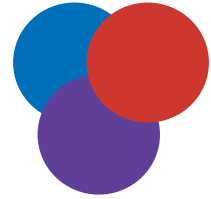


# Franklin Public School Annual Report



4456

2015

## Introduction

The Annual Report for 2015 is provided to the community of Franklin Public School (FPS) as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

### Principal's Name:

Carmel Stuckey

### School contact details:

#### Franklin Public School

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School Code: 4456



### Message from the Principal

2015 was a most rewarding year for the students, parents and staff of FPS.

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 Behaviour 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.

The implementation of new curriculums over the past couple of years has ensured that staff and students have been engaged in new learning opportunities and styles. At Franklin we have continued to improve our learning spaces with new flexible furniture and outdoor leaning space. Technology has continued to improve with updated Interactive whiteboards and iPads in classrooms.

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.

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

## School background

### Self-assessment and school achievements

#### School vision statement

Our vision is to guide, encourage and support students to reach their highest potential.

#### School context

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.

#### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, other school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of **Learning, Teaching and Leading**.

This year, our staff at Franklin Public School has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time has been dedicated to examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of **Learning**, our efforts have primarily focused on curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress

throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

Our major focus in the domain of **Teaching** has been on professional learning teams. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-



making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing their own evidence-based practice through their reflections and evaluations of collective work.

In the domain of **Leading**, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. The use of our own self-assessment processes will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

## **Self-assessment using other surveys**

### ***School Management***

Students, staff and parents were requested to evaluate school practices in the area of school management by completing a paper survey.

### ***Findings and conclusions***

The results of the survey indicated that parents and caregivers, staff and students were generally positive about the management of the school.

- Ninety-one percent of parents responded favourably to statements about school management. Parents indicated that continuous school improvement is promoted by the school's plans, policies, programs and practices. They believe that the school meets the educational needs of the students, cares about the students and discipline is fair. Parents strongly viewed that staff are valued and supported, and that the school is well organised with planned and effective teacher professional learning. However a number of parents commented upon the difficulties with shift work and the parent teacher interviews process. A significant number of parents value the Skoolbag app because of its immediacy but it was interesting to note a number of parents saying they had never heard of the app.
- Teachers strongly endorsed school management practices with ninety-five percent of responses indicating that school improvement, student management, staff management and organisational management were 'almost always' or 'usually' priorities of school operational practices. A number of staff voiced similar concerns to those of the parents in indicating that the school website needs to be updated, promoted and made more user-friendly.
- Students were very honest about school management practices. Sixty-one percent of student responses strongly supported current school practices. Seventy-five percent of responses showed that the school cares about the students and the discipline is fair, and eighty-two percent of student respondents believe that the staff at the school are valued and supported. However, it was interesting to note that less than thirty percent of the student read the newsletter, with the ones reading it, being in the senior classes.



### ***Future directions***

In 2016, the school will continue to strive for effective improvement by consulting all stakeholders so that they have a clear understanding of the common purpose of the school. Thorough planning, extensive consultation and whole school involvement will be utilised to ensure that school management practices are effective in fostering school improvement and school community satisfaction.

## Strategic Direction 1

### To build the leadership capacity in students, staff across the school community

#### Purpose

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.

#### Overall summary of progress

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All Quality Teaching & Learning programs are driven by relevant data. This will be evident by increased student growth along the learning continuums.	At the end of 2015 all FPS staff has a performance development plan based on the new Department policy. Professional learning teams across stages, curriculum areas, in priority areas lead improvement and are embedding practice in relation to curriculum continuity and quality teaching.	\$12178
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.	All 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.	

## Next steps

- Ensure all teachers' knowledge of students is supported by quality assessment and quality feedback is given to students.
- Calmer students, calm classrooms, PBL ideas imbedded into all learning spaces.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.



## Strategic Direction 2

### Quality teaching for learning.

#### Purpose

Ensure that all students reach their full potential.

Develop skills in students in higher order thinking in all subjects and lifelong learning pursuits.

