



# Miles Franklin Primary School

## Annual School Board Report 2020



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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

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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

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The Miles Franklin Primary School (MFPS) Board met seven (7) times during 2020. COVID-19 brought significant disruption to school life at Miles Franklin during 2020 and I would like to take this opportunity on behalf of the School Board to pass on our unending thanks to the entire teaching and admin staff that supported our children and parents during home learning earlier in the year.

After a very busy 2019 which saw the completion of a range of infrastructure projects including a much-needed upgrade of our audio-visual equipment, a major focus of the Board during 2020 has been working with the Directorate to continue to deliver on the current and future infrastructure needs of our great school and to initiate a review of our school policy and procedure documents.

During 2020 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 2020 and beyond. This careful management has allowed the School Board to collaborate with the P&C to deliver a range of infrastructure projects including providing our before and after school program with a much-needed upgrade of facilities.

This collaboration continued with the Board and the P&C making a number of joint representations to the ACT Education Directorate to consider current and future classroom needs for our school and to partner with Miles Franklin in future building works. Unfortunately, a number of these representations while well received by the Directorate have not proceeded in 2020. After much negotiation and consultation during 2019, we were not able to reach agreement to provide a school fence around our school in 2020. The school has also been unable to reach an agreement to provide additional classroom space to support the future needs of our school. Miles Franklin was however successful in the transferal of the former medical centre to the school and in gaining funding to refurbish the centre to support future teaching activities in this location.

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. At this point I would like to acknowledge the huge contribution that our Principal Chris Jones has made to the Miles Franklin community and his milestone 10 years of service at our school. I also wish to acknowledge the contribution made by our school's Business Manager, Sumana Sen, whose experience, dedication and meticulous work have continued to assist the Board's governance, functioning and financial management, particularly in this crazy COVID-impacted school year.

Community engagement continued to be an important focus of the Board in 2020, 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 2020 and continuing to work with its dynamic school community and the Directorate during 2021 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 Holly Sheldon and our two staff representatives Kathryn Morris and Denise Thompson. It has been a pleasure working with you and all other parent and staff representatives over the past 7 years and I wish you all every success in your future endeavours.

*Matthew Miller*

***Outgoing Board Chair***

On behalf of the school community, I would like to thank Matt for his untiring support of the school for the last nine years. Matt has been an extremely engaged and proactive member of our school Board since 2014 and has been a part of the great changes and strategic points in our school over that time: becoming an IB school, school review in 2016, IB review in 2019, Preschool accreditation and support in all infrastructure, policy and program decisions. His guidance and support in all areas of school life has been profound and he will be sorely missed by all. I would like to thank Matt and wish his family every success and happiness in high school and into the future.

*Erin Selmes*

***Incoming Board Chair***

## School Context

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

We have a diverse and inclusive community who are united under the umbrella of our motto: *Achieving educational excellence in a caring environment*. 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 practise with our children, preparing for the unknowns of the future. 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 are incredibly proud of this journey and of the success we have achieved in preparing our children for high school and beyond.

The strength of our school lies in the close partnership between children, staff, parents and the wider community. Highlights of this close partnership are the annual Miles Franklin Music Festival and the Spring Fete (both unable to occur in 2020 due to Covid restrictions) and the P&C running our canteen, uniform shop, music tutoring scheme and out of school hours care program. Children in our school are offered a balanced learning program that supports and nurtures the development of their academic, personal and social well-being. Our pastoral care promotes understanding of the need for individuals to care for, support and value each other within a safe environment. The partnerships we develop with our P&C, parents and wider community are vital to enable the school to achieve this for the children.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 513 students enrolled at this school.

**Table: Student enrolment\***

Student type	Number of students
Gender - Male	271
Gender - Female	242
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	9
LBOTE**	106

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* To protect personally identifiable information any figures less than six are not reported.

\*\* Language Background Other Than English

### *Student attendance*

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's

*Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### *Teacher qualifications*

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### *Workforce composition*

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	26.60
Teaching Staff: Full Time Equivalent Temporary	9.11
Non Teaching Staff: Full Time Equivalent	12.55

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to



support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2021. A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

## Overall Satisfaction

In this period of reporting, 87% of parents and carers, 93% of staff, and 73% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 28 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.	96
Staff are well supported at this school.	89
Staff get quality feedback on their performance.	61
Student behaviour is well managed at this school.	64
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	96
Students like being at this school.	93
Students' learning needs are being met at this school.	100
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	93
This school is well maintained.	86
This school looks for ways to improve.	96

This school takes staff opinions seriously.	75
This school works with parents to support students' learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 92 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.	87
My child is making good progress at this school.	86
My child likes being at this school.	93
My child's learning needs are being met at this school.	83
Student behaviour is well managed at this school.	73
Teachers at this school expect my child to do his or her best.	88
Teachers at this school give useful feedback.	83
Teachers at this school motivate my child to learn.	88
Teachers at this school treat students fairly.	82
This school is well maintained.	89
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	80
This school works with me to support my child's learning.	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 185 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.	55
I feel safe at this school.	67
I like being at my school.	66
My school gives me opportunities to do interesting things.	79
My school is well maintained.	73
My school looks for ways to improve.	72
My teachers expect me to do my best.	91
My teachers motivate me to learn.	78
Staff take students' concerns seriously.	66

Student behaviour is well managed at my school.	52
Teachers at my school treat students fairly.	69
Teachers give useful feedback.	69

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

#### *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.

\*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

## 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**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	138642.66	139347.22	277989.88
Voluntary contributions	12710.00	6150.00	18860.00
Contributions & donations	37.00	1127.55	1164.55
Subject contributions	18654.70	16660.91	35315.61
External income (including community use)	5091.99	730.34	5822.33
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1871.32	1521.87	3393.19
<b>TOTAL INCOME</b>	<b>177007.67</b>	<b>165537.89</b>	<b>342545.56</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	47971.72	63387.42	111359.14
Cleaning	470.05	303.23	773.28
Security	575.32	597.15	1172.47
Maintenance	19735.11	27854.55	47589.66
Administration	2747.90	4637.55	7385.45
Staffing	6259.63	6407.59	12667.22
Communication	1672.39	2143.87	3816.26
Assets	28907.70	1832.36	30740.06
Leases	0.00	0.00	0.00
General office expenditure	12028.71	13544.26	25572.97
Educational	44233.86	23274.93	67508.79
Subject consumables	24552.27	12080.79	36633.06
<b>TOTAL EXPENDITURE</b>	<b>189154.66</b>	<b>156063.70</b>	<b>345218.36</b>
<b>OPERATING RESULT</b>	<b>-12146.99</b>	<b>9474.19</b>	<b>-2672.80</b>
<b>Actual</b> Accumulated Funds	199460.68	161617.60	161617.60
Outstanding commitments (minus)	-12193.61	0.00	-12193.61
<b>BALANCE</b>	<b>175120.08</b>	<b>171091.79</b>	<b>146751.19</b>

## 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 2020.		

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Matthew Miller	Erin Selmes	Holly Sheldon
<b>Community Representative(s):</b>	NA		
<b>Teacher Representative(s):</b>	Kathryn Morris	Denise Thompson	
<b>Student Representative(s):</b>	NA		
<b>Board Chair:</b>	Matthew Miller		
<b>Principal:</b>	Chris Jones		

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

2020 Board Chair Signature: Matthew Miller

Date: 28/06/2021

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: 28/06/2021