

Miles Franklin Primary School

Annual School Board Report 2021



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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

The Miles Franklin Primary School (MFPS) Board met six (6) times during 2021. School life at Miles Franklin was once again disrupted during the year due to COVID-19 and I would like to take this opportunity on behalf of the School Board to express our unending thanks to the entire teaching and admin staff that supported our children and parents during the uncertainty, an extended period of home schooling, and restrictions which impacted onsite engagement and activities.

During 2021 the Board continued to pay close attention to the oversight of school expenditure throughout the year, with the intention to ensure that the school was well equipped to respond to COVID-19 as well as to continue with past practice to hold funds in reserve for capital improvements to the buildings, grounds and learning environments. This careful management has allowed the School Board to collaborate with the P&C to deliver a range of infrastructure projects including providing an upgrade of facilities for our before and after school program and completion of the airlock, an interactive space for our students.

A major focus of the Board during 2021 has been collaborating with the P&C to make joint representations to the ACT Education Directorate to continue to deliver on the infrastructure needs of our great school. This included a replacement in light of the upsetting playground fire and revisiting the potential school fence proposal, both forecasted to be progressed in 2022.

The Board continues to work positively with the school pedagogical leadership team, staff and parent community. It has been a pleasure to work with Chris Jones as Principal and his entire staff in contributing to the School Review, reviewing our school policy and procedure documents, monitoring progress against the 2021 Action Plan and in preparations to establish the 2022-2026 School Improvement Plan.

A particular mention must be made to the schools Business Managers, Sumana Sen and Larissa Davis, whose meticulous work was of great assistance to ensuring the Board's governance, functioning and financial management.

I would like to acknowledge the efforts of our two parent representatives Holly Sheldon (departing representative) and Selvi Vikan along with our two staff representatives Kathryn Morris and Denise Thompson. Holly, your insights, service to the school board and the sense of community you shared over the past two years will be missed and I wish you every success in your future endeavours.

The Board looks forward to continuing to work with its dynamic school community and the Directorate during 2022 and beyond (and with the hope of returning to a sense of normality) to provide a stimulating, safe and successful educational environment for our students.

Erin Selmes
Board Chair

School Context

Miles Franklin Primary School is situated in the Canberra suburb of Evatt in North Belconnen and was established as a learning community in 1980. The local community named the school after Stella Miles Franklin, who is noted for her work 'My Brilliant Career'. The current community upholds the tradition of Miles Franklin with the annual whole school celebration of the author's birthday and a Kindergarten to Year Six Brilliant Writers competition.

We have a diverse and inclusive community who are united under the umbrella of our motto: *Achieving educational excellence in a caring environment*. Our 2021 School Review Report highlighted that *'teachers, students, and parents alike describe the pride they have in their school.'* The Report further states that *'respectful and caring relationships are apparent right across the community'* and *'the high level of trust and collaboration between the school Board, P&C and staff of the school has resulted in carefully planned and consistently refined services to families that supports the learning and wellbeing of their children.'*

We became an IB World School delivering the PYP in 2015. The International Baccalaureate (IB) Primary Years Programme (PYP) is very appealing to many of our families who have worked overseas or intend to in the future and for the high levels of inquiry learning we develop with our children, preparing for the unknowns of the future. The continued implementation of the PYP has brought great benefits to the entire school community. The journey has helped us improve all aspects of the teaching and learning cycle. Our teaching teams plan collaboratively with members of the Executive, aligning the Australian Curriculum to the six IB PYP transdisciplinary themes and going deeper into the big conceptual ideas of the curriculum. We have a culture of collaboration; our classrooms are open to other teachers in the school, we share and showcase our work to other IB schools and welcome the collaborative opportunities they provide. This holistic model of sharing practice helps grow the pedagogical skills of our teachers and builds a community where ideas are freely shared which brings benefits to our students. We focus on formative assessment which helps the children understand what they need to do next to succeed. In 2019 we had our first review visit from the IB since becoming a World School. We received incredibly positive feedback and were acknowledged for the professionalism and commitment to the PYP and how embedded it was throughout the school. Our 2021 School Review Report stated: *'Over many years the school's commitment to the IB framework has resulted in a comprehensive whole school curriculum plan...which delivers contemporary and authentic learning. School leaders promote a strong culture of inquiry learning through the PYP, with high levels of student agency, independent learning, and innovation.'* We are incredibly proud of this journey and of the success we have achieved in preparing our children for high school and beyond.

The strength of our school lies in the close partnership between children, staff, parents and the wider community. Highlights of this close partnership are the annual Miles Franklin Music Festival and the Spring Fete (both unable to occur in 2020 and 2021 due to Covid restrictions) and the P&C running our canteen, uniform shop, music tutoring scheme and out of school hours care program. Children in our school are offered a balanced learning program that supports and nurtures the development of their academic, personal and social well-being. Our pastoral care promotes understanding of the need for individuals to care for, support and value each other within a safe environment. The partnerships we develop with our P&C, parents and wider community are vital to enable the school to achieve this for the children. The 2021 School Review Report highlighted that *'the school recognises the important roles that parents/caregivers play in developing positive attitudes to learning and places a high priority on encouraging parents to be partners in student learning. There are multiple opportunities for parents to connect formally and informally.'*

Student Information

Student enrolment

In this reporting period there were a total of 498 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	259
Gender - Female	239
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	9
LBOTE**	120

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

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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	94.0
2	93.0
3	93.0
4	95.0
5	92.0
6	93.0

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, 135 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	26.61
Teaching Staff: Full Time Equivalent Temporary	4.70
Non Teaching Staff: Full Time Equivalent	10.49

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 2021. 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

In this period of reporting, 88.1% of parents and carers, 97.1% of staff, and 83.3% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 35 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.	89
Staff get quality feedback on their performance.	50
Student behaviour is well managed at this school.	51
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100

Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	97
Teachers give useful feedback.	92
This school is well maintained.	83
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 118 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	
My child feels safe at this school.	91
My child is making good progress at this school.	81
Student behaviour is well managed at this school.	73
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	82
Teachers give useful feedback.	81
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	92
This school is well maintained.	82
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	56
This school works with me to support my child's learning.	82

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 174 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	59
I feel safe at this school.	73
I am happy to be part of this school. (Replaces 'I like being at my school')	83
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	65
My school is well maintained.	76
Teachers want every student to do their best. (Replaces 'My teachers expect me to do my best')	94

Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	85
Staff take students' concerns seriously.	72
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	82
Teachers give useful feedback.	71

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: Miles Franklin Primary School BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	54	128	38	55
ACT	58	125	38	56

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, 1.30 % of year 3 students and 1.56 % of year 5 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	Year 5 School	Year 5 ACT
Reading	439	437	523	515
Writing	408	418	482	475
Spelling	424	409	508	502

Grammar & Punctuation	422	426	492	497
Numeracy	402	404	502	492

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-December
Directorate Funding	326229.84
Contributions and Donations	72765.46
Subject Contributions	5969.00
Hire of Facilities	14840.86
External Revenue	4392.80
Sale of Assets	0.00
Interest Received	2727.91
Other School Revenue	16748.88
TOTAL INCOME	443674.75
EXPENDITURE	
Utilities and General Overheads	88893.34
Security and Caretaking	369.66
Maintenance	80039.79
Administration	18099.96
Staffing Expenditure	8659.69
Communication	4321.00
Assets & Leases	52210.84
General Expenses	28595.19
Educational Resources	48730.30
Subject Consumables	8123.82
Directorate Funded Payments	12290.37
Other Payments	22212.78
TOTAL EXPENDITURE	372546.74
OPERATING RESULT	71128.01
Accumulated Funds	44800.62
BALANCE	115928.63

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
Upgrade of Chromebooks/Computers-ongoing upgrade of IT equipment	\$20,000	12/2023
Maintenance, additional maintenance to school buildings	\$20,000	12/2023

Endorsement Page

Members of the School Board

Parent Representative(s): Erin Selmes Holly Sheldon Selvi Vikan

Teacher Representative(s): Denise Thompson Kathryn Morris

Board Chair: Erin Selmes

Principal: Chris Jones

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

2021 Board Chair Signature: Erin Selmes

Date: 05 / 06 / 2022

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: Chris Jones

Date: 05 / 06 / 2022