years

The School Process Reference Model (SPRM) has continued to inform the use and management of the G:Drive at Franklin Early Childhood School. The SPRM divides storage of information under three main headings; Leadership, Learning and Administration and into appropriate subheadings for each of those areas.

The development and implementation of flowcharts at Franklin ECS supports staff to implement and action prioritised processes.

During 2014, the new student enrolment process documentation was amended to enable administrative staff to support families and the leadership team to align school practices with ETD procedures. Improvements were made to family interviews, and documentation was developed to provide families with the information they needed to ensure successful school transition for their children.

Management of the assessment and reporting processes at Franklin was reviewed by a focus team to ensure that required actions and tasks were documented accurately so they could be actioned and completed within appropriate timeframes. This documentation was expanded to include all stakeholders of the process, including parents and students, as well as teachers, administrative staff and the leadership team.

The preschool team utilised process mapping extensively as part of their Quality Improvement Plan and in preparation for NQS assessment and rating. A FECS Preschool Policy and Procedure Folder was developed to include documentation of processes to manage student injury, preschool safety, lockdown procedures, equipment cleaning procedures, interacting positively with students and a range of other compliance documents. The folder is available and readily accessible both in the school administration area, as well as the preschool.

At the end of the year the school met all our identified targets for this priority, as identified above.

Priority 2

Improve literacy and numeracy outcomes for all students

Targets

- By the end of 2014 the proportion of students achieving expected progress or better in PIPS is more than 85%
- By the end of 2014 the percentage of students achieving ACT ETD reading benchmarks is more than 85%
- By the end of 2014 the percentage of students achieving school based numeracy benchmarks is more than 85%

Directorate Priority areas covered with this priority

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community, Business innovation and improvement

Progress

Our second priority is to improve literacy and numeracy outcomes for all students. There are five key improvement strategies that underpin the attainment of this priority and were actioned in 2014.

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

Preschool planning and programming documentation was redesigned in 2014 to best reflect explicit teaching based on the EYLF statements and continued greater detail around those explicit links. Capacity matrices were developed for use in the preschool so that teachers could reflect on their engagement with the EYLF and these were used by individuals and for team reflection to inform further professional learning requirements.

Teachers were provided with inquiry based Australian history units of work to teach during first semester. During second semester, they were led through a term long process of designing, developing and refining inquiry based history units using the Australian Curriculum and Understanding by Design. Teachers were placed in P-2 teams and developed their units of work in three stages; designing the learning goals, assessment tasks and lastly, teaching and learning experiences. The outcomes of these workshops resulted in greater understanding of how to plan, document, teach and assess inquiry based units using the Australian Curriculum.

The Australian Curriculum formed the basis of teaching and learning programs in English, Mathematics, History and Science for students from kindergarten to year 2. Planning and programming templates developed by the leadership team enabled teachers to track teaching and learning experiences for curriculum content and coverage. Student progress reports were reviewed during 2014 and amended to best reflect the AC learning experiences and content descriptors taught each semester.

Evidence of our success in implementing this strategy in 2014 was seen in:

- Preschool teachers used the Early Years Learning Framework (EYLF) to inform their teaching and learning programs.
- Inquiry based planning was evident in the work of teachers and students.

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

During semester one, the leadership team attended a Putting Faces on the Data workshop with Dr Lyn Sharratt to inform us about enabling the vision of creating a dynamic, effective and informed data wall. A wall was created to document and examine student data and trends related to kindergarten to year 2 reading achievement. The data wall was intended to enable the leadership team, in consultation with staff, to make informed choices about instructional decisions including intervention for underachieving and excelling students, case management approaches and oral language development for all students. Further work around understanding the purpose of a public statement of students' progress, the role we all have to play in their success and being open to professional dialogue around the challenges presented by our diverse community of learners will be a focus for 2015.

GradeXpert, data tracking software, was installed on all teacher computers during term 4, 2014. Data tracked to date includes 2014 PIPS results for all kindergarten students and PM benchmark reading levels. The school purchased three Australian norm referenced tests to track student progress. These include *I Can Do Maths* (A and B), *Single Word Spelling Test* (SWST) and *Who Am I?* Data collated to date has been disseminated to staff through the leadership team and provides an important layer of information around the provision of student support.

Effective case management processes in terms of student achievement was supported by an annual audit of student need, P-2. This process was led by the leadership team and included data collection and discussion about the achievement and progress of every child in the school. Students of concern were prioritised in terms of need and issues, challenges and opportunities were discussed. A work plan was devised for the school psychologist, as well as disability support teachers who were able to visit the preschool.

