



Miles Franklin Primary School

Annual School Board Report 2018



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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

The Miles Franklin Primary School (MFPS) Board met six (6) times during 2018. After a very busy 2017 reviewing of a number of our schools policies and procedures and responding to the *Future of Education* initiative from the Directorate and Minister for Education, a major focus of the Board during 2018 has been working with the directorate to deliver on the current and future infrastructure needs of our great school.

During 2018 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 2018 and beyond. This careful management has allowed the school board to collaborate with the P&C to provide our school hall with a much needed upgrade of our audio visual equipment.

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 to build our new covered outdoor learning area (COLA). Both of these representations were well received by the Directorate, with an agreement to manage the building of the COLA which proceeded in early 2018 and positive discussions regarding current and future classroom needs. Miles Franklin was also successful in gaining funding to refurbish our visitor and disabled toilet facilities which were in much need of repair.

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

Community engagement continued to be an important focus of the Board in 2018, including maintaining our close linkages between the Board and P&C. I would like to take this opportunity to thank Angie Mosely our incoming 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 2018 and continuing to work with its dynamic school community and the Directorate during 2019 and beyond to provide a modern, stimulating, safe and successful educational environment for our students.

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

Matthew Miller

Board Chair

School Context

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

Miles Franklin Primary School is a school of choice in the region with around two-thirds of our enrolments coming from out of our Priority Enrolment Area (PEA). We have a diverse and inclusive community who are united under the umbrella of our motto: *Achieving educational excellence in a caring environment*. Our families are generally from a higher socio-economic background (10% higher than the national average) and so the International Baccalaureate (IB) Primary Years Programme (PYP) is very appealing to many of our families who have worked overseas or intend to in the future and for the high levels of inquiry learning we practice with our children, preparing for the unknowns of the future. Our enrolments have grown in recent years and in our February 2018 census we had 503 students from Kindergarten to Year Six with an additional 87 in Preschool. Our local and national assessment results have also grown in recent years as evidenced by our PIPS (Performance Indicators in Primary School) and NAPLAN (National Assessment Program, Literacy and Numeracy) results.

We became an IB World School delivering the PYP in 2015. The continued implementation of the PYP has brought great benefits to the entire school community. The journey has helped us improve all aspects of the teaching and learning cycle. Our teaching teams plan collaboratively with members of the Executive, aligning the Australian Curriculum to the six IB PYP transdisciplinary themes and going deeper into the big conceptual ideas of the curriculum. We have a culture of collaboration; our classrooms are open to other teachers in the school, we share and showcase our work to other IB schools and welcome the collaborative opportunities they provide. This holistic model of sharing practice helps grow the pedagogical skills of our teachers and builds a community where ideas are freely shared which brings benefits to our students. We focus on formative assessment which helps the children understand what they need to do next to succeed. We have built excellent links with our local high school and college, Melba Copland Secondary School, which offers the IB Middle Years and Diploma Programmes for a clear pathway for children in the Belconnen region from Preschool through to Year Twelve. We are incredibly proud of this journey and of the success we have achieved in preparing our children for high school and beyond.

Student Information

Student enrolment

In 2018 there were a total of 503 students enrolled at this school from Kindergarten to Year Six.

Table: 2018 Student enrolment

Student type	Number of students
Male	255
Female	248
Aboriginal and Torres Strait Islander	6
LBOTE*	112

*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	92.0
2	91.0
3	92.0
4	91.0
5	92.0
6	91.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	28.20
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Full Time Equivalent	10.02

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. 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. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2021. A copy of the most recent validation report can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 93% of parents and carers, 94% of staff, and 85% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 34 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback.	94
Teachers at this school treat students fairly.	100
This school is well maintained.	82
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	85
Students like being at this school.	100
This school looks for ways to improve.	94
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.	97
This school works with parents to support students' learning.	97
Staff get quality feedback on their performance	82
Staff are well supported at this school.	85

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 194 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	
Teachers at this school expect my child to do his or her best.	92
Teachers give useful feedback.	84
Teachers at this school treat students fairly.	89
This school is well maintained.	92
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	77
My child likes being at this school.	93
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	78
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	88
My child's learning needs are being met at this school.	85
This school works with me to support my child's learning.	87

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 112 students responded to the survey. Please note that not all responders answered every question.

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.	94
Teachers give useful feedback.	78
Teachers at my school treat students fairly.	72
My school is well maintained.	88
I feel safe at this school.	74
I can talk to my teachers about my concerns.	72
Student behaviour is well managed at my school.	53
I like being at my school.	72
My school looks for ways to improve.	91
Staff take students' opinions seriously.	76
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	87

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Miles Franklin Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	46	145	40	59
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Miles Franklin Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	461	441	529	518
Writing	437	411	470	460
Spelling	431	410	498	494
Grammar & Punctuation	454	438	516	510
Numeracy	416	416	497	494

Source: Analytics and Evaluation

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	204349.06	175732.61	380081.67
Voluntary contributions	16458.00	2722.00	19180.00
Contributions & donations	162369.55	4839.98	167209.53
Subject contributions	37513.41	3274.09	40787.50
External income (including community use)	10549.29	11641.15	22190.44
Proceeds from sale of assets	0.00	9.09	9.09
Bank Interest	5056.21	4041.98	9098.19
TOTAL INCOME	436295.52	202260.90	638556.42
EXPENDITURE			
Utilities and general overheads	41268.12	58203.22	99471.34
Cleaning	46968.94	51038.43	98007.37
Security	1112.00	288.00	1400.00
Maintenance	144796.61	141235.47	286032.08
Administration	10633.61	1725.60	12359.21
Staffing	577.62	-202.36	375.26
Communication	8792.29	6785.52	15577.81
Assets	37709.58	2174.83	39884.41
Leases	0.00	0.00	0.00
General office expenditure	34135.78	18235.59	52371.37
Educational	21486.43	15191.23	36677.66
Subject consumables	37103.50	5256.02	42359.52
TOTAL EXPENDITURE	384584.48	299931.55	684516.03
OPERATING RESULT	51711.04	-97670.65	-45959.61
Actual Accumulated Funds	239840.37	261048.49	261048.49
Outstanding commitments (minus)	-26397.08	0.00	-26397.08
BALANCE	265154.33	163377.84	188691.80

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 2018. \$19180.00 was contributed voluntarily by parents in 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Building Improvement 2017	\$ 8000.00	The reserves were used towards completion of COLA (Covered outdoor learning area) in 2018
Building Improvement 2017	\$ 5000.00	
Building Improvement 2017	\$ 5000.00	

Endorsement Page

Members of the School Board

Parent Representative(s):	Belinda Lum,	Erin Selmes
Teacher Representative(s):	Eliza Bensley,	Samantha Wynne
Board Chair:	Matthew Miller	
Principal:	Chris Jones	

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

Board Chair Signature: Matthew Miller

Date: 15 / 05 / 2019

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: 15 / 05 / 2019