



135 Oodgeroo Avenue Franklin ACT 2913

 (02) 6142 1110



Franklin School

Annual School Board Report 2020

This page is intentionally left blank.

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

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2021

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	Error! Bookmark not defined.
Supporting attendance and managing non-attendance.....	2
Staff Information.....	2
Teacher qualifications.....	2
Workforce composition	3
School Review and Development	3
School Satisfaction	3
Overall Satisfaction	3
Learning and Assessment	5
Performance in Literacy and Numeracy	5
Early years assessment	5
NAPLAN	5
Outcomes for College Students	Error! Bookmark not defined.
Post School Destination	Error! Bookmark not defined.
Financial Summary.....	6
Voluntary Contributions	7
Reserves	7
Endorsement Page.....	9
Members of the School Board	9

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

In 2020, the School Board welcomed the new school name “Franklin School” to reflect the school expansion from an early childhood school into a primary school. As a result, the School Board was keen to launch an innovative school branding process and the school community were asked to design a new school logo that communicated and reflected the school core values. The Uniform sub-committee was also established and has been working with the school executive, the School Board and the school community to ensure the school’s uniform requirements take into account the diverse nature of the student population.

The School Board has continued close communications with the school executive and the Education Directorate as the school prepares for the conclusion of stage 1 of the school expansion project by mid-August 2021.

School Context

Franklin School was in its eighth year of operation in 2020 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. In addition, the linguistic and cultural background of our community is representative of 63% of our population.

2020 was the second year of the school expansion and we welcomed the first cohort of year 4 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.

At Franklin 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 310 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	175
Gender - Female	135
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	0
LBOTE**	196

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers 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, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	21.74
Teaching Staff: Full Time Equivalent Temporary	3.70
Non Teaching Staff: Full Time Equivalent	10.21

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.

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 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 96% of parents and carers and 100% 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, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 42 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	95
Staff are well supported at this school.	91
Staff get quality feedback on their performance.	86
Student behaviour is well managed at this school.	81
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	95
Students like being at this school.	98
Students' learning needs are being met at this school.	95
Teachers at this school expect students to do their best.	98
Teachers at this school motivate students to learn.	95
Teachers at this school treat students fairly.	98
Teachers give useful feedback.	93
This school is well maintained.	98
This school looks for ways to improve.	98
This school takes staff opinions seriously.	93
This school works with parents to support students' learning.	98

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 76 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
This school is well maintained.	99
This school looks for ways to improve.	91

This school takes parents' opinions seriously.	87
This school works with me to support my child's learning.	88
I can talk to my child's teachers about my concerns.	95
My child feels safe at this school.	96
My child is making good progress at this school.	92
My child likes being at this school.	97
My child's learning needs are being met at this school.	90
Student behaviour is well managed at this school.	84
Teachers at this school expect my child to do his or her best.	90
Teachers at this school give useful feedback.	94
Teachers at this school motivate my child to learn.	93
Teachers at this school treat students fairly.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 30 students responded to the survey. Please note that not all responders answered every question.

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 BASE 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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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	152541.59	139090.14	291631.73
Voluntary contributions	12673.00	6441.00	19114.00
Contributions & donations	6500.00	978.00	7478.00
Subject contributions	12435.50	2401.30	14836.80
External income (including community use)	13247.73	4386.20	17633.93
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3849.18	3149.35	6998.53
TOTAL INCOME	201247.00	156445.99	357692.99
EXPENDITURE			
Utilities and general overheads	61387.11	75627.88	137014.99
Cleaning	603.27	689.45	1292.72
Security	0.00	0.00	0.00
Maintenance	27714.27	37486.93	65201.20
Administration	20642.66	12067.15	32709.81
Staffing	0.00	630.00	630.00
Communication	4864.73	7962.90	12827.63
Assets	33515.44	6432.92	39948.36
Leases	0.00	0.00	0.00
General office expenditure	25434.59	23946.90	49381.49
Educational	26826.62	60593.32	87419.94
Subject consumables	2783.99	4445.20	7229.19
Other Payments	0.00	3808.12	3808.12
Directorate Funded Payments	0.00	591.05	591.05
TOTAL EXPENDITURE	203772.68	234281.82	438054.5
OPERATING RESULT	-2525.68	-77835.83	-80361.51
Actual Accumulated Funds (31.12.20)	221551.79	185560.35	185560.35
Outstanding commitments (minus)	-19951.72	0.00	0.00
BALANCE	201600.07	185560.35	185560.35

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
Bus Shelter – to provide shelter for students at the “Drop and Go” area in front of school	\$25,000	2022
Educational requirements – establishing future needs	\$21,000	2021/2022
Furniture 2021 – purchase of classroom furniture needed as student requirement	\$20,000	2021/2022
Gas heater repair – funds put aside for heater service and future replacement	\$8000	2022
Playground – play equipment/areas during the expansion	\$16000	2021/22
Rebranding – change of school name on signs and entry	\$4000	2021
Years 5 & 6 – to be used for current students in older grades	20964.40	2022
Specialist support – new Small Group Program set up	\$5000	2021
Staffing – staffing reserve for future use	\$192932.75	2022/23
	\$22000	2021

Water Heater Units 2021 – replacement of instant hot water units		
--	--	--

Endorsement Page

Members of the School Board

Parent Representative(s): Andrea Diaz, Richard Ko
Teacher Representative(s): Rebecca Tobler Krystal Bullock
Board Chair: Michael Lemmey
Principal: Kate Flynn

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

2020 Board Chair Signature: Michael Lemmey

Date: DD/ MM/ YYYY

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: DD / MM / YYYY