Action research around the role of music and singing in early childhood schools was conducted at Franklin ECS throughout 2014 with Dr Susan West from the ANU School of Music. Dr West held workshops around singing with parents and worked in classrooms with her team, with Franklin teachers to build confidence in both the teaching of singing, as well as students' repertoire of songs. This partnership culminated in a concert for parents and a DVD of the event was produced for families.

Action research in the provision of English as an Additional Language or Dialect has been evident in Franklin classrooms throughout 2014. All staff, including preschool educators and teachers, participated in an ESL in the Mainstream eight week course. Provision of this course as a school priority was informed by enrolment data from 2013 and 2014. Oral language assessments were conducted with all K-2 students during term 1. The data from this assessment informed the development of teaching and learning programs that incorporate oral language. The EALD teacher and Community Coordinator have developed a range of strategies to engage with a targeted group of Chinese Mandarin speaking families. This has involved using both social support and educational processes and activities. The students are involved in additional individual and small group activities aimed at increasing English vocabulary, comprehension and communication skills thereby enhancing their chances of enjoying a successful Australian school experience. Parents and grandparents participate in targeted social support activities and are offered links to local community services. These strategies aim to increase the family's capacity to engage with school-wide activities and events.

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

During 2014 the leadership team have participated in classroom learning through a process of ongoing mentoring, coaching and observation. Formal feedback processes have been conducted between the principal and each staff member, enabling them to reflect on their

philosophy and the beliefs that underpin their planning, programming and classroom teaching.

In 2014 a formal process around the collection of learning and teaching programs was implemented at Franklin. Programs and plans were collected twice during each term and teachers were given formal feedback around their documentation and data collection to enhance student success and learning engagement.

Teachers worked with the leadership team to develop *Franklin Classroom Walkthrough Plans* for preschool and K-2 classrooms, which provides staff with an agreed and transparent feedback mechanism around what is observed by the leadership team during a short classroom visit. Feedback sections include information about what the teacher and students are observed to be doing, as well as evidence of school wide initiatives and their implementation, and evidence of climate and teacher efficacy.

Modelling, coaching and support was provided to kindergarten to year two teachers around the planning, teaching and assessment of Primary Connections Science units to build on teacher confidence to teach, engage and assess student performance in scientific thinking and inquiry.

The TQI Teacher Capability Frameworks have been used in 2014 to mentor, coach, assess and provide feedback to five beginning teachers at Franklin. Two staff members participated in the assessment process to move from provisional to full teacher registration and made presentations around the capability frameworks, providing evidence of their engagement with the framework. Mentors and supervising teachers attended a number of professional development sessions around the capabilities throughout 2014.

Professional learning in 2014 was enhanced through the art of learning together. Staff undertook professional learning as a whole staff group in ESL in the Mainstream, the literacy based principals as Literacy leaders and the Music Engagement Program from the ANU School of Music.

4. Embed literacy strategies across the school

The development of learning experiences that strengthened the oral language of all students was a key literacy focus at Franklin ECS for 2014. Explicit planning for vocabulary was evident in kindergarten to year 2 literacy planning, as well as preschool Statements of Intent. All Franklin staff were involved in developing 'Wonderboxes' to facilitate inquiry, deepen learning and provide opportunities for students to engage in purposeful speaking with peers. The boxes formed the basis of our system wide PALLS display, where we shared our experiences in developing vocabulary and concepts, listening and responding skills, building talk for thinking and providing opportunities for students to retell and recount stories of their world. Teaching vocabulary across the curriculum was a strong focus of teaching practice, particularly in the areas of history and science. Opportunities to further

develop students' speech and articulation was provided through our partnership with the ANU School of Music around singing.

School focus on the collection and analysis of data led the leadership team to investigate the merits of MiniLit and PreLit programs at Franklin. MiniLit is an evidence-based, best practice program designed to target at-risk year one readers. Two kits were purchased and three staff members attended two day professional development workshops to enable them to facilitate the program. The bottom 25% of year one readers were tested and eleven students have received targeted small group intervention to explicitly teach letter/sound knowledge and decoding skills, as well as extending students' word attack knowledge. Reading gains were made by all program participants. During term 4 at-risk kindergarten students were identified, tested and placed on the program. PreLit, a skills-based early literacy preparation program was introduced and implemented across all preschool classes and to identified kindergarten students without emergent skills in phonological awareness. Four kits were purchased and over the year, six staff attended full day workshops to enable them to confidently facilitate all components of the program in their classrooms.

The development of a school literacy plan which clearly articulates Franklin's whole school approach, building of leadership and teacher capacity, effective use of data, student intervention practices and community partnerships will be a focus for 2015.

5. Embed numeracy strategies and practices across the school

All teaching and learning experiences were planned and programmed for, using the Australian Curriculum and Early Years Learning Framework. Kindergarten to year 2 teachers trialled a new program planning format, which was adapted to include explicit planning for mathematical language and students' oral language development. Preschool teachers extended their planning documentation to include explicit numeracy planning each fortnight.

Capacity matrices were developed to support K-2 teachers in their understanding, engagement with, and professional learning in AC mathematics. These were not well understood as a planning tool but will be revisited during 2015.

During term 4 of 2014 the school purchased the Stepping Stones Mathematics Program and all teaching staff attended professional learning to introduce the program and provide access to all components purchased. Professional learning has been booked for Term 1, 2015 and the school's 2015 Numeracy Plan will encompass all components of Stepping Stones.

In relation to progress against our identified targets by the end of 2014 the following can be reported.

- The proportion of students achieving expected progress or better in PIPS reading was 69%. This is lower than our target, which was aspirational given the previous year's

results of 44%. In PIPS maths the proportion of students achieving expected progress or better was 67%, above the 2013 result of 44% but still below our target.

- The percentage of students achieving ACT ETD reading benchmarks was 66%, lower than our target.
- The percentage of students achieving school based numeracy benchmarks was 85%, lower than our target of more than 85%.

The school acknowledges there is more work to do in this priority and are looking at implementing “Daily 5” and “Stepping Stones” and developing a school literacy and numeracy plan which clearly articulates Franklin’s whole school approach, building of leadership and teacher capacity and student intervention practices for 2015.

Priority 3

Connect parents and community to FECS to ensure high levels of engagement across the school

Target/s

- By the end of 2014 we will have maintained a consistent average of 90% attendance at school-based events and functions
- By the end of 2014 to have developed and enacted a specific strategic plan for the role of the Community Coordinator

Directorate Priority areas s covered with this priority

Connecting with Families and the Community, Business innovation and improvement

Progress

Within this priority in 2014 the school actioned two strategies:

- Develop the community Coordinator role
- Maintain currency of the Franklin ECS website and develop, construct and maintain a FECS Facebook page.

Develop the community Coordinator role

The Community Coordinator was appointed in December 2013 and commenced the position at Franklin at the start of term 1, 2014. In developing the community coordinator role at Franklin, key achievements in promoting the development of integrated services to the Franklin Community are as follows:

Successful engagement with key services and organisations

- Gungahlin Child and Family Service
- Defence Community Organisation (DCO);
- Gungahlin Library
- Playgroups ACT

- Australian Breastfeeding Association – Gungahlin Branch
- CIT Adult Migrant Education Program
- ACT Bilingual Educators Alliance
- Canberra Region Languages Forum
- Gungahlin Community Council

Programs offered to Franklin families and community

- Move n Groove (social skills, literacy and music for families and young children)
- Seasons for Growth (psychosocial education for children)
- English Conversation Groups
- Family Drop In
- Information and referral

During 2014 a key focus of the Community Coordinator was to engage Culturally and Linguistically Diverse (CALD) families engaged in community activities. Throughout the year CALD families participated in Introductory Meetings with their child's class teacher; Parent-Teacher Interviews; pre-school cooking, culture and story time programs, Numeracy Week breakfast events; school disco; sports days and Music with the Stars, the school's end of year celebration event. CALD families increased representation on the School P & C Committee to 65 percent. CALD families also guided the school community in recognising and celebrating key cultural events for the community.

Maintain currency of the Franklin ECS website and develop, construct and maintain a FECS Facebook page.

Another key focus for 2014 was the development of a community engagement strategy that is aligned to the Directorate plan and reflects the needs of our community. Communication practices that were used as part of the overall community engagement strategy include:

- Updating the FECS website
- use of digital noticeboards both in the school foyer and at the roadside
- weekly newsletters
- focus groups and surveys for particular programs
- parent/teacher meetings
- information sessions
- open-door policy of Principal

By the end of 2014 the school can report the following against our identified targets for this priority. We have:

- maintained a consistent average of 80% attendance at school-based events and functions.
- developed and enacted a specific strategic plan for the role of the Community Coordinator.

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

During 2014 the preschool team reviewed their planning and programming templates to better reflect their knowledge and understanding of the EYLF. They developed a Fortnightly Statement of Intent that is now used to design and reflect upon all learning in the preschool. Students' knowledge, ideas, culture, abilities, skill levels and interests forms the basis of all student learning, which is scaffolded to support and extend students of varying skill levels. A capacity matrix was developed to enable teachers and educators to continually reflect on current and growing understandings of the EYLF.

Staff reflected on whether existing routines best supported children to participate in transitions and adjusted their timetables to ensure routines promoted and maximised opportunities for student learning.

Preschool staff extended their communication about learning with families by placing iPads with visual documentation about the day's learning alongside their Statements of Intent and Communication Books at the entrance of the preschool classrooms.

Ongoing staff documentation about student progress was reflected in annotated portfolios, Celebration of Learning documents, in the form of learning stories, as well as student learning conversations and a Learning Celebration Picnic. Documentation was developed to provide staff with information about the purpose and protocols of learning stories at Franklin so there was alignment between classes, educators and teachers.

The National Quality Standard Assessment and Rating for this Quality Area was **Exceeding National Quality Standards**.

Children's health and safety

During 2014 the preschool team reflected upon current practices and developed a folder of FECS Preschool Policies and Procedures. The documentation was developed through staff meetings, as well as professional days in which the principal released educators and teachers to develop more detailed information about practices. Documentation included information about hygiene practices, rest and relaxation, injury management and disease prevention. Staff developed flow charts to document emergency procedures including lock down and emergency evacuation. First 5 Minutes were contracted to provide emergency

training to all staff. St Johns provided training in management of asthma and anaphylaxis to all staff and Canberra Hospital diabetes educators provided learning around the management of diabetes.

Healthy living was promoted through preschool cooking programs, which included the promotion of healthy eating, as well as the participation from term 2 in Fun Fitness at Franklin, a daily aerobics program which includes all members of the school community including parents, grandparents and toddlers as well as staff and students. Gross motor was also a feature of student learning in preschool.

Franklin EC School's playground was staffed according to NQS ratios and staff continued to wear high-vis orange vests and hats to be easily identifiable to students at all times. Fire and safety drills were completed according to National Quality Standard requirements.

All staff participated in mandatory online learning regarding child protection and mandatory reporting to ensure that knowledge of legislation and responsiveness is current.

The National Quality Standard Assessment and Rating for this Quality Area was **Exceeding National Quality Standards**.

Relationships with children

Building relationships with students is a critical aspect of the preschool philosophy statement. Preschool staff further developed their thinking around positive engagement with the 'Interacting Positively with Students' procedure. Staff develop warm, responsive and trusting relationships with students through shared learning and play.

These relationships are extended to staff and students across the school, as students play during breaks in a preschool to year 2 playground.

Social skills are explicitly taught and modelled through the use of the PALS Social Skills Program. The program is taught during Term 1 of preschool and implemented throughout the year.

The National Quality Standard Assessment and Rating for this Quality Area was **Exceeding National Quality Standards**.

Staffing arrangements

The Franklin Preschool Philosophy drives the practices of respectful and ethical relationships of all interactions in the preschool. The preschool increased in student numbers and new staff members were welcomed. This necessitated the process of reviewing and revising the philosophy to ensure not only its currency, but that best practice in early childhood education underpinned the thinking and provision of learning for all students at all times.

Educator to child ratios were maintained and on many occasions exceeded throughout 2014.

During Term 4, ETD preschool network sessions focused on providing information and strategies to school leaders and educators in supporting and strengthening reflection to improve early childhood pedagogy and practice. The preschool staff were invited to share their experiences as “the preschool staff were recognised as one in which continuous quality improvement is highly valued by the educators and leaders.” Subsequently, the Franklin ECS EYLF Capacity Matrix was shared across preschools within the system and a short blurb was written about Franklin ECS Preschool Unit in the School’s Bulletin.

The National Quality Standard Assessment and Rating for this Quality Area was **Meeting National Quality Standards**.

Leadership and management

Policy and procedure documentation to support leadership and management practices was further developed in 2014 to extend the use of flowcharts and include hyperlinking so that all relevant information was easily accessible. These include the roles and responsibilities of all staff members involved in the process as well as a clearly documented timeline.

Program collection and feedback around documentation and data was established in 2014 to strengthen practice.

Preschool teachers were involved in the development/improvements of Preschool Walkthrough Observation Sheets to assist with the feedback and coaching cycle to strengthen classroom practice.

Staff created professional development plans and participated in annual professional discussions to reflect on and give feedback around their performance.

The National Quality Standard Assessment and Rating for this Quality Area was **Exceeding National Quality Standards**.

Physical environment

Preschool staff planned for learning in the great outdoors collaboratively with a K-2 teaching colleague. Students were given input into their learning in the physical environment through opportunities to be involved in planning for equipment used in the great outdoors.

Further reflection around student choice and the organisation and care of equipment available for student use was undertaken by all Franklin Staff through the use of the PDSA cycle during Term 3.

Staff extended student choice by giving students flexibility to choose whether to engage in indoor or outdoor learning at different points during the day and allowed students freedom in moving from indoor to outdoor learning experiences as desired. Improvements to the outdoor spaces were made through the community coordinator’s work in establishing a ‘weed team’ as well as teaming with teachers and educators to provide gardening experiences in our newly established community gardens.

Staff furthered teaching and learning of sustainable practices in the preschool by introducing the use of recycling and composting, as well as extending the provision of intentional teaching about sustainability.

The National Quality Standard Assessment and Rating for this Quality Area was **Meeting National Quality Standards**.

Collaborative partnerships with families and communities

Relationships with families are seen as a critical cornerstone to the creation of a welcoming and inclusive environment at Franklin. Partnerships with families were initially built through an extensive enrolment process that included family meetings with each family and their child/children. In some cases, this included visiting of students in their early intervention class and meeting with their teachers prior to starting school so that effective planning for special needs could be facilitated. Students enrolled at Anglicare childcare were also visited in their classrooms and in 2014 these students participated in many school activities, including our P-2 sports day.

The establishment of the school's community coordinator position also extended collaborative partnerships through involvement with Gungahlin Child and Family Services. The coordinator also established playgroups, a Cultural Advisory Group, Move and Groove classes, Seasons for Growth classes among other initiatives.

The National Quality Standard Assessment and Rating for this Quality Area was Exceeding National Quality Standards.

The overall final rating for Franklin Early Childhood School Preschool Unit was Exceeding National Quality Standard.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$1710

Voluntary contributions

This school received \$7900 in voluntary contributions in 2014. 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 2014.

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	\$314,798
Voluntary contributions	\$7,900
Contributions & donations	\$151
Subject contributions	\$5,124
External income (including community use)	29,585.00
Proceeds from sale of assets	\$0
Bank Interest	\$14,762
TOTAL INCOME	372320
EXPENDITURE	
Utilities and general overheads	\$100,463
Cleaning	\$67,091
Security	\$0
Maintenance	\$14,910
Mandatory Maintenance	\$0
Administration	\$17,827
Staffing	\$0
Communication	\$12,743
Assets	\$3,754
Leases	\$1,654
General office expenditure	\$16,599
Educational	\$41,386
Subject consumables	\$17,136
TOTAL EXPENDITURE	293563
OPERATING RESULT	78757
Actual Accumulated Funds	133099
Outstanding commitments (mir)	-1446
BALANCE	190409

Reserves

Name and purpose	Amount	Expected Completion
Garden Reserve – FECS has an extensive system of gardens. Maintaining the integrity of the gardens, over time is going to be an additional cost on school resourcing. By placing money into RESERVES we are able to future proof our gardens and therefore maintain a high-quality educational institution	\$10 000	December 2015
Photocopier. Our comprehensive multi-function device will be at end of lease in the near future. It is imperative that we plan for the replacement of this technology.	\$15 000	December 2015
Staffing Reserve. As a newly operational school our philosophy is based upon the principle of improving outcomes for our students and supporting this belief with a staffing structure that enables this to occur for every child, every day. By developing a reserve for staffing we acknowledge that on occasion we may need to fund programs not otherwise covered by the Student resource Allocation.	\$30 000	Dec 2015
Water. At the beginning of 2014 we had not received an invoice for water consumption for the period January 2013 – January 2014. This money was set aside based on a calculation that recognised the potential amount of the outstanding invoice.	\$20 000	December 2015

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-
- a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) 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-
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Nicole Rowney	Jaine Collins-Dodd
Community Representative	Annette Evans	
Teacher Representative	Robyn Strangward	Merrin Walsh
Student Representative:		
Board Chair:	James Ceely	
Principal:	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 in 2014.

Principal Signature: _____

Date: 6.3.15

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

Board Chair Signature: _____

Date: 16-3-15