#### Overall summary of progress

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs. Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
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.	All students are beginning to show they have skills to equip them as lifelong learners for the 21 <sup>st</sup> Century. ICT is slowly being embedded in our teaching and learning programs. Student driven teaching is starting to be achieved.	\$14116
Professional practice across the school is monitored, supported and delivered to improve student engagement and achieve academic growth.	Curriculum programs and teaching practice across the school are beginning to reflect knowledge, skills and understanding of all students.  Teachers are continuing to use evidence –based teaching practices.	\$12000

## Next steps

- Beginning teacher are given opportunities for professional growth.
- Professional learning compliments the school plan and our strategic directions.
- We are currently planning extracurricular activities in all stages to enhance the social, cultural and emotional being. Programs are training staff as trainers in Blueearth, H2L, TOWN and TEN so we can sustain these value added program in the school.
- That interagency support is utilised to ensure student reach their potential.
- Equity funds are made available so all students have the opportunity to access value adding programs.
- Learning Support Team minutes are recorded and student growth and interventions are tracked.
- Tell them from Me – survey will be used in the future to gain feedback from students, parents and staff.
- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- There are systematic policies, programs and processes to identify and address student learning needs.
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.





## Strategic Direction 3

**Positive behaviour for success in Learning – Promoting a positive culture for students to reach their full potential.**

### Purpose

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.

### Overall summary of progress

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintains currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
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.	The school community is working together to build a positive culture embedding respect, safety and achievement. This continues to be an ongoing process.  Current data reflects an increase in student enrolments and a significant decrease in student suspensions.	\$15030
Positive, respectful relationships are evident amongst students and staff, promoting student wellbeing and ensuring the best conditions for student learning.	The Wellbeing framework and PBL are continuing to be implemented across the school, with student welfare being monitored and revised on a weekly basis to best address student needs.	\$12541

## Next steps

- Speech pathologist utilised in Stage 1 to coordinate staff and parent training and implement individual plans to support students in 2016.
- Weekly Learning Support Team meetings to monitor student growth.
- Data collection in week 5 and 10 on the PLAN software.
- Enhancing communication – greater use of visuals to communicate.
- Tier 2 interventions for students at risk.
- 2016 mindfulness program implemented.
- Greater staff knowledge on wellbeing and individual support for students at risk.
- Quality teaching and professional practices are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- The school has in place a comprehensive and inclusive welfare system.
- Implement a framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.



## Key initiatives and other school focus areas

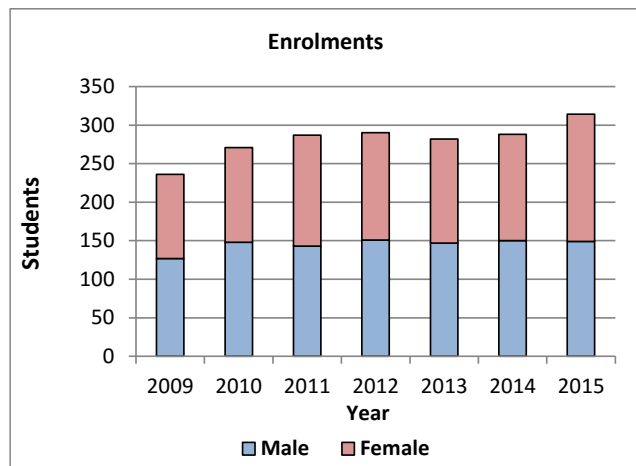
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p><i>Strategic Direction 2</i></p> <p>All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating higher average levels of progress than non-Aboriginal students. SLSO – support Multilit and PLP monitoring. Youth Worker employed to support students at risk.</p>	\$39,118
<b>Socio-economic funding</b>	<p><i>Strategic Direction 3</i></p> <p>How2 Learn Training and How 2Learn Budget to resource program. PBL Training for new staff and a whole school refresher course. Update PBL signage and Peer Mentoring</p> <p><i>Strategic Direction 1</i></p> <p>Mentoring for SLSO to provide class support for TOWN. TEN, L3 and L3 Stage 1</p>	\$141,270
<b>Support for beginning teachers</b>	<p><i>Strategic Direction 1</i></p> <p>Institute Days to finalise report and evidence Andrew Fuller PL conference Mentoring and shadowing Beginning Teacher conference – 3 staff</p>	\$18228
<b>Low level adjustment for disability funding</b>	<p><i>Strategic Direction 1</i></p> <p>Selected staff training in Board maker Visual Timetables, OLT – autism and Behaviour.</p> <p><i>Strategic Direction 2</i></p> <p>Teacher training in curriculum adjustment.</p>	\$24,783
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Improved Technology</b>	<p>Purchase Neo plasma screen for additional classroom and provide training. Increase computers numbers across the school.</p> <p>PL – Smart note Book, Smart Response System and iPads purchased.</p> <p>Updated computer room and library.</p>	\$43000
<b>Early Action for Success</b>	<p>Speech Pathologist 3 times a term</p> <p>Professional Learning and resources for L3 Stage 1 training</p>	\$26500

