School context statement
Franklin Public School is located on the southern side of Tumut. Twelve classes were formed in 2014 to meet the educational needs of its 295 students who come from the township of Tumut, the rural and farming community, nearby villages, low socio-economic status communities, and Aboriginal community (17%). The school hosts the Tumut Schools as Community Centre (SaCC), an inter-agency support service, which caters for parents and children up to the age of 8.

Opened in 1976, Franklin Public School was named after renowned Australian author Miles Franklin.

Franklin Public School has a long established tradition of being a family school. We value strong partnerships between parents, staff and community deliver high quality learning outcomes for all students. Our emphasis is on the core areas of literacy and numeracy. We are very proud of our academic, sporting, welfare and cultural programs which aim to develop and expand students’ horizons. Our dedicated and experienced staff brings learning to life. Classrooms provide the latest in technology enhanced learning to engage thinking and creativity. Combined with our well-equipped and spacious play areas, Franklin Public School has everything a child needs to learn, achieve and grow in a happy, safe and stimulating environment.

Principal’s message
2014 was a most rewarding year for the students, parents and staff of Franklin Public School.

This school delivered a first-rate education in a warm and nurturing environment. Everyone associated with the school was committed to providing a wide variety of learning experiences that brought learning to life. This was reflected in the excellent academic, cultural and sporting achievements of students.

Classrooms and specialised rooms provided the latest in technology-enhanced learning with interactive whiteboards forming a core teaching resource in every classroom to engage students’ thinking and creativity. Combined with our expansive and colourful play areas, Franklin Public School offered students the opportunity to learn, achieve and grow in a happy, safe and stimulating environment.

The core values of respect, safety and achievement were central to the school’s operation. Positive Behavior for Learning continues to provide staff and students with a consistent model which has increased student engagement. Students were challenged to reach their potential, discover their strengths and pursue their interests. The school motto, ‘Together We Learn’, underpinned parent, staff and community relationships.

While the school’s major focus was the core areas of literacy and numeracy, a unique feature of the school’s operation was its capacity to enhance and broaden the curriculum.

Additionally, students derived many educational benefits from the school's involvement in Early Action for Success.

A whole school musical production was staged in Term 3, Franklin in Time. Staff and students came together to stage an excellent show which was acclaimed by the school community and the wider community to be an outstanding success.

As a school community we should be very proud of the students who attend this school.

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.

Carmel Stuckey

P&C message
It has been my privilege to be involved in the Franklin P&C for more than 7 years now.

The P&C at Franklin supports our school by raising funds through the canteen and various other raffles, street stalls, book fairs etc. The
The SRC have been responsible for helping organise fundraising events and fun activity days. Student representatives supported Jeans for Genes, When I Grow Up Day for the local communities Songs for Sam Foundation, Donate and Decorate Day and National Bandanna Day all of which benefited from fundraising and awareness programs.

2014 was a productive year of leadership for the Student Representative Council at Franklin Public School.

Elisha Page

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
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Student attendance profile

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Workforce information

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

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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>Assistant Principal(s)</td>
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<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td><strong>Total</strong></td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The staff of Franklin Public School was a mix of Indigenous and non-Indigenous persons.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Professional learning and teacher accreditation

In 2014, $13,231.09 was invested in teacher professional learning. As an Early Action 4 Schools funding recipient, we spent $5472.56 on Teacher Professional Learning, along with $1171.15 on updating our old curriculum to the new curriculum.

The average expenditure per teacher on professional learning was $1,529.04.

All teaching staff and support staff participated in professional learning. Initiatives included:

- Behaviour Management for Teachers.
- PLAN Kindergarten Assessment.
- Launching your school’s Professional Learning for the Australian Curriculum.
- Accelerated Literacy.
- Mathematics curriculum.
- L3 - Language Learning Literacy.
- Quality teaching (peer mentoring and classroom support); and
- Executive development for school leaders.
- How 2 Learn team training undertaken.
- Three new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation
- Two new scheme teachers maintaining accreditation at Proficient

Beginning Teachers

In 2014, our school had two permanent beginning teachers received funding under Great Teaching, Inspired Learning has been used to support beginning teachers adjust to their new roles in NSW public schools.

- Beginning teachers engaged in professional learning. Undertaking, L3 Professional learning, TEN facilitator training, costing $1531.73
- Significant professional learning was undertaking to build the capacity of new scheme teachers, teachers and aspiring and executive staff with enrolment in the Aspiring Leader Conferences

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<th>Date of financial summary</th>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
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<th><strong>Expenditure</strong></th>
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<td>Excursions</td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2014 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 2014**

**ARTS**

Franklin School takes pride in its creative arts program. Through participation in the creative arts students have the opportunity for creative and personal response, skill development and enjoyment. As part of a balanced and well-rounded school curriculum, we have a strong commitment to the creative and performing arts.

2014 highlights of the 2014 program included:

- Individual students and the school concert band worked with the Ramos Music to further develop skills;
- Bell’s Shakespeare visited the school with the production Double Trouble;
- Stage 1 students attended ‘Pete the Sheep’ at the Wagga Civic Theatre;
- Mrs Argaet, a specialist music teacher, worked with all classes on a weekly basis;
- Our school participated in the Music Count Us In;
- ‘Franklin in Time’ was the highlight of the year with all students participating in a school musical. This was staged at the Montreal Theatre to a packed house over two evenings and two matinees;

**SPORT**

Students were given the opportunity to compete in a wide range of sport programs to further develop their skills allowing them to participate in a wide range of individual and team sports. The programs helped to develop within the children an understanding of the need to lead a healthy active lifestyle and to compete with a sense of fair play. During 2014 the students participated in programs at school, community, regional and state level. The highlights of 2014 were:

- Individual students and teams gaining selection in Riverina State PSSA competitions, including:
- The boys basketball team who were Riverina champions and finished 7th in the State PSSA Knockout carnival at Bathurst
- Ethan Gilchrist and Hunter Lee in rugby league.
- Tikirah Douglas, Joshua Kell and Jack Lee in athletics.
- Will King in basketball and rugby league.
- Kade Knight in swimming.
- Capper won the Carter Holt Harvey Swimming Shield, Snowy was the winner of the Snowy Hydro Athletics Shield and Capper claimed the Bellette Family Cross Country Shield.
- The girls touch team were the winners of the Trent Barrett competition at Gundagai and were runners up in the Riverina final at Wagga Wagga.
- The girls netball team competed in the State Netball knockout carnival
- A team of forty students represented the school at the Highlands Cross Country carnival at Gundagai
- The school participated in the Premier’s Sporting Challenge.
- Students participated in the Footsteps Dance program for ten weeks.
- The School Gymnastics Programs allowed students to become more proficient at gymnastics
A rugby league development clinic was conducted on a weekly basis for six weeks.

Students in Years 4-6 were given the opportunity to participate in a learn to ski program at Mt Selwyn.

Students participated in community sport programs in basketball, lawn bowls, golf and tennis.

A two week Learn to Swim program was conducted for 120 students.

Charisma Leinonen and Josh Kell were the school girl and boy sportsperson of the year for 2014.

**Excursions**

Students were given the opportunity to participate in school excursions.

- Stage three students travel to Milson Island for a week long Sport and Recreation Camp.
- All classes across the school visited the Riverina Environmental Centre to take part in science activities.
- Stage one students travelled to the Wagga Civic Theater to watch ‘Pete the Sheep’.

**Supporting Our Community**

Students were given the opportunity to be involved in a range of community events.

- Display for the Tumut Show.
- ANZAC Day march.
- Senior Citizen Concert.
- Festival of the Falling Leaf parade.
- Lanterns on the Lagoon recycled art project.
- Five Ways Art Show.
- Christmas Carols in the main street.

- Carols by Candlelight.

**Academic achievements**

**NAPLAN**

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 these assessments.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Writing
Significant programs and initiatives – Policy and equity funding

Aboriginal education

A number of programs were run to meet the specific needs of Aboriginal students and to build an awareness of Aboriginal culture in the school community. School Learning Support Officer was engaged assistant and a community liaison officer were employed to improve the learning outcomes of students, improve attendance and strengthen parent connection with the school. As a result of this support the school recorded pleasing student attendance and performance results.

Personalised learning plans were negotiated for all Aboriginal students. This involved a three way student, parent and teacher meeting.

Early Action for Success

In 2014 we became an Early Action for Success school. As a result additional resources were allocated to improve literacy and numeracy outcomes of students in the early years.

The Instructional Leader coordinates the identification of the literacy and numeracy achievements of all Kindergarten to Year 2 students.

With the additional resources allocation that comes with this program we have ensured that all students in this group:

- Are tracked on the literacy numeracy continuums
- Intervention programs are implemented when needed
- All Staff are supported
- Professional learning is undertaken
- Individual learning plans are utilised

Multicultural education and anti-racism

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

The mix and cultural diversity of the student population enriched learning opportunities for all students. Harmony Day was a whole school celebration of the role sport plays in bringing Australians from all walks of like together. Everyone Belongs! This was a great day to talk to the children about harmony and why there is a special day for us to recognise and celebrate this cause. The children focused on the language that can be used to describe feelings and actions that are relevant to creating harmony.

One Anti-Racism Contact Officer (ARCO) serves in this capacity to raise multicultural awareness and prevent racism within our school.
Learning and Support

A project Team for learning support met weekly to discuss student’s social, emotional and academic achievements. Targeted interventions were undertaken to improve student outcomes. The project team consisted of the principal, counselor, school social worker, Instructional leader and Learning support teacher.

Good Beginnings – School Welfare Worker

Student Wellbeing Worker Program

The Student Wellbeing Program is federally funded by the Department of Education, Employment and Workplace Relations (DEEWR) and is administered through Good Beginnings Australia. It began at Franklin Public School in 2013 and continued in 2014. The program is funded for 10 hours a week.

The program is to complement the care offered by other helping disciplines as well as assist our school to support the personal and social wellbeing of students and the school community as a whole.

The support offered includes:

- Working with the Learning Support Team to enhance the emotional and social wellbeing of students.
- Providing support for school staff and parents to increase their knowledge of community support programs and how to access them – including liaising on their behalf (with parental consent).
- Liaising with community support programs to enhance student outcomes.
- Providing in-house parenting support.
- Being approachable to provide a “listening ear” for students experiencing personal and emotional challenges.
- Supporting the Positive Behaviour for Learning ethos of the school

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- analysis of in-school student assessment;
- analysis of NAPLAN data
- School self-evaluations
- SWOT analysis – community and staff input
- Focus group activities
- Other school data
- monitoring student achievement against targets set in the school plan;

Program Evaluations

HOW2Learn

Background

During 2014 HOW2Learn was offered to the school. This initiative focusses on student learning and engagement.

Following second semester discussion staff members were surveyed to gauge their understanding of the early stages of implementation.

Findings and conclusions

At this early stage of the strategy the following have been noted:

- Improved use of language associated with learning by the children
- Both anecdotal and task related evidence is appearing which indicates that students are using the habits associated with
HOW2Learn – managing distractions, noticing and persevering

• Positive effect on student self-esteem as they see themselves as learners and capable no matter what academic level they may be at
• All staff have engaged with the initiative at some level
• All staff see this initiative as a positive influence on student learning and teachers capacity to engage students

Future Directions
In 2015 our implementation plan will be reviewed and continued. Planning will focus on where both students and teachers are and how to progress.

This is seen as a significantly positive initiative from which we expect to see results reflected in student learning outcomes after a full 12 month period of implementation.

Positive Behaviour for Learning (PBL)

Background
In 2014, the school looked at the full implementation of the Positive Behaviour for Learning philosophy.

School values of respect, responsibility and care need to be continually evaluated and put into practice for playground supervision at both recess and lunchtimes and before and after school.

It was recognised that consistency in supervision and consequences for poor behaviour needed a definitive approach which included organised tracking of student behaviours.

Staff and students were surveyed and the school parent body consulted and a plan of action put into place.

Findings and conclusions
• There was a need for reflection time to be held during the whole of lunch with support from the classroom teacher or wellbeing worker so children could discuss issues of poor behaviour, reflect and address strategies for improvement in a timelier manner.

• Active supervision by teaching staff and learning support officers needed to be maintained throughout each duty time with all staff being made aware of the need for using active scanning, movement and positive interaction with students whilst on playground supervision.

• The focus for PBL needed to be both in the classroom and in all playground settings.

• The values and behavioural expectation lessons needed to be developed by the staff and specifically taught in weekly sessions.

• Parents needed to be kept informed of the school’s PBL values and expectations via the weekly newsletter and school website.

• PBL information was on display in all classrooms.

• Staff need to meet regularly and specifically for PBL to monitor student behaviour.

• Staff need to be more diligent about input of student data on a more regular basis.

• The school PBL signage needed to be designed, purchased and erected.

Future directions
All teachers are working towards supporting students in secondary and tertiary prevention strategies e.g. positive playground, student role models in the playground and alternative constructive supervised play.

Students and staff need to celebrate the successes of the program and staff professional learning in developing active supervision practices need to be implemented in the
playground with positive and negative consequences consistently applied.

PBL needs to be a continual focus at assemblies with embedded values reflected in system changes in line with perceived needs and all school documents and the school website updated.

The school use of tracking data to inform behavioural focus and use in communication with staff and parents is improved.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

- 90% of Kinder students will achieve reading level 8;
- 90% of Year 1 students will achieve reading level 18;
- 90% of Year 2 students will achieve reading level 28; and
- 38% Year 3 and 26% Year 5 students achieve in the proficient bands of NAPLAN reading.

Evidence of achievement of outcomes in 2014:

- the target remains aspirational with 75% of Kinder students achieving reading level 8;
- 90% of Year 1 students achieving reading level 18;
- The target remains aspirational with 85% of Year 2 students achieving reading level 28.
- 45% Year 3 and 28% Year 5 students achieved in the proficient bands of NAPLAN reading.

Strategies to achieve these outcomes in 2014

- Increased reading recovery allocation for 2014
- L3 implemented in the kindergarten classrooms.

- Targets remain aspirational across the school.
- Targeted support and learning adjustment made.

School priority 2

Numeracy

Outcomes from 2012–2014

- 60% of Year 2 students will achieve facile standard based on TEN assessment.
- 80% stage 2 and 3 students improve their FRANK times tables score by 15+ points.
- 30% Year 3 and 20% Year 5 students achieve in the proficient bands of NAPLAN numeracy.

Evidence of progress towards outcomes in 2014:

- 68% of Year 2 students achieved facile standard based on TEN assessment.
- FRANK times table target was met or exceeded.
  - Year 3 the average increase was 16 points.
  - Year 4 the average increase was 13 points.
  - Year 5 the average increase was 22 points.
  - Year 6 the average increase was 18 points.
- The target remains aspirational with 18% Year 3 and 14% Year 5 students achieving in the proficient bands of NAPLAN numeracy.

Strategies to achieve these outcomes in 2014:

- Staff training in the implementation of the new curriculum.
- Stage assessment set and the monitoring of student growth.

School priority 3

Student Attainment and Engagement

Outcomes from 2012–2014
100% of Aboriginal students will have a negotiated personalized learning plan with student, parent and teacher input.

97% of students achieve ‘Fantastic Student’ status and 66% ‘Super Student’ status.

100% of teaching and learning programs reflect the use of technology for learning.

Evidence of progress towards outcomes in 2014:

- 100% of Aboriginal students had a negotiated personalized learning plan developed with student, parent and teacher input.
- 98% of students achieved ‘Fantastic Student’ status and 64% achieved ‘Super Student’ status as part of the school welfare system.
- 100% of teaching and learning programs reflected the use of technology for learning.

Strategies to achieve these outcomes in 2014:

- Staff training in x-o computers across stage 1.
- Staff and students engage in the use of IWB technology.
- H2L is embedded in all classrooms.
- PBL values are reflected in the playground and all classrooms.

School priority 4

Curriculum and Professional Learning Outcomes from 2012–2014

- 100% of staff have professional learning plan.
- 100% of staff receives executive support, mentoring and feedback to improve student learning outcomes.
- 100% of staff involved in workshops to develop knowledge of the Australian curriculum.
- Stage teams to meet four times each term to design, construct and analyse assessment tasks and data.

Evidence of progress towards outcomes in 2014:

- All staff participated in professional learning that was linked to the school plan.
- All staff received executive support, mentoring and feedback to improve student learning outcomes.
- All teaching staff participated in the introductory workshop, during term 1 and 2 2013, to develop staff knowledge and understanding of the Australian English curriculum.

Strategies to achieve these outcomes in 2014:

- Executive staff participated in professional learning for the Australian curriculum implementation in 2014
- Professional learning in this area will be a priority in 2014.
- Stage teams met at least four times each term to design, construct and analyse assessment tasks and data.
- How 2 Learn training is undertaken by additional staff to build the school knowledge base.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Focus Group were used to determine the following findings.

Findings and conclusions

The school communities appear very satisfied and confident with the educational environment provided by the school. There is a positive climate amongst staff, students and parents.

- 100% stated the school is attractive and well resourced.
• 100% believed the school offered a wide range of extra-curricular activities.
• 100% agreed that the school’s Positive Behaviour for Learning program has been successful.
• Parent felt comfortable to approach the school when needed.

Responses were received from students in Years 2 to 6:
• 90% stated the school was friendly and welcoming.
• 95% stated my teacher expects me to do my best.
• 90% stated teachers care about me;
• 75% believed student behaviour could further improve.
• Staff believed students were the schools main concern and the school took measures to promote and teach positive values. They felt the school was welcoming and friendly.
• Students are given opportunities to experience extra-curricular activities.

Future direction
• Ensure our school setting is well maintained and inviting to all parties.
• Continue to improve communication between all stakeholders.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school has engaged the community and have developed the following strategic directions for the 2015-2017 School Plan, they are:
• To build the leadership capacity in staff and the wider school community
• Quality teaching and learning for the 21st Century.
• Positive behaviour for success in learning – Promoting positive culture and values.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: