



ACT
Government
Education



Franklin Early Childhood School

Franklin Early Childhood School

Annual School Board Report 2019

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2019 was the first year of our school expansion and we excitedly welcomed our first cohort of Year 3 students.

The School Board responded to feedback from the community regarding parking and traffic congestion and established a School Board Traffic Sub-Committee following an expression of interest process. The Sub-Committee has been working with the school, Anglicare and the Education Directorate to improve traffic flows and communication with the school community.

The School Board has continued close communications with the school executive and the Education Directorate as the school prepares for the construction works related to the school expansion project.

School Context

Franklin Early Childhood School was in its seventh year of operation in 2019 and, as in previous years, our student numbers continued to grow. With no designated priority enrolment area (PEA) students are drawn from many suburbs across the Gungahlin area, with the greatest percentage of families living in Franklin and Harrison. 63% of our students are from culturally and linguistically diverse backgrounds. 2019 was the first year of the school expansion and we welcomed the first cohort of year 3 students. We continue to grow at capacity and the expectation and projections indicate that all available classrooms will continue to be accommodated with students. This will continue to occur as we expand to a P-6 school. To support growth, the school continues to invest in resources and the requirements of our student body.

As an early childhood school we provide, in addition to classes for preschool to year 4, access to child care services for children prior to school entry and after school care; parent support and education through the coordinated efforts of all members of the team and often led by the Community Coordinator and targeted services and support for children and families with specific needs.

The existing partnership with Anglicare, the on-site childcare provider, continues to grow and the principle of early childhood education and care is evidenced by the rich and rewarding relationship between the two arms of the school. The learning and development of each child sits at the heart of the two organisations with family support and participation; integrated service delivery and high quality learning being the core elements of the work of all of us.

Student Information

Student enrolment

In this reporting period there were a total of 252 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	134
Female	118
Aboriginal and Torres Strait Islander	0
LBOTE*	153

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: Attendance rates in percentages

Year level	Attendance rate
1	90.0
2	93.0
3	92.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and carers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school’s verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	17.03
Teaching Staff: Full Time Equivalent Temporary	3.60
Non Teaching Staff: Full Time Equivalent	9.28

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate’s Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework ‘*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*’. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year, schools underwent an external validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 91% of parents and carers and 96% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and staff who agreed with each of the national opinion items at this school.

A total of 28 staff responded to the survey. Please note that not all respondents answered every question.

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

National opinion item	
This school is well maintained.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	86
This school works with parents to support students' learning.	100
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	86
Staff get quality feedback on their performance.	68
Student behaviour is well managed at this school.	79
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	100
Students like being at this school.	100
Students' learning needs are being met at this school.	86
Teachers at this school expect students to do their best.	93
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 191 parents or carers responded to the survey. Please note that not all respondents answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
I can talk to my child's teachers about my concerns.	98
My child feels safe at this school.	95
My child is making good progress at this school.	89
My child likes being at this school.	94
My child's learning needs are being met at this school.	88
Student behaviour is well managed at this school.	84
Teachers at this school expect my child to do his or her best.	92
Teachers at this school give useful feedback.	86
Teachers at this school motivate my child to learn.	93
Teachers at this school treat students fairly.	94
This school is well maintained.	99
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	84
This school works with me to support my child's learning.	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Table: Franklin Early Childhood School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	49	129	37	54
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

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

In this reporting period, no students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

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

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT
Reading	419	438
Writing	416	418
Spelling	410	408
Grammar & Punctuation	438	440
Numeracy	418	411

Source: ACT Education Directorate, Analytics and Evaluation Branch

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	210537.92	134893.41	345431.33
Voluntary contributions	15160.00	6311.00	21471.00
Contributions & donations	0.00	0.00	0.00
Subject contributions	10912.50	3559.00	14471.50
External income (including community use)	21143.83	24463.19	45607.02
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	6883.61	5485.24	12368.85
TOTAL INCOME	264637.86	174711.84	439349.70
EXPENDITURE			
Utilities and general overheads	63932.04	80941.19	144873.23
Cleaning	45161.82	3756.86	48918.68
Security	0.00	0.00	0.00
Maintenance	13598.63	13341.78	26940.41
Administration	9500.88	28630.59	38131.47
Staffing	755.25	35682.75	36438.00
Communication	8740.39	7580.49	16320.88
Assets	54763.97	7872.20	62636.17
Leases	0.00	0.00	0.00
General office expenditure	27746.32	38121.19	65867.51
Educational	26504.76	31153.42	57658.18
Subject consumables	978.79	5528.84	6507.63
TOTAL EXPENDITURE	251682.85	252609.31	504292.16
OPERATING RESULT	12955.01	-77897.47	-64942.46
Actual Accumulated Funds	282109.20	204578.55	208681.40
Outstanding commitments (minus)	-15533.86	0.00	-15533.86
BALANCE	279530.35	126681.08	128205.08

Voluntary Contributions

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

Reserves

Name and Purpose	Amount	Expected Completion
<p>Carpet, vinyl and painting</p> <p>Created as areas of the school were worn and needed upgrading.</p> <p>Maintains aesthetic look of school as well as hygiene standards.</p>	\$25 000	Jan 2020
<p>Educational requirements</p> <p>Created to purchase IT equipment. Equipment will enhance 21st century learning skills.</p>	\$45 000	2020
<p>Furniture 2020</p> <p>New classroom/outdoor furniture. Provides furniture for expanding school.</p>	\$20 000	2020
<p>Gardening/landscaping Indigenous garden.</p> <p>Created a reconciliation garden for the school - enhances cultural integrity in our school.</p>	\$6 000	2019
<p>Gas Heater repair 2021 Ongoing for our heating repair in 2021.</p> <p>Maintains optimum temperature for stakeholders.</p>	\$8000	2021
<p>Great Outdoors grass area</p>	\$10 000	2020

Ongoing maintenance of grass area so children have safe play areas.		
Playground maintenence Ongoing maintenance of playground so children have safe play areas.	\$16 000	2020
Year 3&4 Designed to assist with the roll out of new year levels. To ensure we have adequate resources for the children in these year levels.	\$20 964	2021
Specialist programs/support Designed to enhance the curriculum. This includes computer programs, music specialist.	\$20 000	2021
Staffing Designed to accommodate staffing needs due to an expanding school.	\$184 932	2021
Classroom Technology Created to purchase IT equipment. Equipment will enhance 21 st century learning skills.	\$20 000	2021

Endorsement Page

Members of the School Board

Parent Representative(s): Michael Lemmey Josie Bailey

Teacher Representative(s): Rebecca Tobler,
Krystal Bullock

Board Chair: Lindy Kanan

Principal: Kate Flynn

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

Board Chair Signature: Lindy Kanan

Date: 17 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Kate Flynn

Date: 18 / 06 / 2020