



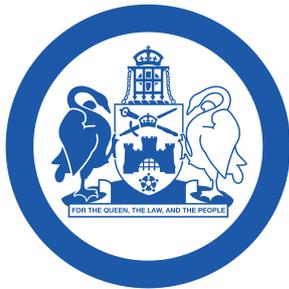
TELOPEA PARK SCHOOL

**TELOPEA PARK SCHOOL
LYCÉE FRANCO-AUSTRALIEN
BOARD REPORT
2014**



The entrance to Telopea Park School as seen from Parliament House along Sydney Avenue

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

Telopea Park School / Lycée Franco-Australien is a unique bi-national kindergarten to year 10 co-educational government school located in Canberra, Australia.

The school was founded in 1923 and is administered by the ACT Education and Training Directorate. Since 1984, the school has operated under the terms of the Agreement between the Government of Australia and the Government of the French Republic concerning the Establishment of a French-Australian School in Canberra (Australian Treaty Series No 8, 1983).

The objectives of the school are to:

- provide bilingual education in the English and French languages from kindergarten to year ten for students aged from five years to at least the end of compulsory schooling;
- promote progressive bilingualism in its educational program and to enhance access by students to quality bilingual education;
- foster respect for other cultures;
- provide a normal Australian education at secondary level, as a neighbourhood school; and
- contribute to French-Australian educational and cultural relations and in particular to support the achievement of the aims of the Agreement.

The school underwent the four-yearly Bi-National Review in October 2013. An Inspector Générale from Paris representing the French Government and a professional educational researcher representing the Australian Government worked together to ascertain the achievements of the school in realising the objectives of the Bi-National Agreement. Their report, culminating in commendations for the past four years and recommendations for the next four years, informed the writing of the 2014-2017 School Strategic Plan.

The school operates with three streams: a K-6 bilingual stream; an English-French Stream 7-10 leading to the French Baccalauréat; and a comprehensive 7-10 English Stream. All secondary students undertake the Middle Years Programme (MYP) of the International Baccalaureate (IB) Organisation.

The school has been an authorised IB MYP world school since 2006 and will undergo its second Review Visit in March 2015. The first review, post authorisation, was in February 2010. This review will examine the implementation of the requirements to be an MYP school – the philosophy, curricula preparation and delivery, pedagogy and assessment.

The school has an international character with over 70 nationalities represented in the student population, and is recognised for its academic excellence and strong student welfare. The core values of the school are cooperation, fairness, honesty and respect.

Student Information

Student enrolment

In 2014 there was a total of 1204 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

Group	Number of Students
Male	557
Female	647
Indigenous	14
LBOTE	781

Source: Planning and Performance, August 2014

The Priority Enrolment Area (PEA) for the French program (all primary students and the 7-10 English/French Stream) is the whole of the ACT. The PEA for the Australian Stream (7-10) comprises the suburbs around the school site. These are articulated on the ACT Education and Training Directorate (ETD) website.

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	94.8
1	95.4
2	95.5
3	95.4
4	95.3
5	92.1
6	95.3
7	93.5
8	91.7
9	89.8
10	89.6

Source: Planning and Performance, July 2014

An attendance register/roll is taken each school day by the Classroom Teacher (Primary) and the Pastoral Group Teacher (Secondary). 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 11am 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 Student Welfare (Secondary) or the Deputy Principal (Primary) is alerted.

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 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	Approx.75*

Source: School Data

*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 has not been reported. There are five 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 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, 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	19
General Service Officers & Equivalent	2
School Leader A	1
School Leader B	3
School Leader C	11
Teachers	84
TOTAL	120

Source: Workforce Management, August census 2014

The school also has a Head of French Studies, (le Proviseur), kindergarten to year 12 French teachers and a Conseiller Pédagogique in the Primary Sector who oversees the delivery of the French National Curriculum, kindergarten to year 6.

There is one Aboriginal and Torres Strait Islander Education Officer working at this school on a part-time basis.

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 primary, there are over 50 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 2013.

In secondary, all year 10 students had the opportunity to participate in Australian Business Week. 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, 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. Again the hours of parental commitment cannot be estimated.

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.

Telopea Park School/Lycée Franco-Australien was validated in 2014. A copy of the validation report 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 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, 293 parents, 55 staff and 683 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 85% of parents and carers, 93% of staff, and 77% of students at this school 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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	75
Teachers at this school treat students fairly.	79
This school is well maintained.	80
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	83
Student behaviour is well managed at this school.	71
My child likes being at this school.	90
This school looks for ways to improve.	78
This school takes parents' opinions seriously.	64
Teachers at this school motivate my child to learn.	79
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	79
This school works with me to support my child's learning.	69

Source: 2014 School Satisfaction Surveys, September 2014

Table: Proportion of students in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	87
My teachers provide me with useful feedback about my school work.	63
Teachers at my school treat students fairly.	52
My school is well maintained.	54
I feel safe at my school.	67
I can talk to my teachers about my concerns.	40
Student behaviour is well managed at my school.	35
I like being at my school.	65
My school looks for ways to improve.	64
My school takes students' opinions seriously.	42
My teachers motivate me to learn.	61
My school gives me opportunities to do interesting things.	70

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

All teachers in the school are allocated a supervisor/mentor to guide their teaching career and are supported with an *annual professional discussion*. In doing this they also complete *Professional Pathways* documents in line with national, system and school priorities as detailed in the school plan. All teachers complete three days of school professional learning, one day of a faculty priority and one personal professional learning day. To gain annual registration with the *Teacher Quality Institute* (TQI) each teacher must complete 20 hours of reflected professional learning including five hours of an accredited course.

Professional Learning started early in the year with all teachers attending the TQI accredited program in January 2014, *the Flipped Classroom*, led by *Verso*. Many teachers have since incorporated this pedagogy into their classroom teaching.

Teachers completed the mandatory on-line courses of: *Mandatory Reporting, Code of Professional Practice, Workplace Bullying, Workplace Health and Safety*. These were system priorities.

Secondary teachers participated in MYP workshops and conferences and were involved in leading workshops for other schools.

Each semester all teachers are involved in a *Pedagogy Challenge*. They gather evidence in the classrooms based on an articulated theme. In 2014 the two challenges were: "Demonstrate how you differentiate the curriculum in your classroom so that every student is supported" and "to know your students and how they learn and therefore to understand and explain metacognition in the classroom"

Each *challenge* was shared with all staff, K-10 with a Showcase Staff Meeting at the end of each semester.

Primary teachers focused on French/Australian Curricula Audits to ensure that the Australian Curriculum and the French National Curriculum are both being delivered to every year level in accordance with the guidelines for each country.

Other focus was on *French bilans* and *projects* and K-6 writing genre.

French Professional Learning

In 2014, as for each year, three primary school French teachers and three secondary school French teachers participated in six professional learning opportunities outside of Australia. This was organised by the AEFÉ (the French Government organisation administering all French schools abroad). As our school is part of the AEFÉ network (Zone Asia-Pacific), the agency pays the costs for this professional learning.

In primary the focus was on:

- Art
- Reading learning strategies for K-2

In secondary:

- Science (SVT)
- *Dispositif Linguistique*
- Social studies (Histoire et Géographie).

Our teachers are also participating in Professional Learning organised during the visits of the French Inspector (IEN) for Primary, and Specialised teachers (EEMCP2) for Secondary.

In September 2014, and for the first time, a five-day Professional Learning for French teachers in Primary schools in Australia was organised by the French Embassy at Telopea Park School. The topic was “Learning strategies in a Bilingual classroom”.

Learning and Assessment

Performance in literacy and numeracy

Early Years Assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Telopea Park School PIPS 2014 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	62	110	51	124
Mathematics	42	50	39	54

Source: Planning and Performance December 2014

Kindergarten students learn in French four days a week and in English one day a week. As PIPS testing is in English only, this accounts for the less-than-expected growth for the students at Telopea Park School. This is not a concern as we know from results of students' achievement in NAPLAN in year 3 at the school over many years, that our students perform

significantly better than the ACT mean. This is especially true for *Grammar and Punctuation* where they performed 55 points above the ACT mean.

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

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar & punctuation and numeracy.

In 2014, 2.90 % of year 3 students, 0.00 % of year 5 students, 0.00 % of year 7 students and 1.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

Table: Telopea Park School 2014 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	461	440	530	523	596	569	621	600
Writing	428	405	481	474	539	524	574	559
Spelling	426	413	524	502	588	554	626	591
Grammar & Punctuation	496	441	555	520	605	566	623	591
Numeracy	439	415	508	499	590	559	607	598

Source: Performance and Planning December 2014

From the table it can be seen that the students' scores are consistently above the ACT mean. The results are also well above the national average. This demonstrates the level of ability of the students at the school, but these results also mask the fact that some students are not working to their capacity at all levels. In classes, formative assessment and the on-going tracking of results are used to identify these students and support them to reach their potential.

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 also undergo French National Testing in years 2, 5, the Brevet in year 9 and preparation for the French Baccalauréat in year 12 at Narrabundah College.

Overview of the French National Testing Results:

Year 2 and year 5 students completed the French National Assessments during the first weeks of term 4. This year, no new assessments were released by the Ministry of Education, so we used the 2013 protocol. For the same reason, we were not able to compare our results with the national average as no results have been collected by the Ministry since 2012. In 2015, we will be following a new protocol to assess our students at the end of year 2 and year 5.

Table: Average Percentage Scores in French National Assessments 2014

Test	Year 2	Year 5
Reading	55	60
Writing	80	60
Vocabulary	60	50
Grammar	50	53
Numeracy	80	66
Arithmetic	66	60
Geometry	75	60
Measurement	71	62
Problem Solving	75	66

Source: French Government reporting December 2014

Year 2

The results of our students are good in year 2, especially in mathematics. Areas for improvement are spelling, grammar and vocabulary, which are consistent with previous years. Again in 2015 we will work with the students on the transfer of writing skills from English to French and vice versa learning.

Year 5

The results of year 5 students in the National French Assessments are consistent in all mathematics topics. The results in French are improving in spelling, grammar and vocabulary. These areas of improvement have been noted by the AEFÉ French inspector, during his last visit to the school. We are working on different strategies to improve all students' skills. For example, audio and video recordings are used for the work on spelling, automated exercises to work on grammar rules, and a whole school approach to French vocabulary is being prepared to use in 2015.

French National Examinations are held at the end of the Northern Hemisphere academic year (June) in years 9 and 12 (Troisième and Terminale). The results are exceptional and exemplify the benefits of a bilingual education.

The results in 2014 were as follows:

Baccalauréat 2014 – Lycée franco-australien de Canberra - 100% pass rate

High Distinction / Très Bien : 60%

Merits 100% / Bien and Très Bien

60% of these students were awarded an Australian Tertiary Admission Rank (ATAR) of greater than 98.

30% of these students achieved an ATAR of more than 99.

Brevet 2014 - Diplôme National du Brevet 2014 - 97% pass rate

86% with merits and 25% with High Distinction (Très Bien).

Performance in other areas of the curriculum

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

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: *Cahier de Texte* and *Pronote* in primary and the EFS and *ManageBac* in secondary. 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 this forum.

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.

Telopea Park School entered six teams into the ACT Debating Competition in 2014, with one team going on to win the ACT Grand Final and receiving the Ford Trophy. One student was awarded best speaker of the 2014 debating season and another student was awarded the best speaker in the Grand Final.

Progress against School Priorities in 2014**Priority 1**

To improve student outcomes underpinned by the objectives of the Bi-National Agreement

Targets

By the end of 2014

- 80% of students are achieving Middle Years Programme (MYP) grades of 3 or higher in years 7-10
- 80% of students in the French stream subjects achieving marks over 10/20 in years 7-10
- Achieve a two percentage point increase in the proportion of within school matched students showing expected progress or better in NAPLAN test domains for years 5, 7, and 9 from the 2013 figures.
- 75% of Aboriginal and Torres Strait Islander students to achieve their Personalised Learning Plan (PLP) goals.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Progress

In this year, the first year of our new School Strategic Plan, the school has started on a journey to implement a number of strategies, driven by the objectives of the Bi-national Agreement, to improve student outcomes. The first of these strategies is to **ensure systematic French and Australian curricula delivery for monitoring learning across the school**. Phase 1 (English, history, mathematics, science) and Phase 2 (The arts, geography, some languages) of the Australian Curriculum (AC) have been delivered from kindergarten to year 10 and familiarisation with the Phase 3 subjects (health and physical education, technology, all languages and some humanities areas) is occurring in all years.

The French National Curriculum has been delivered from kindergarten to year 12 (K-12) in the French Stream as validated by the French inspection.

There has been an on-going audit of the primary French National Curriculum against the AC achievement standards. The audit of the Phase 1 subjects has been completed, Phase 2 is in progress and Phase 3 will be completed in 2015-2016 in line ACT curriculum directives.

Learning is monitored across the school by assessment – both formative and summative.

To ensure the delivery of the audited *Teloopa Park School Harmonised Curriculum* in K-6 classrooms, all primary teachers:

- deliver the curriculum according to the French National Curriculum and the AC via the *Teloopa Park School Primary Harmonised Curriculum*
- jointly create the *Overviews* for the school and for parents' knowledge
- report on outcomes; have three-way interviews (student, two teachers and parents) in Term 2 and hold *Learning Journeys* in Term 3 (to which all parents are invited)
- develop outcomes that reflect the audited curriculum
- participate in moderation in year teams

The success of this strategy can be seen by a number of factors. The proportion of teaching programs that show alignment of the audited French/Australian curriculum in primary by the end of 2014 was 100%. In secondary 100% of teachers are using spreadsheets to track and monitor MYP grades in years 7-10. *Pronote* has been used by 100% of French teachers for years 6-12 to track and monitor student progress.

In actioning our strategy of **continue to build a school-wide professional learning team of highly skilled teachers** the National School Improvement Tool was used to form a baseline for improvement in the school. The results highlighted there was a need to assist staff in analysing the data to improve student learning. To this end professional learning was offered to staff and the implementation of web-based programs to assist in recording and analysing of data. Eg. *ManageBac* (Secondary), *Cahier de Texte* and *Pronote* (Primary).

Knowledge of the *Quality Teaching Model* (QTM) underpins the understanding of excellence in pedagogy and as such is building the capacity in the teaching staff of the school. All teaching staff have completed professional learning in relation to QTM (This does not include staff who have arrived since that professional learning discussion).

Each semester all teachers were given a “Pedagogy Challenge” which they then presented to a full-staff meeting. In semester 1 the challenge was to analyse how they prepared for, and implemented *differentiation* within their classes, to observe other classrooms and to document their journey. In semester 2, teachers were asked to investigate how their students learn in their classrooms (in line with the *National Professional Standards for Teachers – Standard 1: Know the students and how they learn*). They were asked to complete professional readings about metacognition, to discuss this with their colleagues as well as to have discussions with their students about understanding how they learn best. All teachers prepared for the challenges. The presentations at staff meetings were recorded to be used as evidence as well as future professional learning of staff. All teachers have been asked for suggestions for the Pedagogical Challenges for 2015 in line with the *National Professional Standards for Teachers*.

Evidence of the effectiveness of our approach in this strategy in 2014 includes:

- 100% of teachers included a Professional Pathways Priority focused on improving their pedagogy. “To extend pedagogy to improve outcomes for all students”.
- 100 % of teachers included the collection and analysis of relevant data to support student learning as one of their priorities in their 2014 *Professional Pathways*. All teachers have reported on this in their *Professional Pathways Summative Review* with their assigned mentor/supervisor in term 4.
- 100 % of teachers have been inducted into the National Professional Standards for Teachers and the Classroom Practice Continuum. Annual Professional Discussions

and Professional Pathways discussions are based on the National Professional Standards for Teachers.

- Proportion of teaching staff who agree they are *actively engaged in professional learning* is 98% a rise from 96% in 2013. (95% in P-10 schools)
- Proportion of teaching staff who agree *there are processes in place to support their practice* is 74%. This is a slight decline from 2013 (79% and below other P-10 Schools (81%). The executive team in the school will communicate with their teachers to ascertain how best to support all teachers in their practice in 2015 and beyond.
- Proportion of teaching staff who agree they *receive constructive feedback about their practice* is 72%. Just below other P-10 schools (74%) and below our results in 2013. (79%). Again, the executive teachers will provide opportunities for conversations based on best practice and teacher needs.

The aim for 2015 is to translate into French four important documents for the understanding of all teachers and to guide their pedagogy:

1. The Quality Teaching Model (QTM)
2. the National Professional Standards for Teachers
3. *Le Socle Commun*. This is the French document that represents seven areas that students need to master before the end of compulsory schooling in the French language. It describes skills like proficiency in a language or mathematics but it also articulates life skills. For example - the ability to be critical and to form your own opinion. In 2015 a summary of *the Socle Commun* will be translated.
4. The *IB Learner Profile* of thinkers, knowledgeable, reflective, risk-takers, communicators, caring, principled, inquirers, open-minded, balanced.

The following are examples of the pro-active nature of the teachers to progress the use of data to improve their practice under our strategy to embed school wide analysis and discussion of data to inform teaching.

- A professional learning workshop by Prof Lyn Sharratt: *Putting faces on the data* was attended by several executive teachers as trainers for classroom teachers at the school.
- Growth data analysed: NAPLAN; French National testing; in-class results as tracked by individual teachers; end-of-semester A-E semester results tracked in years 1 to 10.
- MYP data (years 7-10) is analysed through the use of spreadsheets. The purchase and use of *ManageBac*, an on-line tool for recording and tracking student results throughout the year in Years 7-10 has enhanced the ability for all teachers to track student progress over time.

Progress in this strategy is indicated by:

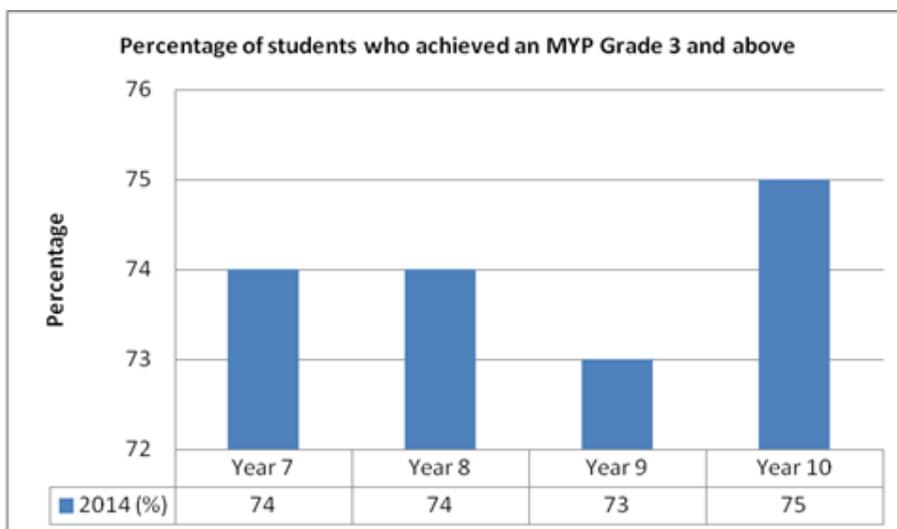
- All primary teachers track their students' academic progress using spreadsheets for weekly spelling and assessment. They use this data closely to monitor the needs of their students. Progress is recorded on a G-Drive folder to track all literacy data – CARS, PM Reading levels, South Australian Spelling Tests and Core Spelling Words program.
- Proportion of teaching staff who agree they use data from system assessment and practices to inform their planning in 2014 was 70 %. This is below our 2013 results and also below other P-10 schools' results. This priority will be a focus for 2015.
- Proportion of faculty meetings showing evidence of data discussions was anecdotal and therefore hard to assess. In 2015 all teachers will be asked to include the priority "use of data to inform teaching and learning" into their *Professional Pathways*.
- Proportion of teachers using data to track students' progress was 100%.
- Proportion of teachers using spreadsheets to demonstrate student progression was 100%. This will remain a focus, K-10, in 2015.

Overview of the Results:

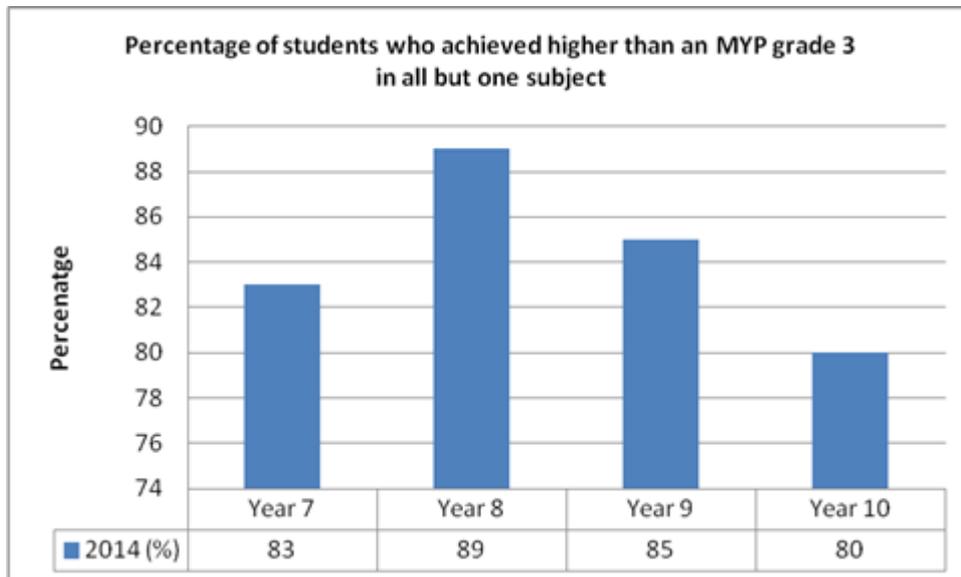
At the beginning of the year, the school set targets to aspire to by the end of the year. The results are discussed below.

1. Percentage of students who achieved an MYP Grade 3 and above

The ambitious target of 80 percent of students gaining scores of 3 and above in all subjects was not met, however in 2015 students will be given support to understand that all subjects are important. In 2014, 80 percent and higher in each year cohort achieved a 3 or greater in all **but one** subject. IB MYP grades are 1 to 7 with 7 as the highest. 3 is equivalent to a "C" grade in the ACT. These results are highlighted in the two graphs below.



Grade summaries for semester 1 and semester 2 excluding students who received only one grade less than a grade 3.



Source: School data, December 2014

2. In-class assessments in English French stream

In the Secondary English/ French Stream (EFS), the target of 80 percent of students in EFS achieving marks over 10/20 has been achieved as shown below.

Note that in Premier (Year 10 Semester 2 and Year 11 Semester 1) there are two streams within French Studies (Literary and Scientific)

- 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

3. NAPLAN Achievement

With respect to our target of our achieving a two percentage point increase in the proportion of within school matched students showing expected progress or better in NAPLAN test domains for years 5, 7, and 9 from the 2013 figures this was achieved in year 7 grammar and punctuation and year 9 reading and spelling.

Table: NAPLAN Within School matched Growth data

Year Level	Domain	Less than expected growth (%)	Equal to or better than expected growth (%)	% point difference in Growth from 2013
5	Reading	46.7	53.3	-6.2
5	Writing	46.7	53.3	-6.2
5	Spelling	44.4	55.6	-20.1
5	G&P	37.8	62.2	-2.7
5	Numeracy	37.2	62.8	-12.9
7	Reading	29.2	70.8	1.9
7	Writing	62.5	37.5	-19.3
7	Spelling	35.4	64.6	-1.3
7	G&P	35.4	64.6	10.1
7	Numeracy	40.4	59.6	-13.7
9	Reading	25.8	74.2	10.0
9	Writing	44.2	55.8	-11.6
9	Spelling	22.1	77.9	22.5
9	G&P	325.0	67.5	-3.7
9	Numeracy	44.1	55.9	0.0

Source: SMART data, December 2014

4. Aboriginal and Torres Strait Islander students' achievement

In 2014 100 percent of Aboriginal and Torres Strait Islander students achieved at least one of their Personal Learning Plan (PLP) SMART goals, and 50 percent of Aboriginal and Torres Strait Islander students achieved all of their PLP SMART goals.

The target was to have 75% of students achieving their PLP SMART goals. The school will continue to support these students in an effort to increase the proportion of students who are able to achieve all of their goals.

Priority 2

Sustain and continue to build partnerships with families, communities and organisations

Targets

By the end of 2014:

- 25% of Aboriginal and Torres Strait Islander families attending school events.
- Establish bench mark of parents/carers volunteering at Telopea Park in the primary sector
- 10% point increase in parents responding to School Satisfaction Surveys

- 5% point increase in parents satisfied that community partnerships are maintained and valued in the *School Satisfaction Survey*

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Progress

As all families in the Telopea Park School community are highly important, the school has worked towards **strengthening the engagement of all students and families, including Aboriginal and Torres Strait Islander students and families, in learning, transition, planning and communication.**

In 2014 this was actioned through inviting all Aboriginal and Torres Strait Islander families to attend school events. Whole school events and activities this year included *Reconciliation Action Plan* (RAP) meetings and morning teas, the school fête, PLP meetings, Parent/Teacher interviews, Information nights, P&C meetings. 25 percent of Aboriginal and Torres Strait Islander families attended at least one RAP meeting, and 50% of families attended at least one PLP meeting. There was an Aboriginal parent representative on the P&C, with active involvement in the organisation and running of the school fête. Further events and programs that encouraged Aboriginal and Torres Strait Islander family participation included a Buroinjin Competition to raise awareness and prevention of adolescence suicide, a Winnunga Nimmityjah healthy food program, and a Winnunga Nimmityjah “no more boondas quit smoking” program.

In 2015 through our RAP and our Annual Operating Plan, we will continue to prioritise the development of strategies for improving parental engagement in school events.

We aimed to develop strategies to encourage parents to respond to the *School Satisfaction Survey* as this is an avenue to gain feedback. Parent *School Satisfaction Surveys* were distributed online and available in paper versions to all families in the school. Reminders were sent out at regular intervals online and in the Telopea Topics newsletter. *School Satisfaction Surveys* were mentioned to the school community for a longer period prior to the dates in which they were available. Meaningful conclusions are difficult to make as approximately only one third of parents are represented in 2014.

There was a higher proportion of secondary parents who completed the survey. That is, 64% of parents had children in years 7-20. 37% of responding parents had children in kindergarten to year 6. 19% of the parent respondents had been in the school less than one year. 64% of parent respondents were mothers. There were no Aboriginal families who responded. 42% of responding parents do not speak English at home.

While the result of increased parent response was not achieved the survey results showed the following responses to items linked to our strategy of strengthening engagement of all students and families:

- 67% of parents either agreed or strongly agreed that community partnerships are valued and maintained. 26% of parents neither agreed nor disagreed. This is an improvement on our 2013 results but lower than other high schools.
- 79% of parent respondents agreed or strongly agreed that the school motivates their child to learn. This is an improvement on the 2013 and above other high schools.
- 69% of parent respondents feel the school works with them to support their child's learning. This also is an improvement on the 2013 but lower than other high schools.
- 83% of parent respondents felt that they could speak to their child's teacher about their concerns, an improvement on 2013 but below other high schools.
- With respect to students satisfaction related to items in the survey connected to this strategy, 40% of students in years 5-10 agreed or strongly agreed that they can talk to their teachers about their concerns while 35% neither agreed nor disagreed. This was a decline on our 2013 results and will be a focus in 2015. We aim for every child to be able to confide in at least one teacher.
- 61% of students in years 5-10 agreed their teachers motivate them to learn with 25% neither agreeing nor disagreeing. This result is the same as 2013 but still below that of other high schools.

Developing opportunities for sharing best practice nationally and/or internationally in education is another important strategy within Telopea's School Plan. In 2014 the school has taken the opportunity to support other developing French/Australian schools in other capital cities: in Melbourne at Auburn High School and in Brisbane at Tingalpa Primary School. Visits from principals and executive teams have been organised throughout the year as well as the Proviseur and executive teachers spending time at their respective campuses. Support documentation has also been shared as Telopea Park School's model of excellence has been developed over many years.

Telopea Park School hosted a National Conference and two days' of professional learning on bilingualism in September at the school. These two events were attended by over one hundred teachers and academics from around Australia. There is on-going support for all teachers in bilingual settings in Australia on the Telopea Park School bilingual website *Forum Bilingue*:

www.forumbilingue.lyceefrancoaustralien-efs.org

The students, under the guidance of the school's Careers Adviser, raised the money to significantly complement the school buildings on a remote island in Vanuatu. There is on-going support for this school in the development and provision of resources, including power, Information and Communication Technology equipment and books. This is part of

the commitment to the IB's concept *Service and Action* for all students in the school to understand other communities and to contribute towards equity for all.

In the Northern Territory – the school is exploring a relationship with two schools in Arnhem Land, east of Darwin - to be progressed in 2015. As a bilingual school we plan to have discussions and to share professional visits between other bilingual schools in Australia. The two schools in Arnhem Land are willing to share with us their bilingual journey and us with them. This is innovative in the ACT.

In evaluating the success of this strategy, our indicators show we have been successful with:

- Over ten shared professional events for French teachers being held at Telopea Park School.
- The annual French school exchange to Grenoble and the Band Tour to the north of France and Paris were completed and successful.
- Visits and communication between schools in other states were considerable and are on-going - as reported previously.

Our School Plan also identified our belief to achieve our priority we need to **build sustainable partnerships with French Schools in Australia, in the Asia-Pacific and world-wide**. As such, staff have developed and/or consolidated relationships with schools in:

- Sydney – collaboration with the French School of Sydney, Lycée Condorcet, for curriculum support and collaboration with assessment in the Brevet and French Baccalauréat.
- Melbourne – support in the setting up of the new French/Australian school, Auburn High School, where the French curriculum is now being delivered.
- Brisbane - support in the setting up of the new French/Australian primary school, Tingalpa Primary School. TPS has hosted many visits from the Principal, the executive and teaching team from Brisbane. We have shared resources, curriculum documents, pedagogy, assessment and reporting methods.
- New Caledonia – development of a relationship with the Education Directorate of New Caledonia with the view to sharing professional learning between France and Australia.

We are proud of the year 5 student exchange with a primary school in Nouméa, École Frédéric Surleau, and New Caledonia each year, where they are able to experience schooling in France, the French language and the culture of the country as they spend time with host families.

The Principal visited a school in United States of America – Lycée Rochambeau in Washington in September with the view to setting up a professional learning dialogue and the possibility of teacher exchanges.

The success of this strategy is evidenced through the partnership developed with New Caledonian schools and the three schools in Australia which the school is supporting in their

formative years, along with the many visits and the communication between Telopea Park School and schools elsewhere.

Our work within the three strategies saw the following progress against the identified targets for this priority related to sustaining and continuing to build partnerships:

1. 25 percent of Aboriginal and Torres Strait Islander families attending school events which met our target.
2. A benchmark of parents/carers volunteering in the primary sector was not completed as the many parents attending the school each day (to support the reading program in both French and English) confused the correct count. The number was over 20 parents each week.
3. There was a decrease of 19.5 percentage points in the proportion of parents responding to the *School Satisfaction Survey*. (293 surveys were answered compared with 364 in 2013). The *School Satisfaction Survey* was conducted at a time when there had been other surveys for parents seeking feedback. This may have been confusion for them when *School Satisfaction Survey* were distributed
4. 67% of parents either agreed or strongly agreed that community partnerships are valued and maintained. 26% of parents neither agreed nor disagreed. This is an improvement on our 2013 results but lower than other high schools and below our target.

Priority 3

To develop sustainable systems and practices to support the implementation of the Bi-National Agreement

Targets

By the end of 2014, there will be achievement of:

- balanced annual budget
- Annual Workforce Management Plan developed

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Business innovation and improvement

Progress

As requested by the two School Reviewers in December 2013, and to ensure **a sustainable business model** is in place, a Business Plan was written and completed in term 1, 2014. This Plan was sent to the Education and Training Directorate for approval and to the French Embassy at the end of term 1.

The Business Plan was tabled at the School Board and was ratified unanimously by all Board members – including the Federal Government representative and the French Embassy representatives.

The Plan articulates the need for the school to be fully recognised by the AEFÉ (the official French Government Agency that oversees all French schools abroad) and for parents of students studying in French to be asked for a small financial contribution towards the delivery of the French Curriculum, for the external assessment of the program, employment and inspections of French teachers and the external assessment of students – as described earlier.

A letter was sent to all families articulating this request.

As with all family contributions in ACT public schools, the school has been asked to indicate that the letter requesting these contributions will include the voluntary statement.

French and Australian staffing has been articulated to the Australian and French governments. The school is in the process of transitioning to being fully recognised as an AEFÉ school. The AEFÉ has been briefed as to the structure of the school.

100% of teachers were allocated a mentor/supervisor for their *Annual Professional Discussions* to guide their educational journey and support their teaching practice. *Annual Professional Discussions* were held for all teachers with their mentors. The Principal and/or the Proviseur met with all teachers with imminent end-of-placement dates to discuss their teaching journeys. A Workforce Management Plan was developed and written to guide these discussions.

The school also actioned its strategy to **review and align the school's bi-lingual documents (policies and procedures)**. The school has an on-going policy to translate as many documents as possible for teacher and community understanding.

As many letters home to parents, as possible, are also translated as well as all invitations to major school events.

The school web-site has been upgraded to be read in English or French.

The fortnightly newsletter, *Telopea Topics*, is translated.

As well as the above actions, the school realised this strategy by:

- The majority of mail to parents was bilingual
- School policies were reviewed including the Enrolment Policy (K-10), Secondary Assessment Policy and the Mobile Phone Policy. The school wrote its Protocols in line with the Directorate's Policies in Playground Duty/Supervision, Gifted and Talented, Emergency and Evacuation and Excursion Protocols for Telopea Park

School. Only two (Enrolment Procedures, Mobile Phone Protocols) were translated at this stage due to the high expense of translation.

- The school website is maintained in two languages.
- School assemblies have some presentations in French.
- An understanding of the French and Australian staffing model for the school has been articulated to all key players – the School Board, the Australian Government and the French Government – in French where appropriate.

With respect to our overall targets for this priority the school is pleased to report by the end of 2014, the school achieved a balanced annual budget, developed an approved Business Plan and an annual 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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$261.00

Voluntary contributions

This school received \$85,114 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.

Reserves

Name and purpose	Amount	Expected Completion
These funds are to replace existing Information Technology equipment throughout the school to progress student learning.	\$165,000	December 2017

Financial Summary	
	31-Dec-14
INCOME	
Self management funds	1,074,118
Voluntary contributions	85,114
Contributions & donations	142,767
Subject contributions	34,192
External income (including community use)	50,703
Proceeds from sale of assets	0
Bank Interest	24,139
TOTAL INCOME	1411033
EXPENDITURE	
Utilities and general overheads	276,060
Cleaning	219,343
Security	16,683
Maintenance	172,348
Mandatory Maintenance	0
Administration	53,027
Staffing	64,209
Communication	26,884
Assets	155,021
Leases	4,322
General office expenditure	104,239
Educational	293,171
Subject consumables	25,726
TOTAL EXPENDITURE	1411033
OPERATING RESULT	0
Actual Accumulated Funds	100,000
Outstanding commitments (minus)	0
BALANCE	100000

Endorsement Page

We 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-
 - 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:** James Pople, Jacinda Still, Drew Baker
- French Government Representatives:** Eric Soulier, Catherine Hodeir
- Australian Government Representative:** David Atkin
- Community Representative:** Mary Welsh
- Teacher Representative:** Nick Rothwell, Meredith Box
- Student Representative:** Devmi Amarasinghe, Phillipa Evans
- Board Chair:** James Pople (to Oct), Jacinda Still (from Oct)
- Principal:** Kerrie Blain

We certify that to the best of our knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations this year.

Principal Signature: Kerrie Blain

Date: 11/03/15

Proviseur Signature: [Signature]

Date: 16/03/15

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

Board Chair Signature: [Signature]

Date: 12/3/15