2008 Annual School Report
Franklin Public School

NSW Public Schools – Leading the way
### Principal's message

Every person in our school environment is significant to the development of each child. It is the value of the individual which underpins the spirit of this school community. The Franklin Public environment offers opportunity for every student to be themselves and to achieve personal milestones in a happy and safe school.

Student academic, civic, sporting and cultural achievements are worthy of congratulations. I commend students for their promotion of good will and their involvement within the community.

The continuing effort of staff to promote and support progressive teaching and learning is the grounding for the excellence achieved by our school. Their enthusiasm, commitment and skill enable Franklin Public to provide students with a quality educational experience.

2008 was a successful year for Franklin Public. I invite parents to read of our achievements and the specific initiatives undertaken to advance the academic, physical, social and personal growth of students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Darryl Ryan

### P&C message

The P&C is a hardworking organisation that provided additional funds to purchase items the school would otherwise not have.

2008 was a beneficial year with fund raising supported by the tireless group of volunteers, reading helpers and those who provide assistance in the classroom and with excursions.

We thank the Canteen Committee for the donation of $10,000 which the P&C was able to pass on and fund the Milson Island trip, outdoor seating, Stage 3 readers and library resources.

The P&C assisted with Education Week and many fundraising activities including the book fair, street stalls, discos, hot dog days, photo packages, calendars and raffles. My thanks to those who supported our fundraising efforts.

The P&C would like to extend their thanks to the staff of Franklin Public for all their dedication in maintaining an outstanding, safe and caring place of education.

Jenny Hodges - P&C president

### Student representative's message

It has been a huge honour to be Franklin Public's 2008 Captains. We have enjoyed the opportunity to represent our school at occasions such as Anzac Day, Festival of the Falling Leaf, the official opening of the Tumut Children's Art Exhibition and the Tumut Children's Expo.

We welcomed many dignitaries to our school in 2008 including author Libby Gleeson, NSW Deputy Director General of Education, Trevor Fletcher and School Education Director, Peter Brabin.

Participation in the Impact Leadership Conference at the University of Canberra and the presentation of school news on FM 96.3 were milestones in our development as school leaders.

2008 was another fantastic year for the Student Representative Council. Each class from Year 1 to Year 6 had two representatives per semester. These students had the opportunity to contribute to each meeting, raise important issues, and put forward ideas to improve the quality of school life.

Gabrielle Goode and Trevor Bellette

### 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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>142</td>
<td>140</td>
<td>122</td>
<td>125</td>
<td>127</td>
</tr>
<tr>
<td>Female</td>
<td>142</td>
<td>135</td>
<td>122</td>
<td>117</td>
<td>106</td>
</tr>
</tbody>
</table>

The school had an enrolment of 233 made up of 127 boys and 106 girls. There were 99 students in K-2 classes and 134 students in Years 3-6. An increasing number of students, who have English as a Second Language (ESL), enrolled at the school.

A re-alignment of Franklin's enrolment zone in 2008 expanded the school's drawing area within Tumut and defined which school rural students attend. With a number of new residential estates opening within the school's drawing area enrolments will stabilise and then grow in the years ahead.

#### Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.9</td>
<td>93.6</td>
<td>95.0</td>
<td>94.0</td>
</tr>
<tr>
<td>Region</td>
<td>93.5</td>
<td>93.5</td>
<td>93.9</td>
<td>93.4</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
Student attendance is a priority for this school community. A number of initiatives were employed to promote regular school attendance including the Franklin 5, 100% attendance certificates and the Home School Liaison Officer who worked with students, parents and staff to improve unsatisfactory 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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>KG K</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>K_1D K</td>
<td>11</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>K_1D 1</td>
<td>7</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>1M 1</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2R 2</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2_3T 2</td>
<td>17</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2_3T 3</td>
<td>6</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>3_4H 3</td>
<td>15</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3_4H 4</td>
<td>11</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3_4W 3</td>
<td>9</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>3_4W 4</td>
<td>19</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5_6A 5</td>
<td>12</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>5_6A 6</td>
<td>14</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>5_6C 5</td>
<td>10</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5_6C 6</td>
<td>15</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5_6S 5</td>
<td>10</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5_6S 6</td>
<td>15</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes
Students were placed into ten classes. Enrolment patterns necessitated the formation of seven multi-age and three regular classes.

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

Staff retention
The proportion of permanent staff retained from 2007 is 100%.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.4%.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Relief from Face-to-Face</td>
<td>0.42</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>13.135</td>
</tr>
</tbody>
</table>

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools and the NSW Institute of Teachers.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>243 696.18</td>
</tr>
<tr>
<td>Global funds</td>
<td>111 420.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>201 348.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76 620.04</td>
</tr>
<tr>
<td>Interest</td>
<td>19 482.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 158.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>669 726.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>32 329.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>26 891.35</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21 116.39</td>
</tr>
<tr>
<td>Library</td>
<td>2 291.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>246.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>170 567.90</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>21 687.56</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32 543.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>31 943.86</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14 182.60</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8 933.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3 370.04</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>366 104.72</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>303 621.55</td>
</tr>
</tbody>
</table>
Franklin School holds funds on behalf of the Tumut Schools as Community Centres (SaCC). This facility operates under the banner of Families First and supports all schools in Tumut. At the end of this reporting period $92,098.90 was held as tied funds on behalf of the facility.

In addition $22,841.29 of Investing in Our School funds was carried over to cover the purchase and installation of interactive whiteboards. This work was completed in January 2009.

In 2008 training and development for teaching staff was recorded as a component of tied funds. A full copy of the school's 2008 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 2008

Achievements

Arts

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

Highlights of the 2008 program included:

- The school presented a whole school musical extravaganza that demonstrated the outstanding singing, dancing and performing talents of our students. Stage 1 students presented ‘True Colours’, Stage 2 ‘Let There Be Music’ and Stage 3 ‘Oz Rock’. A capacity audience enjoyed a performance that will have lasting memories for students, parents and staff;
- Libby Gleeson, author of many well known and loved books including Eleanor Elizabeth, Hannah and the Tomorrow Room, Amy and Louise, The Great Bear and I am Susannah was Franklin’s ‘author in residence’. During her stay Libby inspired students to read and write;
- The ‘Australian School of Dance’ conducted an exciting program that addressed the learning outcomes of dance. This program promoted dance to boys and girls showing them that dancing is not boring or old fashioned but a great way to keep fit, have fun, develop new skills and meet people in a social setting;
- Three entertaining and educational cartooning workshops were presented by Joffa, the pen name of editorial cartoonist Jeff Taylor;
- Mrs Argaet, a specialist music teacher, supported and extended student learning in music with weekly lessons;
- The artistic talents of Franklin students were recognised with the publication of artwork by William Miles and Angie Kakoulidis in the national ‘2008 Special Forever’ Anthology. As well, eight artworks were selected for the Regional Director’s Exhibition in Wagga. This prestigious exhibition showcased exemplary artwork from Kinder to Year 12 students in Riverina schools.

Sport

As a school, one of our priorities is to provide a wide range of sporting opportunities. As educators we want parents to know that sport can develop students’ skills, confidence and fitness and help their classroom learning.

Sport highlights in 2008 included:

- The whole school participated in the Premier’s Sporting Challenge. For their class effort 7 gold, 1 silver and 2 bronze certificates were awarded to participating students;
- A successful learn-to-swim program;
- Community sports of golf, lawn bowls, tennis and gymnastics developed Year 3-6 students’ skills;
- Students maintained a long standing tradition of sporting excellence by participating in NSW PSSA carnivals. Riverina PSSA representatives included
  Courtney Dowling – Cross Country,
  Max Dodd – Rugby League (Under 11),
  Trevor Bellette, Isaac Toppin and Jason Piper – Boys Basketball,
  Lauren Hughes and Natalie Worsnop – Girls Basketball,
  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. Our best performances came from the boy’s basketball team who made the final eight of the NSW knockout. In doing so the team won the Riverina primary schools basketball championship. The girl’s basketball team finished as Riverina runner-up in 2008;

• Sixty one Year 5 and 6 students enjoyed a week at Milson Island Sport and Recreation Camp. Highlights included the high ropes course, archery, canoeing and abseiling; and

• Sixty seven students developed their skiing skills at Mount Selwyn.

Other
For their outstanding academic results the following students were inducted into Franklin Public School’s Hall of Fame:

Crystal Bevan – spelling;

Ashley Gee – spelling and mathematics;

Chelsea Jacobson – writing; and

William Miles – English, computer skills and science;

Artwork by William Miles and Angie Kakoulidis were published in the ‘2008 Special Forever’ Anthology.

Students entered the International Competition and Assessment for Schools in English, mathematics, writing, spelling, science and computer skills. Franklin Public results included 3 high distinctions, 9 distinctions and 22 credits - (high distinction equals the top 1% of NSW and ACT students).

Academic
In the National Assessment Program (NAP), 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)

In 2008 the National Assessment Program replaced the Basic Skills Test that had previously been used by NSW schools.

Literacy – NAPLAN Year 3

In 2008 the trend of an increasing number of the students in the top Bands (5 and 6) and a decreasing number in the lower Bands (1 and 2) continued. Franklin’s results met or bettered regional achievements in these bands.
Seventy three percent of students achieved Bands 4, 5 and 6 which matched state performance.

Sixty three percent of students were concentrated in the middle Bands 3 and 4.

Boys performed better than girls. Thirty five percent of students achieved Bands 4, 5 and 6

More students were in the Band 8 and less in the Band 1 than in previous years.
Fifty eight percent of students achieved the middle Bands 5 and 6, mirroring the region and state.

Thirty three percent of students performed in Bands 3 and 4.

Boys achieved at a higher level in numeracy than girls. Counting On will be introduced in 2009 to address the proportion of students achieving in Bands 3 and 4.
Progress in literacy

Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.5</td>
<td>80.2</td>
<td>85.8</td>
</tr>
<tr>
<td>LSG</td>
<td>87.6</td>
<td>84.4</td>
<td>89.9</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

The school achieved growth marginally below the state in reading. Boys performed above and girls below their state cohort.

Average progress in writing for matched students

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>85.8</td>
<td>100.6</td>
<td>50.1</td>
</tr>
<tr>
<td>LSG</td>
<td>52.6</td>
<td>73.5</td>
<td>69.1</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

The school achieved growth below the state mean in writing. Boys recorded growth equivalent to the state cohort.

Progress in numeracy

Average progress in numeracy for matched students

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>71.8</td>
<td>90.6</td>
<td>68.2</td>
</tr>
<tr>
<td>LSG</td>
<td>83.1</td>
<td>77.8</td>
<td>74.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

The school achieved growth below the state mean in numeracy.

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 achieving at and above minimum standard

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

All students participated in an exciting program to improve students’ understanding and appreciation of Aboriginal culture as part of NAIDOC celebrations. Aboriginal presenters from the National Parks and Wildlife Service shared their knowledge and expertise.

Stage 3 female students worked with the Aboriginal women’s group at Cooee Cottage on a cultural art program. Likewise the Inna Shed program allowed male students to make connections with Aboriginal men.

Personalised Learning Plans were negotiated for Aboriginal students. This involved a three way student, parent and teacher meeting. Ninety five percent of Aboriginal parents participated in this program.

The Franklin Aboriginal Advisory Board (FAAB) was introduced. This group allowed parents to connect with their school and provide input into Aboriginal programs.

Multicultural education

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

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

Respect and responsibility

Respect and responsibility were further developed through the development of class posters to support the values defined in the Values in NSW Public Schools policy. Respect and responsibility were also emphasised in the Peer Support program, the Franklin Five, the K - Year 6 ‘Buddy’ program and the involvement of the Student Representative Council. Respect and responsibility underpin the foundations of school rules.
Other programs

Active After-school Communities
This successful program provides students with the opportunity to participate in a free structured physical activity program in the after school time slot. The program inspires children of all ages and abilities to enjoy a healthy and active lifestyle.

Technology
Improvements and upgrades in technology this year included the installation of a video conferencing (VC) unit in which included a computer, plasma TV, ultra-short throw data projector and interactive whiteboard (IWB). To support this technology, the fibre optic cable into the school was upgraded to a 2MB - 10MB per second scalable connection. As a result of the installation of this unit, a number of teachers and students had the opportunity to participate in video conferences. The use of IWB will be a priority in 2009.

Progress on 2008 targets

Target 1
Improve literacy outcomes across the school
Our achievements include:

- less percentage of students in the bottom two bands in overall literacy (Year 3 NAP) compared to the region and state;
- 70% of staff trained in and employing Accelerated Literacy in their classrooms;
- 87% of Kinder, 88% of Year 1 and 80% Year 2 students met or bettered school benchmarks in reading; and
- students entering the Year 1 Reading Recovery program with more advanced literacy skills.

