



Miles Franklin Primary School

Board Report

2015



Year 3-4 Camp at Birrigai



Year 5 Science Fair



Kindergarten exploring the Arts

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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School Board Chair Report

The Miles Franklin Primary School (MFPS) Board met eight (8) times during 2015. A major focus of the Board during 2015 has been the preparation for the International Baccalaureate verification visit in October 2015. MFPS is now an authorised International Baccalaureate World School offering the Primary Years Programme and on behalf of the Board, we congratulate and sincerely thank the MFPS executive and staff and the entire school community for all their hard work in making this dream a reality.

During 2015 the Board has also paid particular 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 2016 and beyond. The Board has worked positively and collaboratively with the school executive, 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 executive team. A particular mention must be made of Business Manager Deanne Barnes whose experience, dedication and meticulous work has assisted greatly in the Board's governance, functioning and financial management.

As outlined in this Annual Report, students at MFPS participated in the wide range of academic, educational enrichment, sporting programs and events offered to them throughout the year. Student achievements and success are acknowledged in the school's weekly newsletters and fortnightly assembly's and the Board congratulates all involved on their efforts. The Board also congratulates and sincerely thanks the MFPS staff and school community for their hard work in organising all these opportunities for our students

Community engagement continued to be an important focus of the Board in 2015, 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 for 2015 and continuing to work with its dynamic school community and the Directorate during 2016 and beyond to provide a modern, stimulating, safe and successful educational environment for our students.

Matthew Miller

Board Chair

Introduction to School

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 north Belconnen 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 496 students from Preschool to Year Six (February 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 both within our school and cross-sectorally. 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 opportunities they provide for us to learn from their practice. 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 to succeed. We have built excellent links with our local high school and college, Melba Copland Secondary School, which is going through the accreditation process to offer the IB Middle Years Programme (due to be completed in early 2016) to supplement the IB Diploma Programme they already offer to ensure 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 enrolment

In 2015 there were a total of 423 students enrolled at this school from Kindergarten to Year Six.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	230
Female	193
Indigenous	9
LBOTE	87

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.0
1	94.0
2	94.0
3	94.0
4	94.0
5	95.0
6	93.0

Source: Planning and Performance, December 2015

In 2012 the Miles Franklin School Board ratified updated Attendance Procedures. These 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.

In addition, the introduction of our school App in 2013 allowed parents to provide notification more easily.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	26

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

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 study and are proud that every member of the Pedagogical Leadership Team has or is working towards a postgraduate qualification.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes 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: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	34
Teaching Staff :Full time Equivalent Permanent	22.6
Teaching Staff :Full time Equivalent Temporary	9
Non Teaching Staff (Head Count)	9
Non Teaching Staff :Full time Equivalent	7.5

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

Note: * Indigenous staff are reported where the staff member has self-identified.

The temporary full time staff cover the leave entitlements of staff who are on maternity leave or working interstate and overseas.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 3500.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2016. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually 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 2015 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 2015, 87% of parents and carers, 97% of staff, and 90% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents, 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

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.	97
Teachers at this school treat students fairly.	100
This school is well maintained.	100
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	93
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	100
Students like being at this school.	100
This school looks for ways to improve.	100

Item (cont)	(%)
This school takes staff opinions seriously.	87
Teachers at this school motivate students to learn.	97
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	84
Staff are well supported at this school.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 123 number of parents who took part in the survey are tabled below.

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

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.	88
Teachers at this school treat students fairly.	90
This school is well maintained.	91
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	84
My child likes being at this school.	94
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	86
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	84

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 97 number of 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

Item	(%)
My teachers expect me to do my best.	99
My teachers provide me with useful feedback about my school work.	94
Teachers at my school treat students fairly.	70
My school is well maintained.	86
I feel safe at my school.	75

Item (cont)	(%)
I can talk to my teachers about my concerns.	72
Student behaviour is well managed at my school.	70
I like being at my school.	84
My school looks for ways to improve.	86
My school takes students' opinions seriously.	66
My teachers motivate me to learn.	93
My school gives me opportunities to do interesting things.	92

Source: 2015 School Satisfaction Surveys, August/September 2015

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

This is a significant improvement over 2014 where 74% of parents and carers, 88% of staff, and 86% of students indicated they were satisfied with the education provided by the school.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

NAPLAN Assessment

Students in Years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, 0.00 % of year 3 students and 2.00 % of Year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN 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 2015 mean scores achieved by our students compared to the ACT.

Table: Miles Franklin Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	448	443	507	521
Writing	417	420	482	486
Spelling	403	410	480	500
Grammar & Punctuation	448	441	504	516
Numeracy	422	410	491	502

Source: Performance and Planning December 2015

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

The table above shows that we are performing strongly as a school in both literacy and numeracy. In three of the five domains in Year Three we are above the ACT mean. Whilst we are below the ACT mean in all domains in Year Five, the greatest divergence from the ACT mean is in Spelling where we are 20 mean points below whilst only four points below the ACT mean in writing. However, our growth from Year Three to Year Five has been very impressive. The national average combined growth for the five NAPLAN domains from Year Three (2013) to Year Five (2015) in NAPLAN results was 400. Our combined growth in the same period was 487, the highest of any school in Belconnen (Source:

<http://www.canberratimes.com.au/act-news/myschool-2015-which-canberra-schools-improved-students-naplan-test-results-20160308-gnduc2.html>)

Table: Miles Franklin Primary School 2015 NAPLAN growth scores

	Our growth	National Average growth
Reading	102	80
Writing	92	62
Spelling	86	87
Grammar	98	75
Numeracy	109	96

Performance in other areas of the curriculum

Miles Franklin have been leaders in the use of digital technologies in recent years. We were early adopters of the Google Apps for Education platform of cloud-based learning and married that to Chromebooks, for which we have excellent provision across the school. We have also recently been donated a 3D printer and some stand-alone computers which we are using to develop our children's skills in computer aided design.

We are fortunate to have an excellent team of subject specialists. We are able to offer an extension program in PE for Years Four to Six in addition to all of our K-6 classes having a specialist PE lesson each week. In addition we also provide all classes with a French lesson each week with the addition of an Indonesian extension class for children in Years Four to

Six. We have two specialist teachers who assist children from Kindergarten to Year Two in literacy and a specialist English as an Additional Language or Dialect (EALD) teacher who works with children from Kindergarten to Year Six.

In 2015 we had our biennial Preschool to Year Six concert week. Over the course of four days and three nights each class performed twice for their peers and parents. This is just one part of our arts program that includes Units of Inquiry and stand-alone arts lessons, dance lessons from Melba Copland Secondary School's dance coordinator and students, the Canberra Youth Theatre running after hours workshops to our children, our band and music tutor opportunities, our Music Festival which celebrated its 30th year this year, the choir and our involvement in the Limelight Festival of arts.

Progress against School Priorities in 2015

Methodology in evaluating progress

The data used in this report includes school satisfaction survey results, NAPLAN and PIPS results, Preschool verification (Week 2, Term 4) findings and the IB Verification report. Staff have been consulted on this information and have had the opportunity to include informal feedback, of which many have. Reports on our progress have also been regularly made to our School Board and P&C and they have both helped to shape our progress. Finally the report has been compiled by our Executive Team to bring these elements together.

Priority: Achieve International Baccalaureate Authorised status

Targets:

All required documentation and practices for IB Authorisation will be complete by September 2015

Application for Authorisation sent to Asia Pacific regional office by September 2015

Progress:

We made excellent progress in this area. Our application for authorised status was sent in August 2015 and we had our verification visit (authorisation) on 26/10/15. We were successful in our application and are now an authorised International Baccalaureate World School offering the Primary Years Programme (PYP). There are 112 standards and practices we were assessed against. To show that we are meeting a particular standard the evidence has to be triangulated by the verification team, for example seeing the practice in the classroom, hearing it from a student, teacher or parent etc. 29 standards are required at the time of verification but no more are expected until the re-authorisation visit in five years' time. From the report we have met 106 of them and have commendations in four of those areas which is an amazing result. The final six were recommendations to have in place for our evaluation visit in 2020.

These results were achieved through the following actions. Our first key improvement strategy was to **develop policies and procedures which align with IB standards (for example policies, guidelines, timelines, handbook, induction processes)**. In term 1 we audited school programs and procedures to ensure alignment with the IB Standards and Practices and also organised the visit from our IB Consultant who was delighted at our progress and recommended to the IB Asia-Pacific Regional office in Singapore that we reduce our timeframe and apply for verification early as we had all the required standards and practices in place at the time of her visit, therefore the her recommendation was to seek an earlier verification visit for Term 4, 2016 (ahead of schedule) Along with this, our second evaluation measure was a specific question in the school satisfaction survey for parents: I agree the school promotes a culture of inquiry and innovation where creative exploration and independent learning are valued. 92% of parent respondents agreed or strongly agreed with this statement which highlighted the success we were experiencing with parents actively engaging in their child's education.

Our Australian Curriculum tracking documents were developed and completed by year level teams. This met the IB requirement of having a scope and sequence of concepts and skills taught within and outside of units of inquiry. This was supplemented by introducing our IB Language Policy to new staff and revisiting the policy with existing staff to embed consistency and identify key focus areas as part of our PALLs journey. These focus areas were then incorporated into our PYP Action Plan in preparation for our upcoming verification. In addition, our IB Assessment Policy was promoted to the school community through a series of newsletter articles and a successful parent information evening in term 2. Along with this, we compiled a Staff Curriculum Handbook to be used as part of future induction processes for new staff. In our journey to becoming an IB World School class timetables were redeveloped as a result of professional discussions around implementing the PYP as a transdisciplinary model for learning, incorporating elements of our literacy and mathematics programs authentically within units of inquiry. Finally the Principal and PYP Coordinator attended PYP Regional Workshops in July as part of IB requirements for the pedagogical leadership team to understand and lead the implementation of the PYP at the school.

Our second key improvement strategy was to **develop and implement the Primary Years Program from preschool to year 6 that is sustainable and reflective using an inquiry and play foundation**. To achieve this we ensured:

- staff were given ongoing professional learning on IB concept-driven curriculum as part of weekly collaborative planning sessions.
- that all new staff attended the Making the Primary Years Program Happen (MTPYPH) professional learning days in Term One
- each team to teach, reflect and make refinements on their six units of inquiry created in 2014 (which are aligned with the Australian curriculum, the International Baccalaureate scope and sequences and Early Years Learning Framework) to develop greater opportunities for inquiry in literacy and maths through the use of addendums to the PYP planner.

Our evaluation of these actions was threefold: the proportion of teaching programs showing evidence of Inquiry based approach to learning in literacy and numeracy, the proportion of teaching and support staff who agree they understand the IB requirements and can implement the program effectively and the growth in children's perception of their engagement with the IB Learner Profile attributes. Again, we have been very successful in this area with all teaching programs showing evidence of an inquiry approach, assisted by our Professional Learning teams and collaborative planning with all team members, their Executive Teacher and the IB Coordinator. This was attested to by 71% of staff agreed or strongly agreed they understand the IB requirements and can implement the program effectively with only 6% disagreeing or strongly disagreeing.

Priority: Improve and strengthen student outcomes

Targets

By the end of 2015:

- Proportion of Kindergarten students who achieve expected progress or better in PIPS for reading and maths will reach 89%
- NAPLAN mean scores with improvement loading will be met within their specified range

Year 3 Reading 438 ± 24	Maths 410 ± 20
Year 5 Reading 509 ± 18	Maths 492 ± 18

Progress:

We achieved our targets in NAPLAN. Our Year Three target in Reading was 438 points and we achieved 447.9 whilst our Year Three Maths target was 410 and we achieved 421.7. In year 5 we were within our target range. Our Reading target was 509 ± 18 and we achieved 507.3 and our Maths target was 492 ± 18 and we achieved 490.6. As can be seen from the results above, we exceeded our targets in Year Three and were within one point of them in Year Five, an excellent result showing the skills of our teachers and the commitment of our students.

Our PIPS target was to achieve 89% in both Reading and Maths. Our actual result was 97% in both, again another excellent result in excess of our targets.

The above results were a result of our actions within our two strategies. Our first key improvement strategy was to **develop and implement an explicit improvement agenda with an expert teaching team**. Our first key action was to build and develop a culture of collaboration and teamwork across cohorts of teachers through IB team planning and the school's Professional Learning Communities (PLC) approach which started in Term One and continued throughout the year. We also started a process where teachers observed peers and were observed by peers each semester with feedback given in alignment with the AITSL professional standards for teachers. In addition, teachers were to receive written feedback on their classroom practices from the Principal and team leader a minimum of each

semester. This final action was changed as from our involvement in PALLS (Principals as Literacy Leaders professional learning program) we started a slightly different process where feedback was oral and often in front of the class so the children could also hear the expert skills of their teacher. This process came from research by Lyn Sharratt and Regie Routman and was favoured by staff. In preparation for our IB Verification Visit in Term 4, a PYP checklist was developed by staff and each teacher received an unannounced visit by a colleague who spoke to children about their learning and provided this feedback directly back to the teacher as a professional conversation using their observations. Staff found this a very rewarding experience to both give and receive constructive advice as a peer.

We had the following indicators of success for the above:

- Proportion of students who agree their teachers motivate them to learn 93%, system average 87%
- Proportion of staff who agree there are processes in place which support my practice 84%, system average 82%
- Proportion of staff who agree I get constructive feedback about my practice 84%, system average 79%

Again, we have achieved these indicators of success for this strategy comprehensively. 93% of our students agreed our teachers motivate them to learn compared to a system average of 87%. 84% of our staff agreed there were processes in place which supported their practice compared to a system average of 82% and 84% of our staff agreed they get constructive feedback about their practice compared to a system average of 79%.

Our second key improvement strategy was to support teachers to differentiate teaching and learning through the analysis of data to enhance effective pedagogical practices. We achieved this by ensuring progress towards targets is monitored and initiatives are evaluated through matching programs, learning intentions, success criteria, learning evidence, data and observations from the start of the year. Our team leaders also regularly worked with their team to review data relating to student achievement in literacy and numeracy and collaborated on how this data can assist differentiation. We also encouraged and assisted students to monitor their own learning and set goals for future learning through three-way interviews, interactive technologies (e.g. Mathletics) and individual goal-setting. Our final key action for this domain was for all staff to participate in the mini-COGE (Certificate of Gifted Education) and have a professional goal around the area of meeting the needs of our most able students.

This strategy was evaluated through the following indicators of success:

- Proportion of parents who agree their child's learning needs are being met 82%, system average 83%
- Proportion of students who agree the school has high expectations in all that it does 87% , system average 82%
- Proportion of staff who agree:
 - I involve students in negotiating their learning (student's learning needs are being met at this school) 93%, system average 92%

- Staff at this school focus on improving the quality of the school's teaching and learning practices (The school looks for ways to improve) 100%, system average 96%

Our external IB Authorisation Report provided further evidence to support targets being reached with regards to staff satisfaction, stating: *Teachers demonstrate a commitment to the programme. This is evident through classroom conversations, displays, planning documents and a commitment to ongoing personal professional development. Staff at the school highlight how they promote the programme within and beyond the school community. Observations demonstrate how staff treat each other with respect. They implement strategies which support the development of an inclusive, aligned programme and model the learner profile in interactions with leadership, students and parents.*

Again, we have achieved an amazing result for these indicators. 82% of our parents agreed their child's learning needs are being met, 1% below the system average whilst 87% of our students agreed the school has high expectations in all that it does compared to the system average of 82%. Staff comprehensively agreed they involve students in negotiating their learning (student's learning needs are being met at this school) where 93% thought this compared to a system average of 92% and staff at this school focus on improving the quality of the school's teaching and learning practices (the school looks for ways to improve) was 100% compared to a system average of 96%.

Priority: Strengthening the positive school culture

Targets:

By the end of 2015:

The proportion of students who agree or strongly agree to the following items:

- Teachers at my school treat students fairly to increase from 78% in 2014 to 80%
- I feel safe at my school to increase from 77% in 2014 to 85%
- I can talk to my teachers about my concerns to increase from 76% in 2014 to 80%
- Student behaviour is well managed at my school to increase from 51% in 2014 to 70%
- My school takes students' opinions seriously to increase from 72% in 2014 to 75%

Increase student attendance from Kindergarten to Year Six from an average of 94.28 in 2014 to 95%

Increase enrolments from 496 to 500

The proportion of parents who agree or strongly agree to the following items:

- Student behaviour is well managed at this school to increase from 61% in 2014 to 70% 83%, system average 81%
- This school looks for ways to improve to increase from 71% in 2014 to 75% 95%, system average 89%

Progress:

We were not as successful with our student satisfaction results as we had been with our staff and parents but we think that could be due to some residual perception issues which were highlighted in the ASCSIMT (Australian School Climate and School Identification Measurement Tool) survey. In this survey the perceived safety (2.3.1) was 93.9%, 1.7% behind the ACT average. However, our results for emotional engagement (2.3.3), bullying (2.4.1), general disruption (2.4.3) and general victimisation (2.4.4) were all better than the ACT averages which points towards children feeling they were not as safe as they could be but thankfully not being able to say that anything had actually happened to them.

As part of our IB Consultant Visit in Term One and IB Verification Visit in Term Four the IB visiting team spoke to students about their satisfaction with the implementation of the PYP at the school and its impact on their learning. The IB Authorisation Report commended the school on its fostering of understanding and respect, concluding in its findings:

Students have an understanding of the programme. They were able to articulate their learning and the ways they were able to take action as a result of it. Students show respect for the school environment, their peers, teachers and visitors. Attitudes of understanding and respect are observed in interactions between staff members, staff and students and students and students, both inside and outside the classroom. The parent community speak respectfully of the staff and students. Observed teaching and learning reveals highly engaged students. Teachers and teaching teams describe a stimulating learning environment and highlight strategies to further enhance teaching and learning at the school in the future. Teachers reveal a culture supportive of new ideas, innovation and respect for varied perspectives. Students describe a dynamic learning environment with a focus on student learning, improvement and the achievement of personal goals. Observations highlight teachers who plan to provide stimulating learning engagements for students.

Table: Proportion of student satisfaction 2015

Student Survey Question	Target	School Actual	System average
Teachers at my school treat students fairly	Rise from 78% to 80%	70%	75%
I feel safe at my school	Rise from 77% to 85%	75%	80%
I can talk to my teachers about my concerns	Rise from 76% to 80%	72%	70%
Student behaviour is well managed at my school	Rise from 51% to 70%	70%	60%
My school takes students' opinions seriously	Rise from 72% to 75%	66%	70%

Source: Planning and Performance, September 2015

In regards to our attendance performance, we did not meet our target of achieving 95%. However, we have remained steady at our 2014 level of 94%, improving our 2013 and 2012 results of 93% in both years.

We did meet our target of having an enrolment of 500 students which we achieved at the start of Term Three but due to a range of factors we finished the year with 496 students. Enrolments in the school for 2016 started very strongly with 534 students enrolled in our February census.

With our parent satisfaction results, we fared very strongly. The proportion of parents who agreed or strongly agreed that student behaviour is well managed at this school increased from 61% in 2014 to 83% (surpassing our target of 70% and comparing well against the system average of 81%) and this school looks for ways to improve increased from 71% in 2014 to 95% (again, far higher than our target of 75% and above the system average of 89%).

To achieve these results our first key improvement strategy was to develop and implement a whole school approach to student wellbeing and ownership with a culture that promotes learning. Key actions for this were to implement the newly developed (2014) whole school relationships procedure with agreed responses and consequences for inappropriate behaviour and reinforce Restorative Relationships in all interactions between students and students and students and staff through conferencing, professional learning and induction processes which both began in Term One.

Please see the table below for the evaluation measures and our achievements:

Table: 2015 School Satisfaction Data: Proportion who agree or strongly agree

Survey Question	Our result	System average
Proportion of students who agree they enjoy being at school	85%	81%
Proportion of staff who agree they are supported by the school in the management of student behaviour (student behaviour is well managed at this school)	100%	81%
Proportion of staff who agree they are supported by parents and carers in the management of student behaviour (this school works with parents to support student's learning)	100%	94%
Proportion of parents who agree student behaviour is well managed at this school	83%	81%

Source: Planning and Performance, September 2015

Our second key improvement strategy was to **provide early intervention and targeted support through individualised learning plans (ILP) for all students with diverse needs**. ILPs were created in Term One and as required during the year and all children in Years Two, Four and Five to participate in AGAT (Australian General Ability Test) assessment to help

identification of children for extension and enrichment. We evaluated these measures through the percentage of ILP targets we met throughout the year and we achieved 114 of our 116 goals which equates to 99% of our targets being met against our goal of 85%. We also wanted to see if we could increase the number of programs we offer to extend and enrich children and we were able to offer extension in languages (Indonesian in addition to French), PE, choir and Tournament of the Minds.

Our third key improvement strategy was to **implement a differentiated approach to professional learning for staff in relation to student wellbeing**. Our key actions for this were to implement a staff skills audit and differentiate professional learning with a focus on student wellbeing which commenced in Term One and continued throughout the year. We were also going to engage a Change2 facilitator to lead staff to analyse the issue for student wellbeing and develop a strategy to improve it. For this area we decided not to follow this second path as there were a number of new staff, we had a new Relationships Policy and both IB verification and Preschool accreditation were needing our focus and we thought the goal of improving student wellbeing would be better met by consistency and clear expectations on the playground.

Our evaluation measures for this strategy were firstly the proportion of all staff who agreed they are engaged in professional learning (staff are well supported at this school). Our result for this was 84% of staff agreed or strongly agreed compared to a system average of 82%. Our second measure was the proportion of staff who agreed they are supported by the school in the management of student behaviour (student behaviour is well managed at this school). In this area we achieved 100% of staff agreeing or strongly agreeing compared to the system average 81%.

Priority: Fostering collaborative partnerships

Targets

By the end of 2015

- An increase of 10% points in the proportion of parents who agree or strongly agree:
- Community partnerships are valued and maintained from 69% in 2014 to 79% The school takes parents opinions seriously from 68% to 78%
- Teachers provide my child with useful feedback about his or her school work to increase from 64% to 74%

Progress:

We made excellent progress against our targets, exceeding our goals.

The proportion of parents who agreed or strongly agreed with the statements:

1. community partnerships are valued and maintained rose from 69% to 83%, 1% below the system average
2. the school takes parent's opinions seriously with the percentage rose from 68% to 80% (1% below the system average)
3. teachers provided their children with useful feedback rose from 64% to 87%, 1% above the system average. The external IB Authorisation Report provided further confirmation regarding parent satisfaction levels, stating: *Conversations with parents indicate that many had chosen the school because of the IB PYP and its values. Conversations with the pedagogical leadership team, staff, parents and the school council demonstrate a deep commitment to the programme.*

Our first key improvement strategy was to **create opportunities to share practice and engage in professional learning across and between networks**. To this aim we sent staff to IB 'Job-alike' sessions and other IB professional learning opportunities. We collaboratively planned extension and enrichment programs with Melba Copland Secondary School (such as dance and the Magellan gifted and talented program). We had great success with this strategy as all of our teaching staff attended the Job-alike professional learning sessions and all staff involved collaboratively trained, designed and commenced implementing with our partnership group project on using data to improve spelling.

Our second key improvement strategy was to **build collaborative partnerships with parents in relation to learning (reading, writing, numeracy)**. We continued our Literacy, Numeracy, IB, ICT and NAPLAN information sessions and improved our regular information updates in the school newsletter. Furthermore we provided fortnightly updates on what children will be learning (homework helpers) through our newsletters and communicated to parents the overviews of each six-weekly unit of inquiry. At the start of each of these six units of inquiry we invited parents in as 'guest' and 'expert' speakers to increase children's awareness of the concept being inquired into and also provided parents with each teacher's contact details at the start of the year to ensure communication was both ways. We also committed to the ARACY project at the start of the year although it has been more a consultative group for school leaders rather than a whole-school project at this stage. We evaluated this strategy through the satisfaction survey question to parents that the school works with them to support their child's learning. Our outcome for this was excellent, achieving 84% compared to the system average of 83%.

Our final key improvement strategy in this priority was to **provide opportunities for parents to give reflective feedback about programs, assessment and policies**. To achieve this we set out to give parents information on the assessments we use and how we use this data and sought feedback from parents on our policies and procedures. We evaluated this strategy through the proportion of parents who agreed our information nights met their needs to support their children and parents understand the assessments we use and how the data is used to support learning. Whilst we have not formally sought parents' opinions

on these exact questions, the feedback we have received at our various information nights indicate they are meeting the needs of our parents and feel that our newsletter items and information sessions on assessment were very supportive of parents. In Term Three we also gave parents the opportunity to provide feedback on our policies and procedures which many did. This is a continuous process as we operate an 'open door' policy where we are active in seeking parents' views on a range of school issues.

Assessment rubrics were developed collaboratively with students for formative and summative tasks within PYP units and stand-alone Maths and English. These rubrics provided students with explicit expectations and criteria benchmarks in order to understand the requirements to be awarded at, above or below standard mark. During Three Way Interviews, parent interviews and Learning Journeys, assessment rubrics were used to facilitate discussions with students and parents on progress and areas for future goal setting.

To increase parental engagement with setting of student goals all families were provided with a Three Way Interview preparation sheet to facilitate discussions with their child at home with regards to strengths and areas for improvement. This goal setting sheet was then used as the basis for collaborative goal setting for Semester One and Two as part of teacher-parent-student interviews.

To improve parental understanding of how to provide feedback to their child on their learning all families were sent home an invitation to Term Three Learning Journey events that included an explanation of the child, parent and teacher's role in these events.

As part of the IB verification process the visiting team held a meeting with a cross section of parents from our school community to gauge parent satisfaction on the implementation of the PYP at our school. The findings from this meeting were reported back to the school as a commendation in the school's IB Authorisation Report with regards to the school promoting open communication based on understanding and respect, stating:

Interactions and communication with different stakeholders are open and frequent through newsletters, meetings, the school website and parent information sessions. Teachers express themselves openly during meetings. Students express themselves openly and respectfully. Parents express that they are encouraged by the school to be in close contact with their child's classroom teacher and are welcomed into the school. Discussions with stakeholders across the broader school community demonstrate a commitment and adherence to open communication, loyalty and respect in support of building a strong learning environment. Teachers describe attributes of the learner profile which have contributed to a workplace environment based on understanding and respect.

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			
INCOME	January to June	July to December	January to December
Self management funds	161291.54	157373.45	318664.99
Voluntary contributions	4105.00	1410.00	5515.00
Contributions & donations	33977.93	9921.12	43899.05
Subject contributions	8338.08	23273.40	31611.48
External income (including community use)	6357.18	6249.82	12607.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1853.54	1852.74	3706.28
TOTAL INCOME	215923.27	200080.53	416003.80
EXPENDITURE			
Utilities and general overheads	38669.02	70660.60	109329.62
Cleaning	38927.13	49418.62	88345.75
Security	1365.23	471.93	1837.16
Maintenance	33312.79	6113.13	39425.92
Administration	2293.10	5122.44	7415.54
Staffing	0.00	-5000.00	-5000.00
Communication	4902.48	4677.03	9579.51
Assets	83609.83	1895.64	85505.47
Leases	2137.12	0.00	2137.12
General office expenditure	17780.27	11024.47	28804.74
Educational	42112.00	8721.36	50833.36
Subject consumables	17059.59	1400.75	18460.34
TOTAL EXPENDITURE	282168.56	154505.97	436674.53
OPERATING RESULT	-66245.29	45574.56	-20670.73
Actual Accumulated Funds	57374.40	79242.40	79242.40
Outstanding commitments (minus)	-104.62	0.00	-104.62
BALANCE	-8975.51	124816.96	58467.05

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 446.20

Voluntary contributions

These 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 2015.

Reserves

Name and purpose	Amount	Expected Completion
Building Improvement-created to support addition funds for building works completed by ETD.	\$8,000	2016
IT 2016-created to assist with ongoing costs for ICT equipment.	\$5,000	2016
Garden Project-created to enhance the school environment.	\$5,000	2016

Endorsement Page

I declare that the Miles Franklin Primary School Board has operated in accordance with the provisions of the 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-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - 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-
- be present when the board considers the issue or
 - 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.

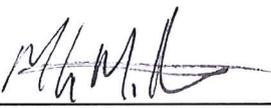
MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Matthew Miller,	Jenni Rickard,	Adam Poulter
Community Representative	Lauren Richardson		
Teacher Representative	Daniela Banda,	Benjamin White	
Student Representative:			
Board Chair:	Matthew Miller		
Principal:	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 2015.

Principal Signature:  **Date:** 20/5/16

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

Board Chair Signature:  **Date:** 20/5/16.