



**TELOPEA PARK SCHOOL**  
**LYCÉE FRANCO-AUSTRALIEN**  
**DE CANBERRA**  
**BOARD REPORT**  
**2015**

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.telopea.act.edu.au>.

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## School Board Chair Report

The Telopea Park School Board is unique in the ACT education system. Like other school boards, it has representatives of parents, teachers, students and the community. But the Telopea Park School Board also has representatives of both the Australian and French Governments, reflecting the bi-national nature of the school.

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

Overall, 2015 was a successful year for Telopea. The Board met six times and received regular reports from the Principal, the Proviseur (Head of French Studies), the Student Representative Council, the Parents' and Citizens' Association, and the Business Manager.

The Board has a very productive relationship with both the Principal and the Proviseur. The Board has worked closely (and continues to work closely) with both the Principal and the Proviseur to ensure that the strategic direction of the school was maintained throughout the school year and will continue to do so this year. The Board approved a number of overseas excursions and exchanges, which are a feature of the school's rich offerings for students. The exchanges and visits included trips to France, New Caledonia, Vietnam and Laos.

Members of the Board met with two reviewers, Barbara Wrightson (from South Korea) and Roger Marshman (from Adelaide), who attended the school to assess the implementation of the International Baccalaureate Middle Years Programme. The Board supported the Parents' and Citizens' Association's successful campaign to keep the Montgomery Playing Fields. The Chair represented the Board on the Design Working Group that was established to develop a Master Plan for the School's grounds.

The Board is very ably assisted in its logistics by Mary Ryan, the School's Business Manager. The Board appreciates the work of Philippa Evans and Divij Madan to represent the student cohort.

## Introduction to School

Telopea Park School/Lycée Franco-Australien de Canberra is a unique Kindergarten-to year 10 (K-10) ACT Government School. As an AEFÉ (Agency for French Education Abroad) Partner School, it provides a bilingual, French/English program from K to year 6 and a French secondary school program from years 7 to 10, leading to the French Baccalauréat. The

school also provides an in-area normal Australian high school from years 7 to 10 and is an authorised International Baccalaureate Middle Years Programme (IB MYP) school. The following statement is from the review process which led to the development of the 2015 Annual Operating Plan (AOP).

It was recommended that the school:

- focus on the objectives of the Bi-national Agreement (Treaty No 8, 1983)
- focus attention on improving the use of data – to better monitor student performance
- develop a sustainable business model including financial sustainability and a focus on human resources in building the capacity of staff

In aligning this plan with the recommendations of the Bi-national Review (December 2013), it is acknowledged that this school must satisfy the requirements of the national curricula of two nations in implementation, assessment and reporting as well as compliance with external French and Australian National testing.

### Student enrolment

In 2015 there were a total of 1,276 students enrolled at this school.

*Table: 2015 Student Enrolment Breakdown*

Group	Number of Students
Male	600
Female	676
Indigenous	13
LBOTE	696

Source: Planning and Performance, December 2015

There has been an increase of 72 students from the 2014 enrolment figure of 1204. This has been a continuing trend for the past five years when many more apartments were built in the school's priority enrolment area. Note that the school continues to have more than half of the student population with a language background other than English (LBOTE). The school is very multicultural with 74 nations represented in the student body.

### Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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: 2015 Attendance rates in Percentages*

<b>Year Level</b>	<b>Attendance Rate %</b>
K	95.0
1	96.0
2	95.0
3	96.0
4	95.0
5	95.0
6	93.0
7	95.0
8	95.0
9	92.0
10	92.0

Source: Planning and Performance, December 2015

An attendance register/roll is taken each morning and throughout the day by the classroom teacher in primary and in secondary by all class teachers for each lesson, including Contact Group (CG) each morning. All students not present at the beginning of the school day are recorded as absent for the whole day, unless information has been provided by the parent/carer or the student is attending a sanctioned educational program.

Parents/carers of students in secondary education who have agreed to be contacted by SMS or email are informed by 10am of a student's non-attendance if no notification has been received from them.

Non-attendance during the day is recorded by the classroom teacher and the student welfare team (secondary) or the deputy principal (primary) is informed.

Parents are alerted about fractional truancy. Students are counselled about non-attendance. Persistent non-attendance is investigated and a plan is discussed with the student, parents/carers and teachers to support the student and his/her family.

## **Staff Information**

### **Teacher qualifications**

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

*Table: 2015 Qualification of Teaching Staff in Percentages*

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	68 *

Source: Teacher Quality Institute, Date 18 December 2015

**Note:** Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

\*Given the high numbers of French staff (about 25 percent) at the school, and the relative difficulty in comparing postgraduate qualifications between French and Australian staff, the percentage of staff with postgraduate qualifications is not reflective of French qualifications. There are four members on the Australian staff holding doctorates and four French teachers are “Professeurs Agrégés” which is the higher level of qualification in France.

### Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school’s verified August staffing report. For reporting purposes It includes all school staff including staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

*Table: 2015 Workforce Composition Numbers*

Staff Employment Category	Total
Teaching Staff :Head Count	104
Teaching Staff :Full time Equivalent Permanent	72.5
Teaching Staff :Full time Equivalent Temporary	27.5
Non-teaching Staff (Head Count)	22
Non-teaching Staff :Full time Equivalent	18.8

Source: Workforce Management, August census 2015

There are two indigenous staff members at this school.

Note: Indigenous staff members are reported where the staff member has self-identified.

### Volunteers

The school has a highly active and committed parent body that supports the school. Support is also received from volunteers from the wider community and business relationships.

In the primary sector, there are over 40 parent helpers who attend weekly to assist with reading (both French and English) and to assist in the Library. Many other parents give freely of their time to organise and manage major fundraising for the school, including the annual school fête, *La Grande Fête*, primary and secondary sports carnivals (swimming, athletics and cross-country), community breakfasts and primary dance parties.

In primary, volunteers worked in the school for over 1000 hours in 2015.

In secondary, all year 10 students had the opportunity to participate in Australian Business Week (ABW). This was an intensive week of learning when members of the business community, as well as parents, became business mentors for the students.

Guest speakers are invited to English, humanities, the arts and technology classes as well as to both primary and secondary assemblies.

Estimation of volunteers' time in the secondary sector:

Library assistance                      720 hours

Australian Business Week              90 hours

Guest speakers                          20 hours

The annual Parents and Citizens (P&C) school fête is the result of a successful partnership between teachers, parents, carers and the wider community, including business partners. Many volunteer hours contributed to this highly successful annual event. Hours cannot be estimated.

Many parents of the school band students assist at special events when the band is performing. eg The Royal Canberra Show, the French Embassy, the Alliance Française, Citizenship Ceremonies, Floriade and at the many Eisteddfods both in Canberra and NSW. This is also true for the primary choir and the Wakakirri Dance Competition. Again the hours of parental commitment cannot be estimated.

## School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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 or five-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 (or fifth) 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.

The school will be reviewed in 2017. A copy of the most recent validation report (in French and English) can 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 2015 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 2015, 87% of parents and carers, 91% of staff, and 78% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 66 number of staff who took part in the survey are tabled below.

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

Item	(%)
Teachers at this school expect students to do their best.	98
Teachers at this school provide students with useful feedback about their school work.	90
Teachers at this school treat students fairly.	94
This school is well maintained.	77
Students feel safe at this school.	95
Students at this school can talk to their teachers about their concerns.	87
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	79
Students like being at this school.	95
This school looks for ways to improve.	83
This school takes staff opinions seriously.	45
Teachers at this school motivate students to learn.	90
Students' learning needs are being met at this school.	78
This school works with parents to support students' learning.	81
I receive useful feedback about my work at this school.	56
Staff are well supported at this school.	55

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 395 number of parents who took part in the survey are tabled below.

*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.	91
Teachers at this school provide my child with useful feedback about his or her school work.	72
Teachers at this school treat students fairly.	81
This school is well maintained.	82
My child feels safe at this school.	93
I can talk to my child's teachers about my concerns.	82
Student behaviour is well managed at this school.	72
My child likes being at this school.	93
This school looks for ways to improve.	78
This school takes parents' opinions seriously.	66
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	66

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 713 number of students who took part in the survey are tabled below.

Item	(%)
My teachers expect me to do my best.	85
My teachers provide me with useful feedback about my school work.	58
Teachers at my school treat students fairly.	50
My school is well maintained.	51
I feel safe at my school.	69
I can talk to my teachers about my concerns.	43
Student behaviour is well managed at my school.	38
I like being at my school.	70
My school looks for ways to improve.	66
My school takes students' opinions seriously.	44
My teachers motivate me to learn.	61
My school gives me opportunities to do interesting things.	73

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

As part of the school improvement journey, the school has made plans to address the areas of low satisfaction. Staff and student voices are a priority for 2016. Of particular concern to teachers are: *I can talk to my teachers about my concerns* rating at 43% as well as *My school takes students' opinions seriously* rating at 44%. In 2016 teachers will put in place individual strategies to address these concerns in their classrooms. These will be monitored by the executive teachers in the school.

## Learning and Assessment

In 2015, 4.00 % of year 3 students, 0.00 % of year 5 students, 1.00 % of year 7 students and 2.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

*Table: Telopea Park School 2015 NAPLAN Mean Scores*

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	473	443	556	521	591	566	638	599
Writing	421	420	504	486	561	522	592	559
Spelling	413	410	513	500	580	548	635	589
Grammar & Punctuation	496	441	572	516	594	554	628	581
Numeracy	445	410	527	502	577	549	647	600

Source: Performance and Planning December 2015

From the table it can be seen that the students' scores are consistently above the ACT Mean Scores. The results are also well above the national average. This demonstrates the level of ability of the students and the excellence in teaching at the school. In classes, formative assessment and the on-going tracking of student progress are used to identify students not performing to their ability. This is addressed through differentiation in each classroom.

It should be noted that Year 3 students have spent the preceding three years in an immersion French program with only one day delivered in English each week. Under these circumstances their results are outstanding.

As well as NAPLAN testing of all students in Years 3, 5, 7 and 9, the students at Telopea Park School in the French program sit for French National Testing - the Brevet in Year 9 and preparation for the French Baccalauréat in Year 10.

## Performance in other areas of the curriculum

National testing is a small part of what is achieved by students at the school.

At the start of year 7 students sit for the Olsat Assessment to ascertain their problem-solving ability rather than their performance in literacy and numeracy. The students are again tested in year 8 and their growth is tracked. This test is then used to ensure that students are placed in the correct classes. There is some streaming of students in secondary English, Mathematics and Science.

In-class results are monitored closely to ensure that all students are progressing in their learning. Software is used to support teachers to do this: Google Apps for Education (GAFE) and *Pronote* in primary and the EFS (7-10). The virtual learning environment (VLE) *ManageBac* is used in secondary as well as GAFE. Assignments are uploaded to these programs so that students and their parents can follow what is expected. Students can also communicate with their teachers and each other through these media.

An Assessment Calendar is prepared and distributed to each student in secondary at the start of each term so that they can be supported in their time management and organisational skills.

Students in the school compete in many national competitions – in English, Language, Mathematics, Science and Humanities. The results are impressive with many students awarded high distinctions, placing them with the best in Australia. In 2015 two of our students finished in the top 25 students in Australia in the Australian Mathematics Trust Informatics competition. There were four in the ACT.

Telopea Park School entered six teams into the ACT Debating Competition in 2015, with one team going on to be second the ACT Grand Final.

Primary students were placed in the top few schools in the ACT Wakakirri Grand Final, winning the Sustainability Award.

## Progress against School Priorities in 2015

### Methodology in evaluating progress

The school executive is comprised of the Principal, the Proviseur (Head of French Studies), the Deputy Principal (K-10), the Primary Deputy Principal, the Secondary Deputy Principal, the Conseiller Pédagogique (Primary), two primary executive teachers, seven secondary executive teachers as faculty leaders, a Student Welfare Executive Teacher, a Student Engagement Coordinator and a French Baccalauréat Coordinator. This team has led the teachers in realising the 2015 Annual Operating Plan. This has involved building teacher capacity in contemporary pedagogy, exemplary teaching and learning and the collection and use of data to ensure that every child has the opportunity to reach his/her potential. Individual student progress is monitored by every teacher.

The school undergoes a Bi-national Review every four years (as per the Bi-national Agreement, 1983) when a French Inspector Générale representing France and an invited educational academic representing Australia work collaboratively to assess the achievements and progress of the school towards realising its Strategic Plan, 2014-2017.

This report concludes the second year of the cycle. It is a collaborative report involving all members of the School Executive Team who together wrote the 2015 Operating Plan and have led its realisation this year within their faculties and teams.

**Priority 1: To improve student outcomes underpinned by the objectives of the Bi-National Agreement**

**Targets:** By the end of 2015:

- A one percent improvement in students in 7-10 achieving MYP grades of 3 and above from the 2014 results
- A five percent improvement in students in the English French Stream (EFS) achieving marks over 10/20 in Years 7 to 10
- Achieve a five percentage point improvement in the proportion of within school matched students making expected growth or better in NAPLAN test domains for years 5, 7, and 9 from the 2014 data
- A five percent improvement in Aboriginal and Torres Strait Islander students achieving their Personalised Learning Plan (PLP) goals from the 2014 figures.

**Progress:**

Strategies used to realise this priority are:

*1. To progress the differentiation of teaching and learning across the school*

The following indicators of success are:

- Each semester 100% of teachers have participated in a *Pedagogy Challenge* to showcase and share their pedagogical strategies used in their classrooms. The two challenges this year were:
  - To know their students and how they learn and therefore to demonstrate how they differentiate teaching and learning in the classroom.
  - To demonstrate how they gather data as evidence for the progression in learning of every student in their classroom
- 100% of teachers included as their first *Professional Pathways* goal: *Understand the students and how they learn (National Professional Standards for Teachers: 1) enabling **differentiation** in the classroom*
- Individual Learning Plans (ILPs) have been written for students in both primary and secondary where it was necessary to support their learning in a specific way. Parents/carers were involved in the process. 100% of students achieved at least one of their ILP goals while many achieved more
- 100% of teachers have been involved in collaborative projects as the school implemented a new meeting time every alternate Monday afternoon, 3.30-4.30pm,

specifically for collaboration. This was a request by teachers when the school underwent the five-yearly external International Baccalaureate Evaluation earlier in the year.

2. Embed comprehensive literacy and numeracy support from K-10 with an intensive intervention in reading.

The following indicators of success are:

- Percentage improvement in the standard PM benchmark reading results achieved by identified students in Years K-3

Students are identified early each year to receive extra support in English literacy. As a bilingual school there are many students who do not have English as a first language. These students are identified in Kindergarten by PiPs and classroom teacher observations. In years 1-3 these students are identified by tracking of previous results of in-class assessments as well as teacher-identified students.

In each year there are approximately 30 students receiving support either with the Early Interventionist Literacy teacher or the English as a second language or dialect (EALD) teacher.

It is to be noted that students in Kindergarten to Year 2 inclusive at this school are only taught in English for one day per week.

The Kindergarten Reading Benchmark progress results for 2015 are demonstrated by the table below:

Number of Kindergarten students with a Reading Benchmark below 5, Term 1 (March) 2015 and receiving additional support	Number of students with a Reading Benchmark below 5, receiving additional support Term 4 (December), 2015	Number of students receiving additional support who achieved the Reading Benchmark Level 5 Term 4 (December) 2015  Achieved level	Number of students exceeding the Reading Benchmark Level 5 Term 4 (December), 2015 who received additional support
30 (34% of Kindergarten cohort)	7 (23%)	8 (26.6%)	15 (50%)

Similar results are used to track all students requiring support in Years 1 and 2. The school does not use PM Benchmarks for Year 3 students.

- Percentage of students who show improvement in French National testing results in literacy. These tests were not completed for Years 2 and 5 in 2015 as they are no longer a requirement of the French Government.

- Percentage of students, identified as requiring intervention, improving grades throughout 2015.

In primary, students requiring support in their learning are identified by classroom teachers and are placed on the agenda of the weekly *Learning Differences Team* meeting. After discussion, individual learning plans (ILPs) are developed and regularly reviewed by parents, teachers and executive staff. In upper primary, the identified students are also part of the planning process.

In secondary the *Response to Intervention Program* was not adopted due to its expense and lack of suitability to the clientele at the school. Other responses adopted by the school included:

- Literacy classes maintained for students in need of literacy support in reading, comprehension and writing.
- An individual tutoring program for Aboriginal and Torres Strait Islander students
- Olsat testing of year 7 and 8 students and the tracking of students' progress in the first year of high school.
- The progress data for all students is gathered on a data base so that comparative studies across their results can be carried out and specific intervention put in place.

### *3. Ensure systematic French and Australian curricula delivery for monitoring learning across the school.*

The following indicators of success are:

- The Kindergarten Curriculum has been audited against the Australian and French National Curricula. There is continuing professional learning in the new French National Curriculum, pedagogy, assessment and reporting for all primary years. The *Telopea Park School Harmonised Curriculum* is being rewritten to reflect the new French Curriculum for implementation from July 2016
- The implementation of the Australian Curriculum has been aligned with the IB Middle Years Programme framework with on-going discussions with ETD on the best way to report both. 100% of secondary English Stream teachers have aligned the Australian Curriculum with the IB curriculum framework.

#### **Reporting against the targets for this priority**

- *A one percent improvement in students in 7-10 achieving MYP grades of 3 and above from the 2014 results*

In 2014, 97.5% of students from year 7 to 10 received an MYP Grade 3 (Australian Curriculum Grade 'C') or higher.

In 2015, 95.2% of students from year 7 to 10 received an MYP Grade 3 (Australian Curriculum Grade 'C') or higher.

The target increase of 1% was not achieved; however, 95% of students achieving an MYP Grade 3 and higher demonstrate a solid achievement level to be celebrated and maintained.

- *A five percent improvement in students in the English French Stream (EFS) achieving marks over 10/20 in years 7 to 10*

In the Secondary English/French Stream (EFS), the target of five percent improvement achieving marks over 10/20 in years 7 to 10 has been partially achieved as shown below.

Note that in Premier (year 10 semester 2) there are two streams within French Studies (Literary and Scientific)

2014

- Year 10: Literary Stream 100 percent over 10/20; Science Stream : 93 percent over 10/20
- Year 9: 80 percent over 10/20
- Year 8: 98 percent over 10/20
- Year 7: 85 percent over 10/20

2015

- Year 10: Literary Stream 100 percent over 10/20; Science Stream : 94 percent over 10/20
- Year 9: 86 percent over 10/20
- Year 8: 88 percent over 10/20
- Year 7 :93 percent over 10/20

This shows that we have reached a very high level and the targets for the future should aim at an achievement of about 85 percent of students achieving an average mark over 10/20.

- *Achieve a five percentage point improvement in the proportion of within school matched students making expected growth or better in NAPLAN test domains for years 5, 7, and 9 from the 2014 data*

*Table: Proportion of students achieving expected growth or better in NAPLAN Tests 2015*

Year Level	Domain	Less than	Equal to or better	% point Diff in Growth from 2014
5	Reading	27.0	73.0	19.7
5	Writing	21.1	78.9	25.6
5	Spelling	44.7	55.3	-0.3
5	Grammar &Punctuation	31.6	68.4	6.2
5	Numeracy	43.2	56.8	-6.0

Year Level	Domain	Less than	Equal to or better	% point Diff in Growth from 2014
7	Reading	45.9	54.1	-16.7
7	Writing	16.2	83.8	46.3
7	Spelling	27.0	73.0	8.4
7	Grammar &Punctuation	27.0	73.0	8.4
7	Numeracy	51.4	48.6	-11.0
9	Reading	25.2	74.8	0.6
9	Writing	26.6	73.4	17.6
9	Spelling	27.3	72.7	-5.2
9	Grammar &Punctuation	33.6	66.4	-1.1
9	Numeracy	32.6	67.4	11.5

Source: SMART website 2015

The *within school-matched students* are the students who were at the school for their previous NAPLAN tests in 2013. The proportion of Within School-Matched students who achieved equal to, or better than, expected growth in 2015 is shown above for years 5, 7 and 9 in all NAPLAN test domains.

On average, there was a 6.9% point improvement in the proportion of students achieving equal to, or better than, expected growth. However, across the year levels and domains the results were inconsistent. There were remarkable improvements in year 5 Reading and Writing and in year 7 and year 9 Writing. There were strong improvements in year 9 Numeracy. Areas for development include year 7 Reading and Numeracy. These results, especially when compared to 2014 data, show more students have achieved growth in NAPLAN results over a two year cycle at Telopea Park School than previously.

These results also give the school areas for improvement in 2016. The areas where students excel will not be overlooked and in-class support of excellence will continue.

- *A five percent improvement in Aboriginal and Torres Strait Islander students achieving their Personalised Learning Plan (PLP) goals from the 2014 figures*

In their PLPs, Aboriginal and Torres Strait Islander students identify three Specific, Measurable, Achievable, Relevant and Timely (SMART) goals. These goals are identified following consultation between the student, the student's family and teachers. Each goal is accompanied by strategies for the teacher, the student and the parents/carers.

Every semester, the one-page summary of the three SMART goals is updated and distributed to the student's teachers and tutor. At the end of each semester, the tutor and teachers provided feedback on the student's engagement and achievement.

### **Secondary Aboriginal and Torres Strait Islander students**

In 2014 100% of Aboriginal and Torres Strait Islander students achieved or progressed in at least one of their PLP SMART goals, and 50% of A&TSI students achieved or progressed in all of their PLP SMART goals.

In 2015 95% Aboriginal and Torres Strait Islander students achieved or progressed in at least one of their PLP SMART goals, and 90% Aboriginal and Torres Strait Islander students achieved or progressed in all of their PLP SMART goals.

While not all students achieved all of their PLP goals, there was a huge increase in the number of students achieving at least one goal. This is credited to the literacy tutoring that the students have received this year and to the dedication of the teachers involved.

### **Primary Aboriginal and Torres Strait Islander students**

In 2014 100% of Aboriginal and Torres Strait Islander students achieved in all of their PLP SMART goals.

In 2015, 100% of Aboriginal and Torres Strait Islander students achieved in all of their PLP or ILP SMART goals.

This excellent result has been maintained.

### **Priority 2: Sustain and continue to build partnerships with families, communities and organisations**

**Targets:** By the end of 2015:

- Three new partnerships developed with other educational settings
- 75 % of Aboriginal and Torres Strait Islander families engaged in their child's PLP
- 60% of families attending parent/teacher meetings
- Five percentage point increase in parents satisfied that community partnerships are maintained and valued in the *School Satisfaction Survey*

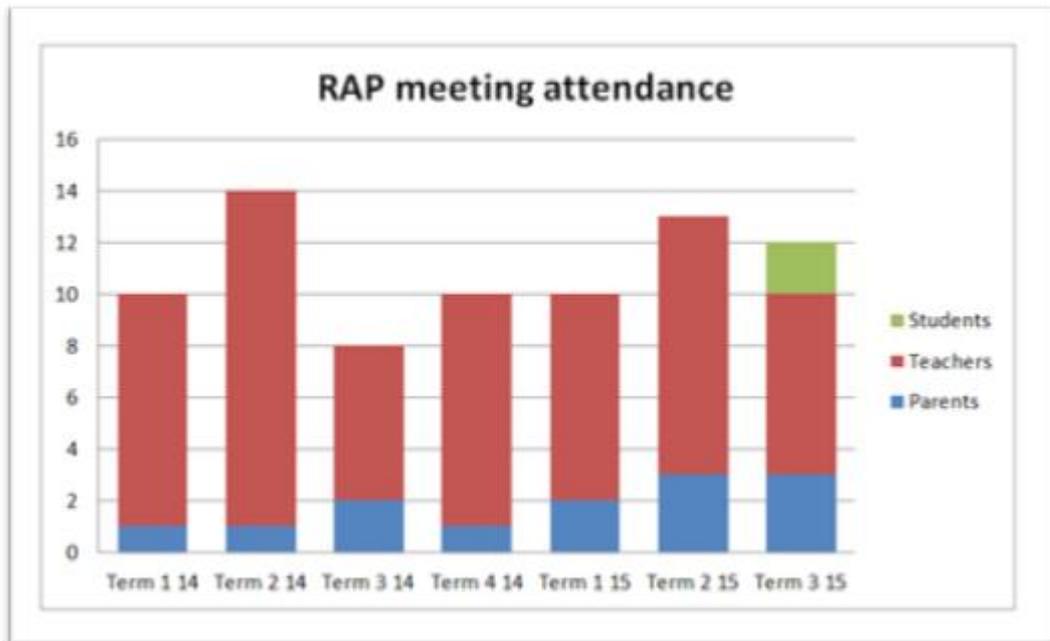
**Progress:**

Strategies used to realise this priority are:

*1. Strengthen engagement of all students and families, including Aboriginal and Torres Strait Islander students and families, in learning, transition, planning and communication.*

The following indicators of success are:

- Increased participation of Aboriginal and Torres Strait Islander families in school events including the RAP meetings. Increased number of families involved in the school's *Reconciliation Action Plan* review and implementation.
  - Parental attendance at RAP meetings has been monitored since early 2014. The table below shows a small increase in parental participation in the school's RAP meetings. Parents attending these meetings in 2015 included both Aboriginal and non-Aboriginal parents, where in 2014 there were only non-Aboriginal parents participating.
  - In Terms 2 and 3 of 2015 there was an increase in Aboriginal parent participation in the RAP meetings, as our Aboriginal students and their families were invited to participate in the Reconciliation Action Plan workshops.
  - In Term 4 2015, instead of the RAP meeting there was a launch and celebration of the school's RAP for 2016. More than 20 teachers attended, as well as a small group of Aboriginal parents and their children, as well as community representatives from Reconciliation Australia.
  - In 2015 other opportunities for our Aboriginal families to participate in school events included the NAIDOC Assembly, parent cluster group meetings, and parent information sessions for Aboriginal parents from our cluster primary schools. As these were positive events with Aboriginal participation at each, the school plans to continue organising these in 2016.



- Increase in parents responding to *School Satisfaction Surveys*

This indicator was not achieved. 41% of families responded to the School Satisfaction Survey in 2014. This represented 293 responses from 1204 families.

Th 2015, 32% families responded. This was 395 responses from 1276 families.

In 2016 we will encourage more families to respond by increasing the number of reminders and by using the new *Skoolbag App* which was introduced to the school in 2015.

- Cluster meetings have been held each term and attended by the principals and deputy principals of Narrabundah College, Telopea Park School, Forrest Primary School, Red Hill Primary School and Narrabundah Earl Childhood School. They have been supportive of student transition, the writing of each school's Reconciliation Action Plan, the implementation of the Australian Curriculum, assessment and the new reporting agenda.

A sustained effort has been upheld throughout the year to improve the communication between families, teachers and students. This has included:

- A request that all families provide updated email addresses throughout the year (presently at 86%)
- The introduction of a *SkoolBag App* for Telopea which is updated several times a week (presently 700 downloads of the App)
- In Secondary MYP classes, the use of the virtual learning environment (VLE), *ManageBac*, was introduced to communicate with students/families re their assignments, preparation for tests, progress, and support for learning.
- Google APPs For Education (GAFE) is used extensively in the French Stream (K-10) and in other faculties as teachers become trained. This is aimed at improving communication between teachers, students and their parents.

*2. Develop opportunities for sharing best practice nationally and/or internationally in education.*

The following indicators of success are:

- There have been a number of shared professional events for French teachers held at TPS. They include: professional learning with AEFÉ Inspector (four days) ; professional learning with AEFÉ Conseiller Pédagogique (three days) ; workshop with AEFÉ Mathematic Secondary Conseiller Pédagogique (two days) ; workshop with AEFÉ French Secondary Conseiller Pédagogique (one day) ; workshop with Provisieur for secondary French staff (one day) ; workshops for IT in classroom (one day)

There also have been a number of professional events for French teachers outside of TPS (within AEFÉ Asia Pacific network). They include 18 days of professional learning

which teachers in Asia then shared with all their colleagues within the school and four days of specifically targeted professional learning on bilingualism

- There have been many visits by principals from other French/English schools in Australia - including three Melbourne schools, two from Sydney and one from Brisbane. Telopea Park School continues to lead bilingual education in Australia.

A new association was planned and formed by the Principal and Proviseur to best support the other French/English schools in Australia – the Australian Association of French English Bilingual Schools (AAFEBS). This association is now supporting 10 schools in Australia with more planned in the future. We have held one face-to-face meeting and four teleconferences to discuss: Professional Learning; security concerns and actions; assessment and examinations; school structures and staffing. The Director General of the ACT Education Directorate is the Honorary President and the TPS Principal is the inaugural President

The Principal is a member of the working party to develop and open a new French/Australian school in Adelaide.

- Teachers on exchange programs to report back to staff on comparative education and cultural education

The Principal and Proviseur travelled to New Caledonia to set up two “sister school” relationships with schools there – Collège Georges Baudoux and Lycée Jules Garnier, to ensure that future exchanges are viable and valued. On return reports were given to the staff.

*3. To build sustainable partnerships with French Schools in Australia, in Asia-Pacific and world-wide.*

The following indicators of success are:

- Partnerships were signed with two schools in New Caledonia to enable Telopea Park School students to exchange with students from Nouméa each year. They are Collège Georges Baudoux for the Year 6/7 exchange and Lycée Jules Garnier for the Years 10/11 exchange. The Principal and Proviseur travelled to New Caledonia to sign these agreements and the meet with the Australian Consul General and the Proviseurs of the sister schools.
- Last year a school in Brisbane, Tingalpa State School, was supported in its development to include a French/English steam. The concept of a French/English bilingual school in Adelaide has been accepted and the school will operate along the lines of the Telopea Park School model. Continual support has been, and will continue to be, given

- Number of visits and communication level between schools in other states, including the NT.

Principals from all nine member-schools of AAFEBS have attended the school for a face-to-face meeting. Subsequent meetings were via teleconference.

The school has hosted inter-school visits for other principals to learn more about the structure of the school and bilingual education.

Information has been gathered about bilingual schools in the Northern Territory as well as Far North Queensland. By the end of 2015 no specific school had been chosen for a relationship in bilingualism. The journey will continue in 2016.

### **Reporting against the targets for this priority**

- *Three new partnerships developed with other educational settings*

These include the partnerships with two schools in New Caledonia, as previously described, as well as consolidation of the relationships between all French English Bilingual school in Australia through the formation of AAFEBS

- *75% of Aboriginal and Torres Strait Islander families engaged in their child's PLP*

In 2015 all families of Aboriginal and Torres Strait Islander students were invited to participate in their child's PLP meetings in both Secondary and Primary.

In Secondary, approximately 60% of families physically attended at least one meeting.

In Primary, 100% of families physically attended each ILP/PLP meeting and were actively involved in the collaborative process to identify areas of need.

100% of families were posted or given a copy of their child's PLP and were invited to provide feedback.

It is worth noting that there has been a significant increase in teachers engaging in their students' PLPs, in line with the school's Reconciliation Action Plan.

The Reconciliation Action Plan was updated to the digital form during 2015 and actively supports families and students to engage in education. This was a collaborative journey involving Aboriginal and Torres Strait Islander families, teachers, students and interested members of the school community. It was a respectful and successful result after many months of meetings.

- *60% of families attending parent/teacher meetings*

In the Primary sector, formal parent/teacher interviews were held at the end of semester 1. 369 parents used the online booking facility (PTO) to make appointments to see their

children's French and Australian teachers together. The enrolment of Primary students at that time was 471 students. Therefore, 78% of parents of Primary-aged students attended the meetings and made appointments via the PT Online system.

Many informal parent/teacher discussions were held between Primary parents and teachers weekly.

In Secondary, parent/teacher interviews are held at the end of terms 1 and 3, immediately after the Term Progress Reports are sent home. This enables a discussion about progress and what is needed to succeed in the future. All parents are welcome but some parents are requested to attend. This year:

- In term 1: 379 parents attended from a total enrolment of 792 students. There were 1880 individual bookings made.
- In term 3: 394 parents attended from a total enrolment of 813 students. There were 1420 individual bookings made.

Sixty percent of families did not attend Secondary parent/teacher evenings as many parents are satisfied with their children's progress.

- *Five percentage point increase in parents satisfied that community partnerships are maintained and valued in the School Satisfaction Survey*

This target was not achieved. In 2014 67% of parents responding to the survey believed that community partnerships are maintained and valued compared with 65% in 2015.

In 2016, the school will work with the community to unpack the meaning of *Community Partnerships* and to advertise and celebrate the partnerships that already exist.

There are many existing community partnerships including:

The Alliance Francaise (within and outside of the school); the Australian Association of French English Bilingual Schools (AAFEBS); Before and After School Care (including holiday programs); a Uniform Shop (on campus); music tutoring after school; the National Archives; Global Warming; Manuka Oval, to mention a few.

### **Strategic Priority 3: To develop sustainable systems and practices to support the implementation of the Bi-National Agreement**

**Targets:** By the end of 2015:

- Balanced annual budget
- Workforce Management Plan in place and used to guide staffing.

**Progress:**

The strategy used to realise this priority was:

*1. To develop a sustainable Business Model.*

The indicators of success are:

- A balanced budget was achieved each month and presented to the Board for ratification
- The School Business Plan was updated for the year. During the year the school was transitioning from support directly from the French Department of Foreign Affairs through the French Embassy to support as a partner school with the AEFÉ (French Agency of Foreign Affairs for French schools abroad). The last MOU was signed in 2015 in preparation for the hand-over to the AEFÉ and the signing of the new agreement in early 2016. The School Board was kept abreast of the progress

Meetings were held in Paris, October 2015, with the Directrice of the AEFÉ and the Directrice Générale of the Foreign Affairs Globalisation Agency – in order to inform the government of the operation of the school and the importance of it in Australia. Funding was discussed.

- System processes were developed together with the Education Directorate to articulate the funding of French teachers in the school

**Reporting against the targets for this priority**

- *Balanced annual budget*

A balanced budget has been achieved throughout 2015 and presented to the Board, initially at each Board meeting and then monthly

- *Workforce Management Plan in place and used to guide staffing*

The 2015 Workforce Management Plan articulates the needs of the school to enable staffing at the required level to be in place and maintained.

*Annual Professional Discussions* are held with all teachers to guide their professional journeys in line with the needs of this school as well as the needs of the Directorate. All teachers have been assigned mentors to support their career development as well as supporting their professional learning needs. This is in line with the Workforce Management Plan.

## 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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	685583.80	1754505.30	2440089.10
Voluntary contributions	132112.00	98068.00	230180.00
Contributions & donations	16309.90	90750.00	107059.90
Subject contributions	20684.00	8938.00	29622.00
External income (including community use)	13223.84	33915.66	47139.50
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	10194.51	22525.67	32720.18
<b>TOTAL INCOME</b>	<b>878108.05</b>	<b>2008702.63</b>	<b>2886810.68</b>
EXPENDITURE			
Utilities and general overheads	114946.24	122082.33	237028.57
Cleaning	114247.25	114066.84	228314.09
Security	4141.94	6741.00	10882.94
Maintenance	190314.35	60775.57	251089.92
Administration	23913.12	43322.24	67235.36
Staffing	52640.00	852978.00	905618.00
Communication	5969.18	10796.64	16765.82
Assets	21251.29	174309.32	195560.61
Leases	3492.24	5231.10	8723.34
General office expenditure	70574.62	43003.84	113578.46
Educational	147601.50	115435.26	263036.76
Subject consumables	15715.42	14033.18	29748.60
<b>TOTAL EXPENDITURE</b>	<b>764807.15</b>	<b>1562775.32</b>	<b>2327582.47</b>
<b>OPERATING RESULT</b>	<b>113300.90</b>	<b>445927.31</b>	<b>559228.21</b>
<b>Actual</b> Accumulated Funds	100000.00	100000.00	100000.00
Outstanding commitments (minus)	-7861.04	0.00	-7861.04
<b>BALANCE</b>	<b>205439.86</b>	<b>545927.31</b>	<b>651367.17</b>

### Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 697.57

### Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

### Reserves

Name and purpose	Amount	Expected Completion
Provide the name, brief description of the reserve, why the reserve has been created and how the reserve enhances student/community/school's outcomes	\$165,000	2017
Add additional rows as appropriate or delete		
Add additional rows as appropriate or delete		

## Endorsement Page

I declare that the Telopea Park 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>French Government Representatives:</b>	Eric Soulier and Catherine Hodeir
<b>Australian Government Representative:</b>	David Atkins
<b>Parent Representatives:</b>	Jacinda Still (Chair), Hugh Griffin and Laura Beacroft
<b>Community Representative:</b>	Mary Welsh (Deputy Chair)
<b>Teacher Representatives:</b>	Nick Rothwell and Kathy Solomko
<b>Student Representatives:</b>	Philippa Evans and Divij Madan
<b>Board Chair:</b>	Jacinda Still
<b>Principal:</b>	Kerrie Blain
<b>Proviseur:</b>	Emmanuel Texier

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 2015.

Principal Signature: K. P. Blain Date: 12/5/16

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

Provisour Signature: L. Teria Date: 12/5/16

Board Chair Signature: [Signature] Date: 12/5/16