Target 2
Improve student access to and outcomes in technology
Our achievements include:

- a K-6 scope and sequence of technology skills developed;
- a designated computer laboratory and wireless mobile laboratory established;
- video-conferencing facilities and an interactive whiteboard installed to expand curriculum options; and
- all students having equitable technology access to support their learning.

Target 3
Promote partnerships with Aboriginal parents to increase student achievement
Our achievements include:

- 95% of parents participated in the development of a personalised learning plan (PLP) for their child;
- staff completed cultural awareness training;
- the Franklin Aboriginal Advisory Board (FAAB) was established and met twice in 2009; and
- targeted support in literacy resulted in Year 3 students achieving above the state mean in all NAP literacy tests.

Target 4
Promote pride in self and pride in school
Our achievements include:

- a whole school values program involving class posters and student certificates;
- the Peer Support Program and the Impact Leadership Conference developed student leadership skills;
- 100% of the student body wore the Franklin School hat; and
- a school brochure was developed by staff and parent representatives to promote the school's achievements.

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 2008 our school carried out evaluations of learning, student welfare, boys and girls education.

Educational and management practice evaluation - Learning

Background
Generating school improvement involves an understanding and evaluation of school management practices. In 2008 the school investigated the perceptions and attitudes of parents, staff and students to the range of learning programs offered. In particular information was sought on the learning environment and student learning.
Findings and conclusions

Surveys were issued to all families with fifty four (23%) surveys returned. Of the twelve questions asked the vast majority of respondents answered ‘strongly agree’ or ‘agree’.

Parents were very positive about the learning environment within the school. Aspects to record a high level of satisfaction included:

- my child participates in a range of learning opportunities (e.g. academic, cultural, sporting and excursions);
- the school provides the right balance of learning opportunities for its students;
- my child is willing to do things in the classroom that are new and different;
- my child has access to good equipment and resources that helps him/her learn; and
- teachers at this school are continually upgrading their teaching skills.

Surveys highlighted the need for:

- more dialogue between teachers and parents about student learning; and
- the difficulty some parents encounter talking to their children about their learning.

One hundred and thirty four students from Year 3 - 6 provided feedback on their learning. The overall findings showed students keen to learn and achieve their best. Students acknowledged school and parent expectations to do their best. Further, they recognised the role their teachers played in helping them to understand and complete class work.

A small number of students were reluctant to try things that were new and different in the classroom. Similarly, students were unsure of or identified the lack of parent teacher involvement in the schooling.

One hundred percent of staff answered the learning survey. Again there was a very high degree of support for the range and balance of learning opportunities within the school. Staff witnessed increased motivation from students when they achieved success in their learning. Similarly, staff was conscious of the benefits to students’ learning and engagement provided by a secure and stimulating environment.

Staff held the view that consistent support, from some parents, was not always forthcoming for their class learning program. A minority of staff identified the need to have higher expectations of students.

Future directions

The evaluation highlighted the need to:

- address student engagement and expectations through the school's professional learning policy;
- enhance communication between the class teacher and the student’s parent; and
- promote greater understanding of school policy and class learning programs to the parent body.

Student Welfare

Background

Student welfare is an ongoing focus of school improvement. It was timely to reflect upon what has been achieved and what remains to be accomplished. This evaluation consisted of a parent survey (56 responses) and focus group discussion with staff and students.

Findings and conclusions

Parents were of the opinion that student welfare was fundamental to the academic and social development of their children. Aspects to record a satisfaction rating of ninety-five percent or higher were:

- students liked attending school;
- teachers treated students with courtesy;
- issues or problems were dealt with by the school;
- discipline issues were dealt with fairly; and
- students had a good understanding of school rules and the consequences when rules were broken.

From the wide range of student welfare programs operating at the school Peer Support, Child Protection, K – Year 6 ‘Buddy’ program, Life Education and Student of the Week were deemed most worthy by parents.

Aspects of student welfare that required further refinement were:

- communication of school rules and their consequences to parents;
- playground bullying in particular exclusion and name calling; and
- 100% attendance awards which encouraged students to attend school when they were ill.

Focus group discussion with staff indicated the vast majority of students were well behaved and that students had a sound understanding of school rules. Of concern was the increasing number of home related issues brought to school. In a similar vein texting and Internet bullying were a growing
problem. Staff felt there was a need to align school rules and school values to support consistency of application.

Ninety-seven percent of students believed school rules were fair. Students were also confident of receiving help when they had a problem at school. While sixty-four percent believed students were well-behaved and respectful it was a concern that thirty-six percent believed this to be partly true. Playground issues of exclusion, name-calling and not playing by the rules were reasons for this view.

**Future directions**

The evaluation highlighted the need to:

- align school rules and school values;
- communicate new school rules to students and parents;
- develop an anti-bullying policy with particular reference to the playground;
- develop greater resilience in students by give them the skills to resolve issues;

**Other evaluations**

**Boys’ and Girls’ education**

A survey on boys’ and girls’ education was completed by twenty-eight parents. Eighty-nine percent of parents believed that boys’ and girls’ education was a relevant educational issue. Parents believed that boys in general had more confidence in their ability than girls. The overwhelming majority of parents stated the school met the needs of their son or daughter.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school. Parents, staff and students were surveyed to ascertain their level of satisfaction.

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. The wide ranging achievements of our school community are noted. Key findings for each group were:

Fifty-four (54) parents responded to the survey:

- 100% believed the school is friendly and is tolerant and accepting of all students;
- 100% believed the students are the school’s main concern;
- 100% believed Franklin students are well behaved and respectful;
- 7% believed the school could provide extra support for students who need it; and
- 9% were unsure of the effectiveness of welfare programs.

One hundred and sixty (160) responses were received from students in Years 2 to 6:

- 94% stated that Franklin is a good school with the remaining 6% believing this to be partly true;
- 91% stated teachers at this school care about the students with the remaining 9% believing this to be partly true;
- 91% stated that the school expects me to do my best. Only one student disagreed with this statement;
- 32% wanted greater access to computers; and
- 3% believed the school rules were unfair.

Ten (10) responses were received from staff:-

- 100% believed students are the school’s main concern;
- 100% enjoyed teaching at the school;
- 100% believed the school promotes and teaches positive core values;
- 20% believed that higher standards need to be set for students; and
- 10% believed students could be better behaved and more respectful.

**Professional learning**

Professional learning is the funding of training for teachers relevant to the major targets in the Management Plan. The target areas for teacher professional learning in 2008 were Accelerated Literacy, Best Start (a new assessment strategy for early assessment of Kindergarten students), Aboriginal cultural awareness training for staff, Graduate Certificate in Teacher Librarianship, Communicating with your School Community, Quality Teaching through ICT and Live Life Well (an initiative to support PDHPE teaching and learning).

**School development 2009 – 2011**

**Targets for 2009**

**Target 1**

To improve student achievement in literacy

Strategies to achieve this target include:

- ensure the teaching of reading, writing, spelling talking and listening is aligned to the QT framework and incorporates quality literacy strategies;
• implementing focused programs to improve student Literacy outcomes; and
• ensure monitoring and evaluation process are in place to direct teaching and learning programs

Our success will be measured by:
• Time to Talk implemented in Stage 1;
• 80% of students achieving stage based outcomes in Literacy; and
• 85% of students in Year 3 achieving at Band 3 or higher in the 2009 NAP reading test.

Target 2
To improve student achievement in numeracy
Strategies to achieve this target include:
• professional learning for staff in teaching, assessment and analysis techniques;
• strengthening the partnership between home and school to increase parental involvement in the learning process; and
• targeted support for individual learning needs as determined by NAP and school based data.

Our success will be measured by:
• improvement in NAP and school based assessment results;
• implementation of Counting On, Count Me in Too and Best Start in classrooms; and
• increased parent understanding of numeracy learning.

Target 3
To broaden curriculum options for students through information and communication technologies.
Strategies to achieve this target include:
• installation of five Interactive Whiteboard (IWBs) in classrooms;
• training teachers in the use of IWBs and software to enhance teaching and learning in the classroom; and
• training staff in e-Mints.

Our success will be measured by:
• an increase in the use of IWBs and linked success in enhancing teaching and learning;
• the number of teachers trained and the development of higher skill levels and competency; and
• a qualitative increase in the use of digital technologies by students.

Target 4
To foster student engagement with school and in learning
Strategies to achieve this target include:
• implementing Aboriginal and ESL programs to improve student outcomes;
• focused student welfare programs to improve student well being; and
• improving student attendance.

Our success will be measured by:
• alignment of school rules and school values completed;
• anti-bullying plan developed; and
• student attendance above region and state.

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: