

Teloepa Park School / Lycée franco-australien
Principal's Report for the P&C Meeting
19 February 2020.

I wish all members of the school community a happy and rewarding year.
As the School Board meeting is also to be held in week 3 this term, I have included my report here.
Apologies to those who are receiving both reports.

At Teloepa Park School the academic year has started well with teachers engaged for all classes.
We still await the arrival of one teacher – M. Thibault Le Goueff, the primary PE teacher, whose position is being staffed by a relief teacher.
Information evenings were held last week for the parents of Kindergarten children, as well as year 6 in primary and the “Meet the Contact Group Teachers” invitation for all year 7 parents. These events were well-attended.

Staffing

The school has welcomed 23 new teachers. They are as follows:

Primary:

Keren Briggs – Executive teacher of Student Welfare
Nicole Doherty – Kindergarten
Irina Ona Lemos – Kindergarten
Anne-Laure Payet – Kindergarten
Nadia Hussanee – Year 2
Michele Ace – Year 3
Priya Sangani – Year 4
Violette Grosse – Library
Thibault Le Goueff – PE (not yet arrived and is replaced by a relief teacher)

Secondary:

Mary Elliot – English
Johanne Styles – English
Yvonne Webber – English and French
Yujing Guo – Mandarin
Peggy Halas – French (English Stream)
Angela Ramirez – Spanish
Zed Simandl - Mathematics
Teagan Ashworth – Science
Lee Hribar – Science
Simon Foxhill – PE/Health
Callum Richardson – Food Technology and PE

We wish them a happy and successful year at Teloepa Park School.

For the first seven weeks of term, the senior executive and I are holding weekly induction meetings with the new teachers to familiarise them with the school, the policies we follow and the procedures in line with the policies.

M. Binan and I are also in the process of recruiting new French teachers for the July replacements. This process began in December and will continue with the selection process throughout the term.

Contributions from French Stream families – update

Work continues with ideas for ensuring that parents understand the need for contributing to the maintenance and excellence of the French program (all primary and EFS secondary) in the school. At the end of last year, a Board working party met to discuss the best way forward.

Requests have now been sent out to all primary and French Stream families. So far the response has been promising.

Professional Learning

The week before school started, all teachers attended, and were engaged in, two days of professional learning presentations and workshops.

For primary teachers:

Day 1 – Bilingual education and what this means for all primary students, K-6. Planning for the year to strengthen the delivery of two National Curricula took place.

Day 2 – A presentation in Restorative Practices by two accredited presenters from Melbourne upskilled our primary teachers, and one member of each secondary faculty, in the skills that support children to take responsibility for their actions and words.

This day was followed by an evening presentation to parents on Restorative Practices. This was very well attended.

Secondary teachers:

Attended two days of workshops in MYP topics and updates. The presenters were engaged by the IB, many of whom came from offshore. The topics presented included – Approaches to learning, Interdisciplinary learning, Inquiry in the MYP, Living and Learning Globally, Play-based Learning and Evidence-based Learning.

IB Review 2020

The school will undergo its five-year IB Review this term, 24-26th February.

The school has been notified of the names of the members of the Evaluation Team who will visit the school. They are Sharon Thompson (team leader) and Jenny Kemp.

Board members and other school community members will be invited to meet with this team. We look forward to this visit to showcase the excellence in student learning and achievement at the school.

The report, following the submission of the Building Quality Curriculum documents (18 documents) to the IB was received by the school in August. All subjects (English Stream) were required to submit two Unit Plans, two Interdisciplinary Units (IDUs) and a self-evaluation to the IB.

The feedback from the IB was incorporated into unit planning for 2020.

All MYP students studied Interdisciplinary Units of work in 2019 and will do so again this year. This is a planned unit with shared learning in at least two subject areas. It encourages students to understand how they use their knowledge and learn across disciplines. eg. Building a micro-bit compass (Digital Technology) to use in orienteering (PE).

Students also incorporate their Community and Service component into their Enrichment classes each week. This demonstrates to them that their learning can support the community in numerous ways. eg. Sports coaching in Primary. This is also a learning for life – a global citizen has empathy for others and endeavours to help society and those less fortunate than themselves.

Personal Projects, PP

All year 10 students, who began their Personal Project (PP) journey last year, are now preparing for their Roundtables. This is their opportunity to verbalise/demonstrate their knowledge to a

panel of teachers, parents and students. The final project reports are moderated at TPS and then externally by the IB. The students are being led by the PP Coordinator, Ms Kirsty Hilson, including the why, how, what and when of the project. This includes the importance of the project in developing life skills by directing their own learning and strengthening communication and collaboration skills. Each student was allocated a mentor teacher last year to guide him/her through the journey. Last year they each decided on their Personal Project topic to explore and develop. This journey will be completed in Term 3, 2020 when the students will have completed the physical projects and will submit their written report for marking and moderation.

Student well-being

Student well-being has been incorporated into the 2020 Action Plan. Well-being very much underpins the ability of each child to grow in his/her learning. We plan for professional learning this year to support teachers to better understand this important topic.

In term 1 we are starting with a presentation on Team Teach, enabling teachers to better understand student behaviour and to respond appropriately.

I will present the feedback from the Education Directorate's Student Satisfaction Survey for 2019 and the results from the 2019 TPS-developed survey in relation to student well-being.

2020 School Action Plan

The planning for this year's Action Plan, in line with TPS Strategic Plan, 2018-2021, began with an executive workshop in December. The plan was further refined in January when the 24 executive members of staff met before school started for the year.

The plan is attached with this report. A summary is given below of the priorities to be actioned and achieved this year.

All teachers have been given this summary and have been assigned a supervisor/mentor with whom to write their Teacher Performance and Development Plan for 2020. Each teacher chooses their own priorities in line with the school's plan. Throughout the year they each meet with their supervisor on a regular basis to track the progress of realising their personal goals.

A summary of the 2020 TPS Action Plan is as follows:

Priority 1: To maximise the opportunity for all students to grow in their learning:

(i) Understanding of student well-being; (ii) supporting student learning through formative assessment; (iii) actively using differentiation to ensure growth for all students; (iv) feedback

Priority 2: To develop a culture of inquiry to ensure growth for all students and teachers:

i) AC capabilities; ii) ATL; iii) Learner Profile and iv) Socle Commun

Priority 3: To strengthen communication and collaboration to guide learning for students and teachers.

(i) actively supporting PLCs/PLTs

Kind regards
Kerrie Blain
Principal
13 February 2020