School plan 2015 – 2017

Franklin Public School – 4456
## School background 2015 - 2017

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<tr>
<th>School vision statement</th>
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| **Our vision is to guide, encourage and support students to reach their highest potential.** | Franklin Public School is located on the southern side of Tumut. Thirteen classes were formed in 2015 to meet the educational needs of its 317 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. We 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. | In 2014 a comprehensive process was undertaken across the schools to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. In 2014 the executive staff attended training on the school plan. We then came back to school and assessed current programs, strengths and weaknesses across the school. By Term 3 2014 we had held a number of staff meetings to determine our strategic directions. These were then taken to the P&C for discussion. Parent surveys were sent home in Term 4. Staff and student feedback was also collected. This evidence was used by the school community, to share ideas and to identify the priorities for the 2015-2017 plan. This process included a review of the strengths, opportunities and areas for development across the schools. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the schools. These are:  
1. To build the leadership capacity in students, staff across the school community  
2. Quality teaching for learning  
3. Positive behaviour for success in Learning - Promoting positive culture and students reach their full potential and values |
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
To build the leadership capacity across the school community.

**Purpose:**
- To build strong and positive relationships and organisational practices to inspire a culture of leadership at all levels.

**STRATEGIC DIRECTION 2**
Quality teaching for Learning

**Purpose:**
- To develop a school culture in which staff and students take responsibility for their own ongoing learning. All staff will build their professional capacity.

**STRATEGIC DIRECTION 3**
Positive behaviour for success in Learning

**Purpose:**
- Ensure that all students reach their full potential.
Strategic Direction 1: **To build the leadership capacity across the school community.**

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| To build strong and positive relationships  
To inspire a culture of leadership at all levels  
To improve organisational practices to support improvements in student learning | **Students:** Engage student leaders in the development of student leadership capabilities which will enable them to become responsible lifelong learners.  
**Staff:** Develop leadership capabilities through involvement in project teams and professional collaboration including feedback, self-evaluation and sharing of professional practice  
**Parents:** Build understanding and involvement of parents in key initiatives and decision making in the school, in order to support the learning of their children. | Developing protocols to ensure a deeper, shared understanding of quality teaching across a framework, for teacher self-evaluations, lesson observations, feedback and the Professional Development Framework.  
School project teams to focus on establishing frameworks for consistent, high standard practices and leadership, in the implementation of initiatives across the school. Leading to greater ownership, involvement and innovative programs across the school. | **Product:** All Quality Teaching & Learning programs are driven by relevant data. This will be evident by increased student growth along the learning continuums.  
**Product:** All staff and members of the wider community have purposeful leadership roles based on professional expertise. The school will be able to drive and sustain programs within the school.  
**Practices:** Professional learning teams across stages, curriculum areas, priority areas lead improved and embedded practice in relation to curriculum continuity and quality teaching.  
**Practices:** Staff, students and community members take ownership and responsibility for school based projects, are actively involved in the decision making process and work together to achieve the school vision. |

**Improvement Measures**

All Quality Teaching & Learning programs are driven by relevant data. This will be evident by increased student growth along the learning continuums.
Strategic Direction 2: **Quality teaching for learning.**

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| Ensure that all students reach their full potential. Develop skills in students in higher order thinking in all subjects and lifelong learning pursuits. | **Students**: Engage students in developing skills and knowledge as lifelong learners. Enhance student understanding of 21st century learning and digital citizenship. Develop student capacity to operate in the school technology environment.  
**Staff**: Develop capabilities for teaching staff in the 21st Century by the design and implement teaching and learning experiences and assessment that encompass deep thinking, innovation and creativity. | Develop a shared best practice model in programming, assessment and classroom support. Ensure teaching and learning is challenging and assessable. Using data analysis to underpin future learning directions.  
All staff engages in updated training to support individual students. That peer mentoring amongst staff will enhance the collegial development of learning, resources, evaluations and future directions of learning. | **Product**: Quality Teaching and Learning programs are evident where there is an emphasis on mentoring, collaboration and greater student engagement which will result in improved student attendance, engagement and greater academic growth.  
**Product**: That all students have skills to equip them as lifelong learners for the 21st Century. ICT is embedded in our Teaching and Learning programs. Student driven teaching is achieved.  
**Practice** - Professional practice across the school is monitored, supported and delivered to improve student engagement and achieve academic growth.  
**Practice** - That curriculum programs and teaching practice across the school reflect knowledge, skills and understanding of all students, using evidence-based teaching practices. |

**Improve Improvement Measures**

- Quality Teaching and Learning programs are evident.
- Improved mentoring and greater collaboration.
- Greater student engagement. Measured by:
  - improved attendance
  - individual student growth
- An effective communication strategy that engages parents in learning and informs them in school planning and management.

**Evaluation Plan**

- Internal - Regular reporting against milestones by the Curriculum team: feedback from project teams; focus group sessions and a staff survey.
### Strategic Direction 3: Positive behaviour for success in Learning – Promoting a positive culture for students to reach their full potential.

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<td>To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and make strong connections within and beyond the school.</td>
<td><strong>Students:</strong> Understand that our core values of safety, achievement and respect underpin the students learning environment. That students have high expectations for themselves and use a social conscience in decision making. <strong>Staff:</strong> Demonstrate a consistent approach to reinforcing acceptable language, behaviour and expectations across the school setting. Show a common understanding of appropriate student behaviour. Have high expectations of student work and behaviour and increased knowledge of the student wellbeing framework. <strong>Parents:</strong> Have increased knowledge to support and reinforce the school expectations and initiatives.</td>
<td>That the school cultivates an environment that is supportive, accepting and values individuals to achieve their personal best. That staff take on the responsibility to grow in their own ongoing learning, strive for innovation and improvement to support students. That all staff are well informed of the schools’ current Wellbeing Policy with the intent to review, monitor and evaluate student success socially, emotionally and academically to cater for all students.</td>
<td><strong>Product:</strong> All student and staff develop Positive and respectful relationships resulting in a productive learning environment that supports students’ Students attaining more positive school rewards, along with improved learning outcomes. <strong>Product-</strong> Positive, respectful relationships are evident amongst students and staff, promoting student wellbeing and ensuring the best conditions for student learning. <strong>Practices</strong> – That the school community works together to build a positive culture embedding respect, safety and achievement. <strong>Practices-</strong> That our Wellbeing framework across the school is implemented, monitored and revised to best address the student needs.</td>
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### Improvement Measures

Positive and respectful relationships across the school community underpin a productive learning environment and support students’ development of strong identities as learners. Reflective in increased school involvement, students attaining more positive school rewards, along with improved learning outcomes.