



Miles Franklin Primary 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

The Miles Franklin Primary School (MFPS) Board met six (6) times during 2019. After a very busy 2018 which saw the completion of our new covered outdoor learning area (COLA), a major focus of the Board during 2019 has been working with the Directorate to continue to deliver on the current and future infrastructure needs of our great school and our first IB evaluation visit.

On the saddest of notes the Miles Franklin school community said goodbye to Annabelle who passed away over the summer holidays. Words cannot express our sadness nor the sympathy and condolences we have for her family. A great testament to Annabelle's life and the heart of the school community an amazing group of parents and helpers built a memorial cubby house in the Preschool. This would not have been made possible without the help and commitment of Rachel and Paul Salloum, Andrew Curran, Mark Callaway, Trussme and Bunnings Belconnen, as well as the help from Mark, Georgina and the rest of the Preschool team in the school.

During 2019 the Board continued to pay close attention to the oversight of school expenditure during the year, with the intention to hold funds in reserve and planning for capital improvements to the buildings, grounds and learning environments in 2019 and beyond. This careful management has allowed the school board to collaborate with the P&C to provide our school with several much-needed upgrades to IT and fixed infrastructure.

This collaboration continued with the Board and the P&C making several joint representations to the ACT Education Directorate to consider current and future classroom needs and a fence for our school. While the school was successful in gaining access and funding to refurbish the former medical centre, we were unfortunately unable to gain agreement with the Directorate to start construction on new classroom space or a fence around our wonderful school. The Board, P&C and the Directorate will continue to work collaboratively to see this dream come to reality soon.

The Board continues to work positively and collaboratively with the school pedagogical leadership team, staff and the parent and carer community to assist in various facets of school life at MFPS. It has been a pleasure to work with Chris Jones as Principal and his entire staff. A particular mention must be made to the school's Business Manager, Sumana Sen, whose experience, dedication and meticulous work have continued to assist the Board's governance, functioning and financial management.

Community engagement continued to be an important focus of the Board in 2019, including maintaining our close linkages between the Board and P&C. I would like to take this opportunity to

thank Angie Mosely our P&C President. Your contribution to the school community has been greatly appreciated as well as your support of Board led initiatives. The Board looks forward to building on our successes from 2019 and continuing to work with its dynamic school community and the Directorate during 2020 and beyond to provide a modern, stimulating, safe and successful educational environment for our students.

Finally, I would like to acknowledge the efforts of our two parent representatives Erin Selmes and Belinda Lum and our departing staff representative Eliza Sweeney. Eliza, it was a pleasure working with you over the past few years and I wish you every success in your future endeavours.

Matthew Miller

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.

Miles Franklin Primary School is a school of choice in the region with around two-thirds of our enrolments coming from out of our Priority Enrolment Area (PEA). We have a diverse and inclusive community who are united under the umbrella of our motto: *Achieving educational excellence in a caring environment*. Our families are generally from a higher socio-economic background (10% higher than the national average) and so 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 practice with our children, preparing for the unknowns of the future. Our enrolments have grown in recent years and in our February 2019 census we had 500 students from Kindergarten to Year Six with an additional 83 in Preschool. Our local and national assessment results have also grown in recent years as evidenced by our PIPS (Performance Indicators in Primary School) and NAPLAN (National Assessment Program, Literacy and Numeracy) results.

We became an IB World School delivering the PYP in 2015. 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. We have built excellent links with our local high school and college, Melba Copland Secondary School, which offers the IB Middle Years and Diploma Programmes for a clear pathway for children in the Belconnen region from Preschool through to Year Twelve. We are incredibly proud of this journey and of the success we have achieved in preparing our children for high school and beyond.

Student Information

Student enrolment

In this reporting period there were a total of 500 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	254
Female	246
Aboriginal and Torres Strait Islander	7
LBOTE*	105

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	93.0
2	93.0
3	93.0
4	93.0
5	90.0
6	92.0

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, 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	29.05
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Full Time Equivalent	13.02

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 2016. 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 93% of parents and carers, 91% of staff, and 81% 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.

A total of 46 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.	94
Staff are well supported at this school.	74
Staff get quality feedback on their performance.	76
Student behaviour is well managed at this school.	61
Students at this school can talk to their teachers about their concerns.	91
Students feel safe at this school.	94
Students like being at this school.	94
Students' learning needs are being met at this school.	89

Teachers at this school expect students to do their best.	98
Teachers at this school motivate students to learn.	98
Teachers at this school treat students fairly.	91
Teachers give useful feedback.	87
This school is well maintained.	65
This school looks for ways to improve.	94
This school takes staff opinions seriously.	65
This school works with parents to support students' learning.	89
Teachers give useful feedback.	87

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 140 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	
I can talk to my child's teachers about my concerns.	97
My child feels safe at this school.	93
My child is making good progress at this school.	92
My child likes being at this school.	94
My child's learning needs are being met at this school.	87
Student behaviour is well managed at this school.	83
Teachers at this school expect my child to do his or her best.	94
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.	92
This school is well maintained.	89
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	86
This school works with me to support my child's learning.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 176 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 can talk to my teachers about my concerns.	74
I feel safe at this school.	69
I like being at my school.	79

My school gives me opportunities to do interesting things.	84
My school is well maintained.	78
My school looks for ways to improve.	78
My teachers expect me to do my best.	93
My teachers motivate me to learn.	83
Staff take students' concerns seriously.	73
Student behaviour is well managed at my school.	51
Teachers at my school treat students fairly.	69
Teachers give useful feedback.	79

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: Miles Franklin Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	42	137	39	57
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, 1.40 % of year 3 students and 1.20 % 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	430	438	526	516
Writing	425	418	499	474
Spelling	402	408	504	497
Grammar & Punctuation	434	440	509	500
Numeracy	416	411	499	496

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	219776.65	170307.80	390084.45
Voluntary contributions	18179.00	955.00	19134.00
Contributions & donations	13692.00	1996.61	15688.61
Subject contributions	38270.00	2630.00	40900.00
External income (including community use)	12055.43	8363.82	20419.25
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3351.58	2491.48	5843.06
TOTAL INCOME	305324.66	186744.71	492069.37
EXPENDITURE			
Utilities and general overheads	50129.39	67340.85	117470.24
Cleaning	46293.64	1812.04	48105.68
Security	0.00	792.46	792.46
Maintenance	92006.83	26359.55	118366.38
Administration	6607.60	914.01	7521.61
Staffing	4292.37	7502.13	11794.50
Communication	2371.98	5705.03	8077.01
Assets	23571.10	39915.67	63486.77
Leases	0.00	0.00	0.00
General office expenditure	19655.65	13964.60	33620.25
Educational	43083.00	25194.80	68277.80
Subject consumables	32772.65	2760.67	35533.32
TOTAL EXPENDITURE	320784.21	192261.81	513046.02
OPERATING RESULT	-15459.55	-5517.10	-20976.65
Actual Accumulated Funds	211765.81	216635.32	214287.32
Outstanding commitments (minus)	-23814.78	0.00	-23814.78
BALANCE	172491.48	211118.22	169495.89

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 didn't have any reserves for the year 2019.		

Endorsement Page

Members of the School Board

Parent Representative(s): Belinda Lum, Erin Selmes
Community Representative(s):
Teacher Representative(s): Denise Thompson, Eliza Sweeney
Student Representative(s):
Board Chair: Matthew Miller
Principal: Chris Jones

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

Board Chair Signature: Matthew Miller

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: Chris Jones

Date: 17 / 06 / 2020