## Mandatory and optional reporting requirements

### 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



Gender	2009	2010	2011	2012	2013	2014	2015
Male	127	148	143	151	147	150	149
Female	109	123	144	139	135	138	165

### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.3	94.9	95.0	96.5	95.4	95.0
	1	93.7	95.1	93.0	91.6	95.0	95.0
	2	94.2	94.9	94.4	94.3	93.0	95.1
	3	94.3	95.1	94.5	95.1	93.2	92.1
	4	95.0	94.9	93.7	95.4	92.3	92.8
	5	95.1	94.1	94.9	96.7	92.3	92.7
	6	94.1	93.9	94.2	95.6	93.6	92.9
	<b>Total</b>	<b>94.6</b>	<b>94.7</b>	<b>94.3</b>	<b>95.1</b>	<b>93.5</b>	<b>93.7</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>



### Class sizes

Roll class	Year	Total in class	Total per year
KB	K	23	23
KP	K	21	21
1C	1	24	24
1R	1	24	24
2A	2	26	26
2M	2	24	24
3R	3	29	29
5G	5	30	30
6W	6	28	28
3-4R	3	6	
	4	24	30
4-5H	4	19	
	5	10	29
5-6G	5	16	
	6	14	30

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.0
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Counsellor	0.3
School Administrative & Support	5
<b>Total</b>	<b>18.6</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At present no staff members at FPS identify as being of Aboriginal Heritage.

### Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	90%
Postgraduate degree	10%
BOSTES Teacher Accreditation	50%

## Professional learning and teacher accreditation

All 15 class teachers at FPS participate in professional learning activities and maintain a Professional Learning Plan. Activities were undertaken at Staff Development Days, Staff Meetings, Professional Learning Team meetings and selected professional development courses.

In 2015, \$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.
- Accelerated Literacy.
- Ongoing PBL training.
- L3 - Language Learning Literacy.
- Quality teaching (peer mentoring and classroom support).
- 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 2015, our school had three 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 undertaken to build the capacity of new scheme teachers, teachers and aspiring and executive staff with enrolment in the Aspiring Leader Conferences.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	444,252.13
Global funds	387,323.38
Tied funds	237,182.63
School and community sources	95,665.54
Interest	12,467.84
Trust receipts	7,235.63
Canteen	0.00
<b>Total income</b>	<b>739,875.02</b>
<b>Expenditure</b>	
Teaching and learning	
Key learning areas	217,776.49
Excursions	59,024.96
Extracurricular dissections	20,179.68
Library	3,950.83
Training and development	17,002.68
Tied funds	227,625.57
Casual relief teachers	28,415.48
Administration and office	52,011.94
School-operated canteen	0.00
Utilities	43,402.70
Maintenance	45,668.58
Trust accounts	6,223.95
Capital programs	8,587.80
<b>Total expenditure</b>	<b>729,870.66</b>
<b>Balance carried forward</b>	<b>454256.49</b>

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### School-based assessment

FPS collects and examines a variety of data to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN Data.
- Ongoing collection and analysis of school based data including standardised testing, absenteeism and participation in various events.
- Surveying stakeholders to gauge community sentiment and opinions on a variety of areas.

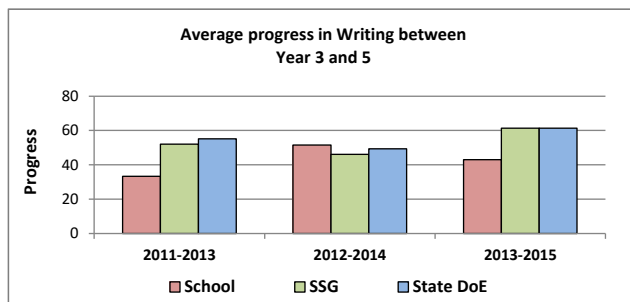
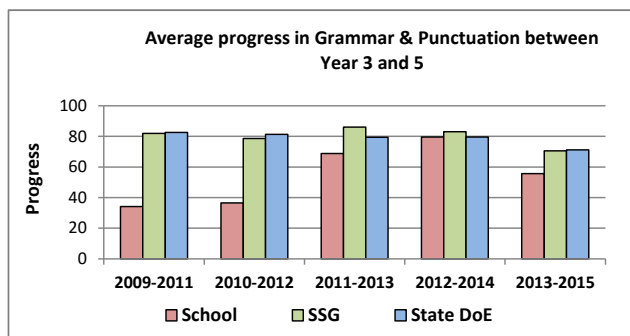
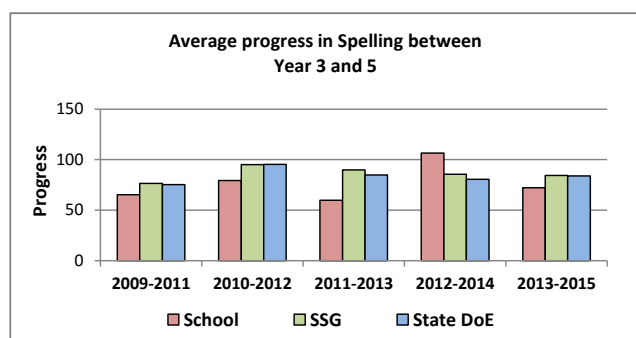
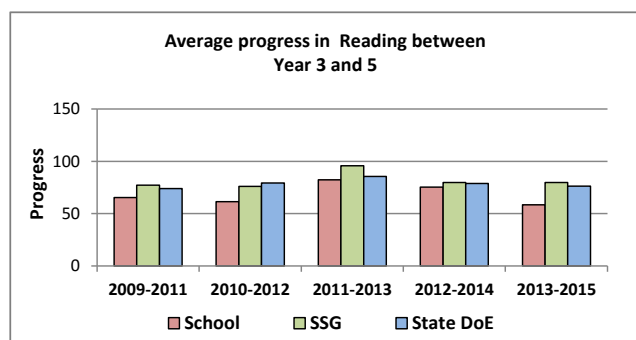
### NAPLAN

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

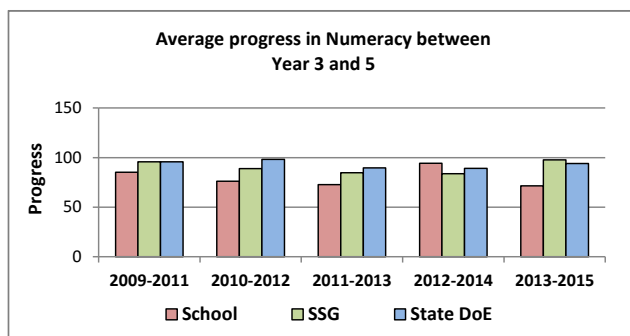
**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

#### School Growth



### NAPLAN – Numeracy

#### School Growth



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent satisfaction with FPS continues to be very high with 100% of surveys returned either strongly agreeing or agreeing that FPS, as a learning community, is an attractive and well-resourced school that is connected to the community and welcomes parental involvement. They also indicated that parents are encouraged to contact the school to discuss concerns relating to their child. 100% of parents also strongly agreed or agreed that students are the schools main concern and that FPS has competent teachers who set high standards.

The staff of Franklin Public School are very proud of the school and the job that they are undertaking as leading learners. Staff are committed to setting high standards of achievement for all students that attend the school.

## SRC Report

In 2015 the Student Representative Council (SRC) gave class representatives, from Kindergarten to Year 6, a forum to put forward ideas and suggestions to improve the working and playing environment of Franklin Public School.

Each Semester two new representatives, one male and one female, were elected by their classmates. This experience gave students the opportunity to develop their leadership skills and give voice to the student population.



Students met at least three times per term to discuss important fundraising ideas and school improvement matters.

The SRC have been responsible for helping organise fundraising events and fun activity days. Student representatives supported Bright Colours Day for the local communities Songs for Sam Foundation, Crazy Hair Day, and Pirate Day all of which benefited from fundraising and awareness programs. The SRC also raised money to improve the schools playground environment.

2015 was a productive year of leadership for the Student Representative Council at Franklin Public School.

## Policy requirements

### Aboriginal education

FPS works hard to ensure that Aboriginal perspectives are embedded throughout the school in many ways. This was achieved in 2015 by:

- 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.
- Programs were put in place with the aim to improve the needs of the Aboriginal students. A part-time teacher, an Aboriginal education 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.

- We attended special cultural event such as Sorry Day, NAIDOC celebrations, painted a Healing Pole for the Tumut hospital indigenous garden and hosted the annual 'Proud and Deadly' awards for the district.
- As part of the program, personalised learning plans were negotiated for all Aboriginal students. This involved a three way student, parent and teacher meeting.

## Multicultural Education and Anti-racism

At FPS we value the diverse multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school.

Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes though the study of countries, cultures and world events.

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

## 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.
- Choir singing in the main street
- Painted a 'Healing Pole' for Tumut hospitals indigenous garden
- Lanterns on the Lagoon recycled art project.
- Five Ways Art Show.
- Christmas Carols in the main street.
- Carols by Candlelight.

## Excursions

Students were given the opportunity to participate in school excursions.

- Stage three students travel to Victoria for a 'Gold' experience for four days.
- Stage 2 student went to Mogo to explore the gold fields, zoo and beach for 3 days.
- All classes across the school attended visiting performances
- Choir performed at the Endeavor Concert at the Sydney Opera House
- Stage one students travelled to the Wagga and visited the museum, library and the Botanical gardens

## Reading Recovery

Reading Recovery is an early literacy intervention that is targeted at Year 1 students who are six years of age and have completed twelve months of formal schooling. It is designed to reduce literacy failures by improving the reading and writing skills of its participants. Students who are achieving below continuum benchmarks, school targets and the class average are the targeted students.

Reading Recovery supplements classroom instruction and aims to accelerate student progress to the stated clusters on the continuum or the average level of their cohort or the school target set for Year 1. Reading Recovery enables students to gain maximum benefit from classroom instruction. Explicit and systematic teaching, along with support from the classroom program and home, helps to ensure optimum success.

Reading Recovery has been operating continuously at Franklin Public School since 1999.

- In 2015 FPS had a Year 1 enrolment of 50 students. Four students identified ATSI, one of whom participated in the Reading Recovery program.
- In 2015 19 students were tested for two Reading Recovery intakes. Ten students

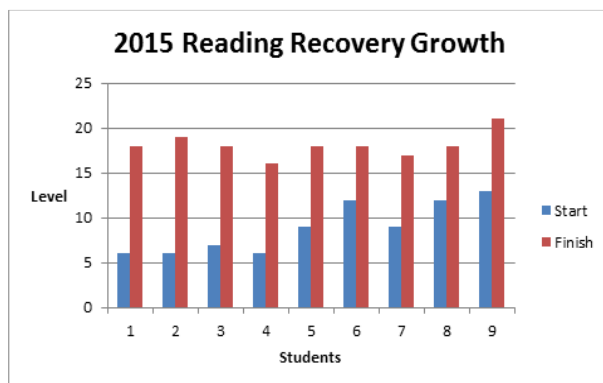


received the supplementary teaching of 30 minutes per day following the RR prescribed format. Six boys and four girls received the supplementary teaching. One girl in the first intake identified as ATSI.

- Ten children were discontinued successfully. One boy was put on hold pending testing by the school counsellor and then referred off the program.
- In the first intake one boy entered the program on a TRL 6 and after 18 weeks and 79 lessons was discontinued on a TRL 18. He has remained on that level.
- In the first intake another boy commenced the program on a TRL 7 and was discontinued on a TRL 18 after 20 weeks and 84 lessons. He has progressed to a TRL 19.
- A girl, identifying as ATSI, entered the program on a TRL 6 and after 20 weeks and 79 lessons was discontinued on a TRL 16. Further testing has resulted in a TRL 17 for this girl.
- Another boy entered the program on a TRL 3 and was put on hold pending testing by the school counsellor. He was later referred off the program on a TRL 6.
- After this boy was referred off, a boy entered the program on a TRL 9 and after 18 weeks and 74 lessons was discontinued on a TRL 18. Further testing has resulted in a TRL 16 for this boy.
- In the second intake a boy entered the program on a TRL 12 and was discontinued after 17 weeks and 75 lessons on a TRL 18.
- A girl entered the program in the second intake on a TRL 9 and was discontinued on a TRL 17 after 16 weeks and 66 lessons..
- Another girl entered the program in the second intake on a TRL 12 and was discontinued on a TRL 18 after 16 weeks and 80 lessons.
- In the second intake another girl commenced the program on a TRL 13 and after 16 weeks and 70 lessons was discontinued on a TRL 21.
- In the 2015 cohort there was one child who needed extra help for whom a place was unavailable.



- After Reading Recovery, children are monitored mid and end of Years 2 and 3. If continuum benchmarks are not reached or maintained, further monitoring takes place by STL teachers and class teachers. If children are not maintaining satisfactory levels and are struggling with reading they are referred to the Learning Support Team.
- In consultation with our Instructional Leader and current Kindergarten teachers 12 students have been identified for Reading Recovery in 2016. New enrolments may increase this number.



- Students in the school band program have small group instrumental lessons and come together for weekly band rehearsals.
- Our school choir had a very busy program visiting Blakney Lodge and BUPA for a mini concert.
- Our students really joined in Christmas festivities. Stage one students and staff enjoyed singing Christmas songs in the main street of Tumut. Franklin Public School was also well represented by a large group of students at the Tumut Community Carols by Candlelight.
- Individual students and the school concert band worked with the Ramos Music to further develop skills;
- Senior student had guitar lessons with our music teacher to develop performance skills
- Bell's Shakespeare visited the school with the production 'Just Macbeth'.

Thirty six students formed our Opera House Choir and performed at the Sydney Opera house at the 2015 coral festival which was the major highlight of the year

## Other Achievements

### 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.

2015 highlights of the 2015 program included:

- All students took part in the Footsteps Dance Program.
- A highlight of our weekly school assemblies are class items where students perform, showing off their singing, dancing, instrumental and dramatic skills.
- Every class has weekly Music lessons with a specialist music teacher;
- Again in 2015 FPS took part in the 'Music Count Us In' program; This year our choir attended the live streaming at the Taronga Zoo ballroom in Sydney.

### Sport

Sport was an ideal avenue for students to develop skills, meet people and cultivate new leisure pursuits. All students were involved in fitness and sporting programs. 2015 highlights included:

- students maintained a long standing tradition of sporting excellence by gaining selection in NSW and Riverina PSSA teams to participate in Australian and NSW carnivals:
- Jack Lee – Under 11's-Rugby League – Tamworth
- Ethan Gilchrist- Rugby League- Cronulla



- Kevin Black and Jack Lee– Athletics-Homebush.
- Kade Knight - Swimming – Homebush.
- Abby Skein- Netball- Tamworth
- a ten week dance program developed students’ skills in movement and dance;
- a successful learn-to-swim program was conducted for over 100 students;
- students in Stage 2 and 3 participated in the Bluearth program. Bluearth’s activities enhanced and developed students’ physical abilities, support social and emotional growth and enhanced left/right brain development to assist with learning.
- Capper claimed the Carter Holt Harvey Swimming Shield, Capper the Bellette Family Cross Country Shield and Snowy was awarded the Snowy Hydro Athletics Shield. In the pool, four new records were set in 2015;
- the whole school participated in the Premier’s Sporting Challenge with all classes receiving gold certificates;
- forty students developed their skiing skills at Mount Selwyn. A great time was had by all; and
- Year 3-6 students participated in a six week community sport program accessing community facilities and expertise – lawn bowls, tennis, basketball, golf and cricket.



## Early Action for Success

Achievements:

Year 2

- L2 program- children “off boil ” are moving and all achieved Cluster 8 for reading and comprehension
- Reading Year 2 –targeted other “off the boil” children by intervention teachers. These

children have all achieved Cluster 7 and 8 in reading and comprehension with 2 children achieving Cluster 6 in comprehension.

- Comprehension - Use of quality texts during “Read To” time along with the use of revised questioning techniques have resulted in improved comprehension results with Year 2 showing the biggest growth this year with 85.8% of the children on target. Year 2 have improved in one term by showing an improvement of over 20%.
- Numeracy Intervention - We have less targeted children. Numeral identification shows a significant improvement on 2014 results. 6/49 children cannot identify numerals in the range of 1-1000. 95.5% of children can count to 100 saying the number word just after a given number in the range 1-100 and 81.7% of year 2 children have achieved Level 3 in Early Arithmetical Strategies.
- Writing - Use of whole stage Proofreading and Editing Guide (common marks/symbol), use of Individual Writing Goals, writing every day after Modelled Writing and the use of quality texts and revised questioning techniques have all aided jumps in writing results. 57.2% of children on target in Term 3 to 71.5% of children on target the end of Term 4.

Year 1

- Reading Recovery – Ten children discontinued successfully with 9 on target for Year 1 in reading. One boy was referred off but scored Cluster 4 for reading.
- Comprehension - Use of quality texts during “Read To” time along with the use of revised questioning techniques have resulted in improved comprehension results Year 1 have 92% of the children on target.
- Numeracy Intervention – Less targeted children in Year 1 at the end of 2015. 3/50 children cannot identify numerals in the range of 1-100. 98% of children can count to 100 saying the number word just after a given number in the range 1-100 and 92% of

children achieved level 2 Figurative Counting in Early Arithmetical Strategies.

- Writing - Use of whole stage Proofreading and Editing Guide (common marks/symbol), use of Individual Writing Goals, writing every day after Modelled Writing and the use of quality texts and revised questioning techniques have all aided 82% of children on target the end of Term 4. Only 1/50 children is on Cluster 2, 3/50 children are on Cluster 3 and 5/50 children are on Cluster 4.

#### Kindergarten

- Reading – 1 child not on target in reading. 21.3% are on Cluster 4 and 65.9% are on Cluster 5 or higher.
- Comprehension - Use of quality texts during “Read To” time along with the use of revised questioning techniques have resulted in improved comprehension results. Kindergarten results show that 95.8% of children are on target. 51% of children are on Cluster 4 and 31.9% are on Cluster 5 or higher.
- No “Triple Threat” children in Numeracy and Literacy by the end of term 3.
- Writing - Use of whole stage Proofreading and Editing Guide (common marks/symbol), use of Individual Writing Goals, writing every day after Modelled Writing and the use of quality texts and revised questioning techniques have all aided jumps in writing results. There are a significant number of children Cluster 5 or higher – 23.4%. 57% of children are on Cluster 4.
- Numeracy – 6/47 children cannot identify numerals in the range of 1-20. 91.5% of children can count to 30 saying the number word just after a given number in the range 1-30 and 100% of children achieved level 1 Perceptual Counting in Early Arithmetical Strategies.



- In all areas in Kindergarten there has been a clear jump up the clusters to Cluster 4 and higher.

#### Intervention Teachers:

- Communication between the two teachers about the targeted children was very successful.
- Regular discussions and updates on children’s progress with classroom teachers and Instructional Leader.
- Year 2 Reading Program was very successful – 94% of children are on target (Cluster 7 or above).
- Year 1 Numeracy Program was very successful – NI-94% on target; FNWS-98% on target; EAS- 92% on target.

#### Generate- School Chaplaincy Program

The Student Wellbeing Program is federally funded by the Department of Education, Employment and Workplace Relations (DEEWR) and is administered through Generate Australia. It began at Franklin Public School in January 2013 supported by Good Beginnings and continues this year supported by Generate. 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.