



# Miles Franklin Primary School

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## Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.mfps.act.edu.au>.

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## School Board Chair Report-

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The Miles Franklin Primary School (MFPS) Board met eight (8) times during 2016. A major focus of the Board during 2016 has been the preparation for our School Review visit in July 2016. The School Review panel assessed us against the nine domains of the National School Improvement Tool. As a Board we were very happy with the panel's assessment findings with an 'outstanding' rating scored across a number of domains. On behalf of the Board I would like to sincerely thank the MFPS executive and staff and the entire school community for all their hard work and time that led to such a positive outcome.

The External School Review process gave the Board a perfect platform and evidence base to develop the Miles Franklin Primary School Strategic Plan, 2017-2021. Information from the Summative Evaluation Report was carefully assessed against a range of data sources over time (in school assessment results, satisfaction surveys, NAPLAN, PIPS, anecdotal discussions amongst staff etc.), our International Baccalaureate (IB) Verification Report from 2015 and our Preschool Accreditation Report also from 2015. Evaluating this broad spread of evidence resulted in a broad agreement that as a school we should concentrate on three main foci for children in this Strategic Plan: Improving their wellbeing and engagement, improving their writing and improving their mathematical skills.

During 2016 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 2017 and beyond. 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 of Business Manager Deanne Barnes whose experience, dedication and meticulous work has continued to assist the Board's governance, functioning and financial management.

Community engagement continued to be an important focus of the Board in 2016, including maintaining our close linkages between the Board and P&C. The P&C President continued to hold a standing invitation to each Board meeting, and the Board reports back to P&C on initiatives and requests arising from the parent community. The Board looks forward to building on our successes from 2016 and continuing to work with its dynamic school community and the Directorate during 2017 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 outgoing parent representatives Jenni Rickard and Adam Poulter and our departing staff representative Daniela Banda. It has been a pleasure working with all of you and I wish you all every success in your future endeavours.

Matthew Miller

Board Chair

## 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 very diverse community who are broadly looking for what the school has to offer as enshrined in 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 Primary Years Programme (IB PYP) is very appealing to many of our families who have worked overseas or intend to in the future. Our enrolments have grown in recent years and we now have 457 students from Kindergarten to Year Six with an additional 87 in Preschool (February 2016 school census). 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.

The implementation of the IB PYP involved a significant change management process which has brought about 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. We have built a culture of collaboration; our classrooms are open to other teachers in the school and we also showcase our work to other IB schools in the ACT 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. 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. We are incredibly proud of this journey and of the success we have achieved in becoming an IB World School delivering the PYP.

## Student Information

### *Student enrolment*

In 2016 there were a total of 457 students enrolled at this school from Kindergarten to Year Six.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	251
Female	206
Indigenous	9
LBOTE	98

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages**

<b>Year Level</b>	<b>Attendance Rate %</b>
K	93.0
1	94.0
2	94.0
3	95.0
4	93.0
5	94.0
6	93.0

Source: Planning and Analytics, December 2016

Our Attendance Procedures outline that:

- parents are required to notify the school of all absences in writing
- teachers will notify school Executive when unexplained student absences reach seven for an individual child in a school year
- the Principal will assess attendance and punctuality on an individual basis
- the school will work closely with other agencies to support attendance.

### *Staff Information*

#### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2016 Qualification of Teaching Staff in Percentages**

<b>Qualifications</b>	<b>% Teaching Staff</b>
Certificate/Diploma/Degree	100
Postgraduate	32

Source: Teacher Quality Institute, 16 December 2016

At Miles Franklin we encourage staff to be life-long learners as we do with our children. We support and assist staff to undertake postgraduate or for non-teaching staff participate in degree programs.

### Workforce composition

The 2016 workforce composition of Miles Franklin is highlighted 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.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	28
Teaching Staff: Full Time Equivalent	26.4
Non Teaching Staff: Head Count	9
Non Teaching Staff: Full Time Equivalent	7.4

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are no indigenous staff members at this school.

The temporary full time staff cover the leave entitlements of staff on maternity leave, working interstate and overseas or provide specialist support in literacy.

### Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 3650 hours.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Miles Franklin was reviewed in 2016. A copy of the Review Report can be found on the school website.

### School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an

understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2016, 88% of parents and carers, 97% of staff, and 88% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 31 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	94
Teachers at this school treat students fairly.	94
This school is well maintained.	87
Students feel safe at this school.	87
Students at this school can talk to their teachers about their concerns.	97
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	84
Students like being at this school.	97
This school looks for ways to improve.	100
This school takes staff opinions seriously.	74
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	71
Staff are well supported at this school.	84

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 115 parents who took part in the survey are tabled below.

**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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	84
Teachers at this school treat students fairly.	87
This school is well maintained.	93
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	79
My child likes being at this school.	92
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	81
Teachers at this school motivate my child to learn.	85
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	84

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 91 students who took part in the survey are tabled below.

**Table: Proportion of students in years 5 to 6 in agreement with each national opinion item**

National Opinion Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	84
Teachers at my school treat students fairly.	77
My school is well maintained.	82
I feel safe at my school.	74
I can talk to my teachers about my concerns.	62
Student behaviour is well managed at my school.	63
I like being at my school.	64
My school looks for ways to improve.	89
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	88
My school gives me opportunities to do interesting things.	81

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry 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.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Miles Franklin Primary School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	45	140	49	121
<b>Mathematics</b>	41	60	39	54

Source: Planning and Analytics

#### *NAPLAN assessment*

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 2016, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

**Table: Miles Franklin Primary School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
<b>Reading</b>	446	441	519	514
<b>Writing</b>	419	420	484	474
<b>Spelling</b>	419	421	501	490
<b>Grammar &amp; Punctuation</b>	446	442	515	511
<b>Numeracy</b>	412	412	499	497

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

### Performance in Other Areas of the Curriculum

A key improvement strategy in 2016 was to develop programs and procedures that align with IB Standards to continue to strengthen our inquiry approach to learning in Years P-6. In Term One all new staff participated in a two day IB training course Making the PYP Happen to support the continued implementation of the PYP across the school. We further enhanced our approach to inquiry learning with

all staff attending a workshop presented by American educational expert Kathy Short as part of the ACT PYP network.

To commence our whole school journey towards implementing an inquiry approach to teaching mathematics, all staff participated in a two day professional development on Mathematics in the PYP in the April stand-down period. All year levels mapped Australian Curriculum Mathematics to PYP units of inquiry where authentic connections were evident to engage students in the use of mathematics in the real world. Teaching of Number skills were explored through a balance of hands on tasks and explicit instruction to allow students to construct their understanding and transfer their understanding to problem solving tasks.

Our strong focus on the Arts continued in 2016 with the hosting of our biennial Miles Franklin Art Show in Term Three. To support the upcoming concert, all year levels participated in a stand alone program in Semester One to teach fundamental skills from Australian Curriculum music. Current PYP units of inquiry were used as the springboard for developing dance, drama and singing performances to show an understanding the PYP theme How we express ourselves.

As a newly authorized IB World School, our Year Six students participated in the inaugural Miles Franklin PYP Exhibition in Term Four. After selecting an area of passion within the theme Sharing the Planet, students completed an extensive six week collaborative inquiry process relating to a real world issue of significance to our local community. Student learning was celebrated and communicated to the school community, with Year Six students sharing their knowledge at their Exhibition booths that proudly displayed their research and action taken as a result of their learning.

The preschool team continued their focus on aligning the Early Years Learning Framework with PYP units of inquiry with a particular focus on students taking action with daily sustainability practices in their classrooms.

Another key improvement strategy was to support teachers to differentiate teaching and learning through the analysis of data to enhance effective pedagogical practices. We continued our focus on school wide coherency in teaching strategies with a focus on improving student outcomes in spelling. The Tessa Daffern inquiry approach to spelling was fully implemented across K-6 after extensive research and professional learning was held the previous year at the school. Students participated in differentiated spelling groups daily where a consistent approach to word study was introduced using a balanced use of phonological, morphological and orthographic strategies. The success of our spelling program culminated our teachers presenting our inquiry approach at the Education Directorate Language Forum in Term Four.

Our whole school focus on embedding formative assessment practices continued in 2016 with the use of consistent assessment rubrics across K-6 within units of inquiry and stand alone English and maths teaching. Students were provided with clear success criteria for formative assessment tasks in order to make informed judgments about the quality of their work and what was expected in order to demonstrate working at, above or below standard for tasks.

## Progress Against School Priorities in 2016

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Below is Miles Franklin's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## 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.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	204761.93	137735.20	342497.13
Voluntary contributions	5864.00	1833.00	7697.00
Contributions & donations	378.48	7540.52	7919.00
Subject contributions	19533.30	8494.60	28027.90
External income (including community use)	11410.04	12070.32	23480.36
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2733.05	2865.10	5598.15
<b>TOTAL INCOME</b>	<b>244680.80</b>	<b>170538.74</b>	<b>415219.54</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	41745.64	69468.73	111214.37
Cleaning	43292.64	37258.00	80550.64
Security	627.35	392.00	1019.35
Maintenance	11164.40	10434.73	21599.13
Administration	1944.56	-32064.95	-30120.39
Staffing	1749.07	1270.35	3019.42
Communication	10536.18	2222.74	12758.92
Assets	4006.52	12775.18	16781.70
Leases	4701.72	0.00	4701.72
General office expenditure	12695.78	11476.81	24172.59
Educational	38988.91	7291.82	46280.73
Subject consumables	30741.37	4816.27	35557.64
<b>TOTAL EXPENDITURE</b>	<b>202194.14</b>	<b>125341.68</b>	<b>327535.82</b>
<b>OPERATING RESULT</b>	<b>42486.66</b>	<b>45197.06</b>	<b>87683.72</b>
<b>Actual</b> Accumulated Funds	59800.70	59800.70	59800.70
Outstanding commitments (minus)	-8962.48	0.00	-8962.48
<b>BALANCE</b>	<b>93324.88</b>	<b>104997.76</b>	<b>138521.94</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$784.

## 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 2016.

## Reserves

Name and Purpose	Amount	Expected Completion
Building Improvement 2017 This was decided upon to provide additional funding for infrastructure to enhance the learning environment so we could collaboratively develop and implement infrastructure projects to enhance the school environment in partnership with the Education Directorate, P&C and community partnerships	\$18,000	12/2017

## Endorsement Page

I declare that the Miles Franklin Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
  - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### Members of the School Board

<b>Parent Representatives:</b>	Matthew Miller	Jennifer Rickard	Adam Poulter
<b>Community Representative:</b>	Lauren Richardson		
<b>Teacher Representatives:</b>	Daniela Banda	Benjamin White	
<b>Board Chair:</b>	Matthew Miller		
<b>Principal:</b>	Chris Jones		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  Date: 28 / 04 / 2017

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

Board Chair Signature:  Date: 28 / 04 / 2017