



Telopea Park School
Lycée franco-australien de Canberra



aefe
Agence pour
l'enseignement français
à l'étranger

Telopea Park School

Annual School Board Report 2022



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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

On behalf of the Telopea Park School Board we present this report on activity for the 2022 school year and as a new Board, we wish to acknowledge and thank the outgoing Board.

We also wanted to particularly acknowledge the efforts of the teaching staff, who have so successfully continued to teach our students throughout the pandemic and facilitated the transition back to normal.

Our teaching results continue to be strong; our NAPLAN results are almost entirely above average (and sometimes well above average) compared to Australian students as a whole, although there is still room for improvement. We also had a perfect success rate in students sitting the Bacculaureate and Brevet.

During 2022 the School Board focussed its efforts on bedding in the positive changes and relationships commenced in 2021 and assisting the Principal to continue to refine the school staffing levels, fiscal security and community communication strategies. This included focus in the following areas:

- Overall Board governance and management
- Effective management of resources, including consideration given to how the grant from the French Government is allocated to provide funding for:
 - provision of French staff
 - staff professional learning
 - French resources
 - Subscriptions to French specific software and programs
- Reviewing the school's enrolment criteria. This included the production of an initial survey related to the issue, with key initial findings presented to the Board. One finding related to the enrolment process operating with greater transparency, which remains a focus for the Board
- Determining relevant evidence to provide for the school's external review
- Increasing transparency of Board actions by sharing the notes taken by parents at the Board meetings with the P&C community
- Building upon the lessons learned during (and post) COVID for the standardisation of communications between Teachers, Student and Parents across both Primary/Secondary and French/English streams.

The year ahead promises to be particularly busy. As the oldest school in the ACT we will shortly celebrate our centenary. The ACT Government is also significantly investing in the school, and this will see a modernisation of the senior school and changes throughout the school as a whole, including a new roof.

As set out in the tables below (and as reflected in previous surveys) there is work to do in better listening to students, teachers and parents, and in taking action in response to feedback. Other key priorities for the Board in 2023 include student wellbeing, road safety, strengthening student engagement and services, literacy and numeracy.

We will also be focussed on strengthening connectedness to the school community and in that light we want to thank all of the volunteers who help support the school, whether that be by supporting your children in their education or assisting with events like the French Breakfast or the La Grande Fête. The school would not be what a great place it is without your contribution.

School Context

Telopea Park School/Lycée Franco-Australien de Canberra is a French and Australian binational school, in a bicultural setting. It is also a multicultural school with over 70 nationalities represented in the student body.

The school provides a bilingual program from Kindergarten to year 6 and a French secondary school program from Years 7 to 10, leading to the French Brevet in Year 9 and the French Baccalauréat in Year 12. The secondary school is also an accredited International Baccalaureate Middle Years Programme school.

Telopea Park School was founded in 1923 and is the oldest school still in operation in the ACT.

In 1983, Lycée Franco-Australien de Canberra was established after the signing of a Treaty between the Governments of France and Australia. This Treaty/Binational Agreement underpins the operation of the school and articulates the governance of the school. The school is reviewed by both governments every four years and reports to the ACT Education Directorate. This aligns with, and satisfies, the ACT Review process for all ACT government schools.

In 2021, the school's student population grew to over 1550. There is a waiting list for most year groups in the primary school. Primary students and French Stream secondary students are admitted when places become available and their ability in the French language is age-appropriate. Secondary Australian Stream students are enrolled if they live in the priority enrolment area. There has been a significant growth in demand, particularly at the secondary level, which appears driven in part by the increase in secondary students living in the priority enrolment area.

The school demonstrates the strong values of respect, cooperation, fairness and honesty. These values are for all members of the school community – students, parents/carers and teachers.

Student Information

Student enrolment

In this reporting period there were a total of 1,568 students enrolled at this school, with an almost even number of male and female students and over two thirds of students having a Language Background Other Than English.

Table: Student enrolment

Student type	Number of students
Gender - Male	789
Gender - Female	779
Aboriginal and Torres Strait Islander	19
LBOTE*	1079
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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	91.0
2	90.0
3	91.0
4	89.0
5	90.0
6	90.0
7	87.0
8	86.0
9	86.0
10	84.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

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, 153 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	67.65
Teaching Staff: Full Time Equivalent Temporary	34.86
Non-Teaching Staff: Full Time Equivalent	35.42

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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 2022. 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

School satisfaction surveys are an essential means for the school and the Board to assess areas where performance is strong and where further work is required.

In the current reporting period 134 parents, 884 students and 65 staff responded to the survey, although not all responders answered every question.

In this period of reporting, 66.9% of parents and carers, 81.5% of staff, and 65.6% of students 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.

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

National opinion item	
This school is well maintained.	64
Students feel safe at this school.	67
Students at this school can talk to their teachers about their concerns.	84
Parents at this school can talk to teachers about their concerns.	85
Student behaviour is well managed at this school.	42
Students like being at this school.	66
This school looks for ways to improve.	69
This school takes staff opinions seriously.	48
Teachers at this school motivate students to learn.	82

Students' learning needs are being met at this school.	70
This school works with parents to support students' learning.	75
Staff get quality feedback on their performance	25
Staff are well supported at this school.	43
Teachers at this school expect students to do their best.	87
Teachers give useful feedback	80
Teachers at this school treat students fairly.	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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

National opinion item	
Teachers at this school expect my child to do his or her best.	69
Teachers give useful feedback	55
Teachers at this school treat students fairly.	61
This school is well maintained.	54
My child feels safe at this school.	78
I can talk to my child's teachers about my concerns.	78
Student behaviour is well managed at this school.	40
My child likes being at this school.	77
This school looks for ways to improve.	54
This school takes parents' opinions seriously.	51
Teachers at this school motivate my child to learn.	57
My child is making good progress at this school.	63
My child's learning needs are being met at this school.	61
This school works with me to support my child's learning.	54

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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

National opinion item	
My teachers expect me to do my best.	73
Teachers give useful feedback	55
Teachers at my school treat students fairly.	54
My school is well maintained.	42
I feel safe at this school	60
I can talk to my teachers about my concerns.	37
Student behaviour is well managed at my school.	32
I like being at my school.	52
My school looks for ways to improve.	57

Staff takes students' concerns seriously	50
My teachers motivate me to learn.	54
My school gives me opportunities to do interesting things.	61

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey 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.

Table: Telopea Park School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	79	120	42	52
ACT	65	122	40	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, 1.16 % of year 3 students, 1.16 % of year 5 students, 0.39 % of year 7 students and 0.00 % of year 9 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 and these are above the average on many scores compared to all Australian students.

Table: 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	478	450	543	522	577	554	622	591
Writing	444	427	513	492	554	536	589	565
Spelling	417	420	527	510	574	554	617	584
Grammar & Punctuation	459	439	547	503	566	541	626	586
Numeracy	424	409	514	496	572	552	614	592

In 2023, the Board is conducting a review of the past seven years of satisfaction surveys to find any longitudinal trends, and also to compare results to satisfaction surveys undertaken at other similar ACT schools. This work is vital to ensure that the school executive and the Board remain focused on the key areas identified for improvement by students, parents/carers and staff, as well as noting the areas where past efforts of improvement have been deemed successful by our community. An example is the dissatisfaction indicated about the opinions of students, parents/carers and staff being heard and responded to effectively by the school.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the 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-December
Directorate Funding	957625.76
Contributions and Donations	336203.71
Subject Contributions	44786.20
Hire of Facilities	26702.34
External Revenue	991138.49
Sale of Assets	0.00
Interest Received	30681.20
Other School Revenue	37038.78
TOTAL INCOME	2424176.48
EXPENDITURE	
Utilities and General Overheads	267591.94
Security and Caretaking	0.00
Maintenance	183474.46
Administration	48528.65

Staffing Expenditure	1115677.20
Communication	23225.42
Assets & Leases	224910.95
General Expenses	154943.79
Educational Resources	172536.90
Subject Consumables	47404.11
Directorate Funded Payments	20387.58
Other Payments	88439.75
TOTAL EXPENDITURE	2347120.75
OPERATING RESULT	77055.73
Accumulated Funds	1086165.47
BALANCE	1163221.20

Due to the complexity of funding arrangements, such as the annual grants from the French and Australian governments to operate the Binational French program, the school has commissioned a study by PWC on the funding and financial operations of the school.

This study will assist the Board in meeting its obligations for financial oversight of school expenditure.

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
The school held no reserves for this reporting period.		

Endorsement Page

Members of the School Board

Parent Representative(s):	Lee Haywood,	Stephen Bouwhuis,	Kate Gauthier.
Community Representative(s):	Currently vacant.		
Teacher Representative(s):	Mhairi Henderson,	Magali Rozborski.	
Student Representative(s):	Anaahita Chauhan,	Lachlan Li.	
French Government Representative(s):	Boris Toucas	Florence Llopis	
Australian Government Representative:	Alexandra Mattison		
Board Chair:	Stephen Bouwhuis		
Principal:	Jason Holmes		

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

Board Chair Signature: Stephen Bouwhuis

Date: 20/08/2023

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: Jason Holmes

Date: 22/08/2023