2009 Annual School Report
Franklin Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Franklin Public School has a long established tradition of being a family school. Positive and productive parent, staff and community partnerships delivered high quality learning outcomes for all students.

While the school placed great emphasis on the core areas of literacy and numeracy it was also very proud of its academic, sporting, welfare and cultural programs to develop and expand students’ horizons. Our dedicated and experienced staff brought learning to life.

Classrooms provided the latest in technology enhanced learning to engage thinking and creativity. Our well-equipped and spacious play areas afforded students the opportunity to be active and healthy individuals.

Franklin Public School provided a happy, safe and stimulating environment for students to learn, achieve and grow as individuals.

Major initiatives in 2009 included the Priority Schools Program, the introduction of Interactive Whiteboard technology, the performance of the choir at the Opera House, the Milson Island camp and travel to sporting events for the representative teams. The P&C was also able to buy new miniball rings and posts for the top court, new sports uniforms for both the boys and girls Austag and basketball teams, the boys junior rugby league team and blazers for our school captains and prefects.

In 2010 the P&C will endeavour to contribute to the continuing success of Franklin Public School.

Mrs Lexie Turner

Student representative’s message

In 2009 the student representative council (SRC) gave each of the two class representatives from Kindergarten to Year 6 a forum to put forward suggestions to improve the working and playing environment.

Each semester two new representatives, male and female, were elected to the SRC. Students met three times per term and discussed important school improvement and fund raising issues.

Harmony Day, Bandanna Day and the Tumut Community Foundation benefited through fund raising and awareness programs. The SRC ‘Franklin’s Got Talent’ quest involved greater student participation and showcased a myriad of hidden talent.

2009 was another fantastic year for the Student Representative Council.

Ms Sue Handley - Patron

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

The school had an enrolment of 236 made up of 127 males and 109 females. There were 100 students in K-2 classes and 136 in Years 3-6.

Franklin’s enrolment zone was expanded in 2009. With three residential estates opening within the school’s drawing area, enrolments grew and a new class was formed in term 4. It is expected that enrolments will continue to grow in the years ahead.

Mr Darryl Ryan

P&C and/or School Council message

The role of the Franklin Public School P&C Association was to assist our school in whatever capacity that was needed; whether it was through the procurement of monies via fundraising and catering, or the donation of our time to enhance the learning environment our children are developing in. We aimed to support Franklin Public School’s current and future students to achieve a high standard of learning.

Through our P&C we were also able to promote Franklin Public School to the wider community as an exceptional school with dedicated and caring principal and staff; and we always welcome new members, mums, dads, and grandparents.

2009 was a fantastic year for P&C fundraising. All events have been tirelessly supported by a wonderful group of volunteers, along with reading helpers, canteen volunteers, and those others who gave up their time to accompany students to both class and school excursions.

Major fundraisers for this year were the Fete, two street stalls, an Ipod Christmas Raffle, an Easter Chocolate raffle, wood raffles and a ski package raffle all of which were well supported by parents and the wider community.

Monies raised by the P&C Association were used to help fund the Franklin Public School Choir excursion to the Opera House, the Milson Island camp and travel to sporting events for the representative teams. The P&C was also able to buy new miniball rings and posts for the top court, new sports uniforms for both the boys and girls Austag and basketball teams, the boys junior rugby league team and blazers for our school captains and prefects.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tr>
<td>K</td>
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<td>6</td>
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<td>Total</td>
<td>93.6</td>
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<tr>
<td>K</td>
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<td>94.0</td>
<td>94.1</td>
<td>94.0</td>
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Student attendance is a priority for this school community. A number of initiatives were employed to promote regular school attendance including the Franklin 5 and 100% attendance certificates, awarded each term and for the whole school year.

In 2009 Franklin had an attendance rate above the state and region. Of concern was the poor attendance pattern achieved by Kindergarten, Year 6 and Aboriginal students.

Management of non-attendance

Fortnightly monitoring of school attendance highlights students at risk. As a starting point, the school works closely with parents to resolve unsatisfactory attendance. Where school attempts prove unsuccessful the services of the Home School Liaison Officer is employed to monitor and improve attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1M</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2/3R</td>
<td>2</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>2/3R</td>
<td>3</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4A</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5S</td>
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<td>36</td>
<td>36</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>K/1W</td>
<td>1</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>K/1W</td>
<td>K</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>19</td>
<td>19</td>
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By term 4, enrolments warranted a tenth class.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.25</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.392</td>
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<tr>
<td>Total</td>
<td>14.857</td>
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A mix in Indigenous and non-Indigenous persons make up the staff of Franklin Public School.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>129 850.03</td>
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<tr>
<td>Tied funds</td>
<td>127 564.51</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76 023.47</td>
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<tr>
<td>Interest</td>
<td>11 409.92</td>
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<tr>
<td>Trust receipts</td>
<td>7 104.97</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>655 574.45</td>
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</table>

Expenditure
Teaching & learning
   Key learning areas | 20 997.69 |
   Excursions         | 20 081.17 |
   Extracurricular dissections | 22 985.31 |
Library               | 3 575.91  |
Training & development| 613.18    |
Tied funds            | 249 677.82|
Casual relief teachers| 16 426.66 |
Administration & office| 40 789.73 |
School-operated canteen| 0.00      |
Utilities             | 33 957.91 |
Maintenance           | 21 678.33 |
Trust accounts        | 14 799.87 |
Capital programs      | 0.00      |
Total expenditure      | 445 583.58|
Balance carried forward| 209 990.87|

Franklin School holds funds on behalf of the Tumut Schools as Community Centre (SaCC). This facility operates under the banner of Families First and supports all schools in Tumut. At the end of this reporting period, $88 403.16 was held as tied funds on behalf of this facility.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
As part of a balanced and well-rounded school curriculum, we have a strong commitment to the creative and performing arts.

Highlights of the 2009 program included:
- The Franklin Choir performed at the Sydney Opera House as part of the NSW Primary School’s Choral Concert. Our choir joined 700 hundred students from NSW schools to perform in the Concert Hall. The choir performed a repertoire of 11 songs with full orchestral accompaniment;
- ‘The Four Seasons’ mosaic was created by students under the direction of Kerrie Bellette, our artist in residence. This whole school enrichment program was sponsored by Tumut Shire Council’s $2500 Public Art Grant program;
- The artistic talents of Franklin students, Sophy Piper, Emma Symons and Brynn Turner were recognised with the reproduction of their artwork ‘Belonging’ in the NSW Department of Education’s 2010 Calendar of Cultural Diversity; and
- Eight artworks were selected from Franklin for the 2009 Regional Director’s Exhibition in Wagga. This prestigious exhibition showcased exemplar artwork from K - Yr 12 students in Riverina schools.

Sport
Sport is an ideal avenue for Franklin students to acquire skills, meet people and develop new leisure pursuits.

2009 sport highlights included:
- Students maintained a long standing tradition of sporting excellence by gaining selection in Riverina PSSA teams to participate in NSW PSSA carnivals:
  - Monique Toppin – Athletics – Homebush
  - Lauren Hughes – Girls Basketball – Bathurst
  - Max Dodd, Ben Smith and Parish Bellette – Boys Basketball – Sutherland
  - Chris Armstrong coached the Riverina Girls Basketball team at the NSW PSSA carnival.
- Students participated in local, regional and NSW sporting competitions with great success. The boy’s basketball team were placed fifth in the NSW PSSA knockout. In doing so the team won the Riverina primary schools basketball championship;
- The whole school participated in the Premier’s Sporting Challenge with all classes receiving gold certificates; and
• Community sports of golf, lawn bowls, tennis, indoor hockey and gymnastics developed students’ skills;

Other
For their outstanding academic and cultural achievements the following students were inducted into Franklin Public School’s Hall of Fame:
  • Carly Stuckey – Spelling; and
  • Brynn Turner, Sophy Piper and Emma Symons – Art.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Girls performed better than boys in reading and their performance matched the state mean.

Girls performed better than boys. Around two-thirds of students were clustered in Bands 4 and 5.

Sixty seven per cent of students achieved Bands 4, 5 and 6 compared to seventy five for the state
Seventy five percent of students achieved Bands 4, 5 and 6 compared to seventy seven for the state.

**Numeracy – NAPLAN Year 3**

Franklin matched the state in Bands 1 and 2. An increasing number of students achieved Band 6.

**Literacy – NAPLAN Year 5**

Girls performed better than boys in reading. More than half of the students were in the Bands 5 and 6.

Seventy eight percent of students were clustered in Bands 5 and 6.
Girls performed better than boys in spelling. One-third of students were in the Bands 3 and 4.

Girls performed better than boys in grammar and punctuation. Half of Year 5 students were in the Bands 5 and 6.

Fifty percent of students achieved Bands 6, 7 and 8 compared to fifty nine for the state.

### Progress in Literacy

#### Average progress in reading for matched students*

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<thead>
<tr>
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<tr>
<td>School</td>
<td>80.2</td>
<td>85.8</td>
<td>80.4</td>
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<tr>
<td>LSG</td>
<td>84.4</td>
<td>89.9</td>
<td>86.7</td>
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<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
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#### Average progress in writing for matched students*

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<td>75.6</td>
</tr>
<tr>
<td>LSG</td>
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<td>58.5</td>
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<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
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### Progress in Numeracy

#### Average progress in numeracy for matched students*

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</thead>
<tbody>
<tr>
<td>School</td>
<td>90.6</td>
<td>68.2</td>
<td>57.6</td>
</tr>
<tr>
<td>LSG</td>
<td>77.8</td>
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<td>96.1</td>
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<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
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</table>
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 3 students achieving at and above minimum standard |
|-------------------------|------------------|
| Reading                 | 96               |
| Writing                 | 89               |
| Spelling                | 93               |
| Punctuation and grammar | 96               |
| Numeracy                | 93               |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at and above minimum standard |
|-------------------------|------------------|
| Reading                 | 97               |
| Writing                 | 100              |
| Spelling                | 89               |
| Punctuation and grammar | 89               |
| Numeracy                | 97               |

Multicultural education
Multicultural education was integrated throughout the school curriculum via units of study in Connected Outcome Groups (COGs).

An increasing number of overseas students enrolled at the school. These students received English as a Second Language (ESL) to support their school transition and to access the curriculum.

Students created a ‘My Journey Our Journey’ mural to highlight the cultural mix and family origin of students at Franklin.

Significant programs and initiatives
Aboriginal education
Twenty nine Aboriginal students were enrolled at Franklin in 2009, which represents 12% of our total school population.

Aboriginal education was integrated throughout the school curriculum via units of study in Connected Outcome Groups (COGs) and NAIDOC celebrations.

Franklin’s Aboriginal students were successful in winning the ‘Right to Education Award’ as part of the Spirit Hunter program. This initiative was open to all schools in the Binaal Billa region.

Franklin students featured prominently in the Tumut and District Indigenous Students Awards night. Students were acknowledged for academic, citizenship, creative and performing arts, sport, encouragement, and attendance. In addition, Franklin Aboriginal students results in were above the state mean.

Respect and responsibility
Respect and responsibility underpin day to day learning and social interaction at Franklin School. Students were taught respect and responsibility through specific programs and with the care, dedication and modelled behaviour of staff.

Franklin’s captains and prefects participated in the Impact Leadership in Canberra for primary students.

School rules and values were aligned and promoted to students, parents and staff.

The school’s anti-bullying policy was evaluated and re-written. Staff professional learning, a parent forum and the development of class posters followed.

Priority Schools Program (PSP)
Franklin Public School joined the PSP in 2009. The focus of this program was to reduce the unacceptable gap between the average achievement of students from low socio-economic families and all students.

A number of targeted programs and strategies were employed to improve literacy and numeracy achievements and promote the engagement of students. They included:

- additional teacher and learning support officer time in classes to improve literacy and numeracy outcomes for students at risk;
- developing professional knowledge and skills in Accelerated Literacy, ciniliteracy, comic life, smart notebook, working mathematically and problem solving in numeracy;
- improving the quality of teaching and learning in classrooms with collegial support from regional consultants and executive staff;
- introducing the Holiday Reading is RAD program for 200 students; and
- participating in the 4th Biennial Equity Conference to consider best practice and research data as a means of school and class organisation.
Progress on 2009 targets

Target 1
To improve student achievement in literacy
Our achievements include:
- Time to Talk operating in Early Stage 1 and Stage 1;
- 87% of Year 3 students achieving at Band 3 or higher in 2009 NAPLAN reading;
- monitoring and tracking of student progress in literacy; and
- staff trained in NAPLAN marking criteria.

Target 2
To improve student achievement in numeracy
Our achievements include:
- Counting On operating in Stage 3 classrooms;
- Best Start directing teaching and learning in Early Stage 1;
- staff professional learning in working mathematically;
- in Year 3, 16% of students in bottom two bands and 20% in top two bands of NAPLAN; and
- in Year 5, 25% of students in bottom 2 bands and 17% in top two bands of NAPLAN; and
- Accelerated Literacy operating in 75% of classrooms.

Target 3
To broaden curriculum options for students through information and communication technologies.
Our achievements include:
- all students accessing Interactive Whiteboard (IWB) technology as part of the teaching cycle;
- all staff trained in Smart Notebook, the software to drive IWBs; and
- students acquiring new skills in a wide range of digital technologies.

Target 4
To foster student engagement with school and in learning
Our achievements include:
- school rules and values aligned and promoted to students, parents and staff.
- anti-bully plan evaluated and revised in consultation with parents, staff and students; and
- strong attendance patterns with student attendance rates above both state and region.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of planning, Connected Outcome Groups (COGs) and Franklin’s anti-bullying policy as part of student welfare.

Educational and management practice - Planning

Background
Generating school improvement involves an understanding and evaluation of school management practices. In 2009 the school investigated the perceptions and attitudes of parents, staff and students to the range of planning processes and practices in current use. In particular information was sought on the level of satisfaction, the degree of efficiency and the involvement of stakeholders in school planning. Further, we wanted to identify areas of agreement and disagreement between the groups and in turn provide direction for improved processes and practices to guide school planning.

Findings and conclusions
Surveys were issued to all families with thirty six (23%) surveys returned. Of the eleven questions asked the overwhelming majority of respondents answered ‘strongly agree’ or ‘agree’.

Parents were very positive about the planning environment within the school. Aspects to record a high level of approval included:
- the main purpose of school planning is to improve student learning outcomes;
- I feel welcome to join in special events and programs with my child/ren at Franklin School;
- school events and programs are well planned;
- school events and programs are appropriate to the age and needs of my child/ren.

Surveys highlighted:
- the reluctance of some parents to be involved in school committee structures; and
- the need for timely advice of planned programs.

A focus group meeting involving thirty one Student Representative Council (SRC) members provided feedback on school planning. The overall findings showed students believed school excursions, performances, sporting carnivals and class lessons...
were well planned. They also believed the SRC had a strong role in giving students a voice in school planning.

For some students though it was apparent that as they moved through primary school, there was less enthusiasm to have parents involved in school events and programs.

Ninety percent of staff answered the planning survey. Staff identified the main purposes of school planning was to improve student outcomes and make efficient use of time, personnel and resources. There was a very high degree of support for the range of planning operating within the school and the opportunity for staff to contribute to the planning process.

Staff acknowledged that while gains had been made in school planning processes and practices, more effective communication of agreed planning strategies and targets was required. Consistent whole school application and implementation of agreed planning strategies by all staff would strengthen planning. Staff also identified time as a limiting factor in their willingness to be involved in planning processes and practices.

**Future directions**

Future directions for planning in the school include:

- staff to be more aware of the school plan and the priorities contained within;
- expanding the role of stage meetings as a tool to achieve school targets and priorities; and
- a focus on co-operative planning and programming.

**Curriculum - Connected Outcomes Groups (COGs)**

**Background**

COGs is an integrated teaching strategy that allows for the teaching of science and technology, human society and its environment, personal development health and physical education and the creative and performing arts using a common topic. COGs was introduced into the curriculum at Franklin in 2007.

It is therefore timely to reflect upon what has been achieved and what remains to be accomplished. This evaluation consisted of a parent survey (thirty six responses) and focus group discussions with SRC representatives and staff, a review of teaching programs and ongoing student assessment data.

**Findings and conclusions**

All parents were of the opinion that COGs was a most important component of the school curriculum. They reported that their children enjoyed a range of learning activities in COGs and had learnt new skills and gained new knowledge.

While the majority of parents understood how COGs was taught the strength of their combined responses did not match that of other questions.

An analysis of teaching data revealed that all staff accessed and followed the school’s COGs scope and sequence. While staff accepted the many benefits of an integrated curriculum they listed the depth and amount of content to be covered, in the time available, as a limiting factor. Assessment data also revealed that staff needed to be more conversant with the specific outcomes being taught when reporting student progress. Teachers were generally satisfied with the resources available to teach COGs units.

Students were very definite in their belief that excursions were an essential part of COGs learning and that sufficient time was spent in class on this curriculum area. Science and technology was by far the most popular strand with students.

Future directions

The evaluation highlighted the need to:

- engage and challenge all students in COGs;
- communicate clearly with parents how COGS is taught in all classrooms; and
- promote co-operative planning, programming and common assessment tasks at each stage level.

**Other evaluations**

**Student Welfare – Anti-Bullying**

**Background**

In 2009 the school sought the opinions of parents, students and teachers about school bullying as a means of evaluating and revising the school’s anti-bullying policy.

**Findings and conclusions**

Student and staff surveys and parent forums provided a wealth of information about bullying and in turn the directions needed to address the school context.
• Students identified the school toilets as the prime site for bullying irrespective of whether the student was in Kinder or Year 6. The COLA and oval were identified as other areas of bullying. For Stage 1 students the school bus was a prominent response.

• Staff identified exclusion (group bullying) and name calling and teasing (word bullying) as the most reported forms of bullying.

• Students from Kindergarten to Year 6 identified word bullying as the most common form across the school. This was followed by body bullying (hitting, pinching) for younger students while older students reported a growing incidence of group bullying.

• Younger students informed the teacher as their first choice for reporting bullying. As children entered the final years of their primary education they conveyed their concern to the parent.

Future directions
A revised school anti-bullying policy was developed as a result of the data analysis. In 2010 a digital form of tracking will allow the school to have ready access to bullying statistics.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. The school community appear very satisfied and confident with the educational environment provided by the school. There is a positive climate amongst staff, students and parents.

Thirty six (36) parents responded to the survey:
• 100% stated the school is attractive and well resourced;
• 100% believed the school offered a wide range of extra-curricula activities;
• 100% agreed with the school’s supportive welfare program;
• 6% stated fair discipline did not exist within the school;

One hundred and forty (140) responses were received from students in Years 2 to 6:
• 95% stated the school was friendly and welcoming;
• 94% stated my teacher expects me to do my best;
• 91% stated teachers care about me; and
• 73% believed student behaviour could further improve.

Staff believed students were the schools main concern and the school took measures to promote and teach positive core values. They felt the school was welcoming and friendly.

In the less structured playground environment the attitude and behaviour of a small number of students detracted from the positive and cohesive culture of the school.

Professional learning
In 2009 approximately $10 800 was spent on teacher professional learning. The main areas of professional learning were literacy, numeracy, technology, quality teaching, OHS, beginning teacher support, student welfare and executive development for school leaders. All teaching staff participated in professional learning. Support staff also attended professional learning activities.

School development 2009 – 2011

Targets for 2010

Target 1
*Increase the percentage of students achieving in the proficient bands of reading - 40% Year 3 and 26% Year 5*

Strategies to achieve this target include:
• train staff in Accelerated Literacy;
• ensure the teaching of reading, writing, spelling, talking and listening aligns with the Accelerated Literacy framework and incorporates quality teaching strategies;
• train staff and implement the ciniliteracy program; and
• assessment tasks that are consistent with the English K-6 syllabus and are used to direct teaching and learning programs.

Our success will be measured by:
• improvement in NAPLAN and school based assessment results;
• teachers using the Accelerated Literacy program to engage students; and
• the public performance of class ciniliteracy projects.
Target 2

*Increase the percentage of students achieving in the proficient bands of numeracy - 36% Year 3 and 26% Year 5.*

Strategies to achieve this target include:

* professional learning for staff in teaching, assessment and programming of mathematics;
* assessment tasks that are consistent with the mathematics K-6 syllabus;
* tracking of individual student performance in mathematics; and
* assessment policy in mathematics developed.

Our success will be measured by:

* improvement in NAPLAN and school based assessment results;
* teachers using the North Coast scope and sequence as their mathematics teaching program;
* FRANK maths targets being achieved by students in Years 3-6.

Target 3

*Reduce the percentage of Aboriginal students in the minimal standard band, by 50% in Year 3 and Year 5.*

Strategies to achieve this target include:

* personalised learning plans for all Aboriginal students;
* establish a Schools Advisory Committee; and
* further improve engagement with parents, local AECG and Aboriginal community.

Our success will be measured by:

* improvement in NAPLAN and school based assessment results;
* student attendance rate to match that of the whole school; and
* the number of parents involved in school and class programs.

Target 4

*Foster student engagement with school and classroom learning – an average of 90% of students will be engaged in all excursions.*

Strategies to achieve this target include:

* train staff in positive behaviour for learning;
* train staff in smart notebook to maximise student engagement with interactive whiteboard technology;
* expand excursion and incursion program to extend classroom learning for all students; and
* promote student leadership.

Our success will be measured by:

* increased use of technology – digital cameras, video editing and Photostory as part of student learning;
* all students involved in excursion and incursion programs; and
* Year 6 participation in Impact Leadership Conference;

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: