

School Report 2024

Frankland River Primary School



Frankland River Primary School

School Overview (source: Schools Online/School website)

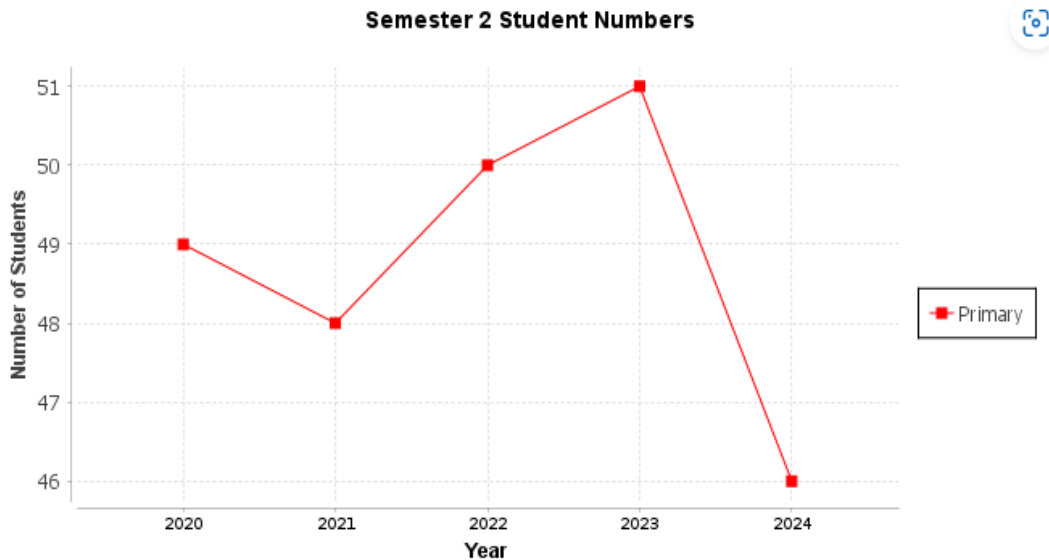
Frankland River Primary School has been providing quality education to the children of our community since 1899. We are proud to be recognised as an Independent Public School (since 2015), offering a comprehensive and personalised education to your children. Our inclusive and vibrant rural primary school is located within the Great Southern region, within a progressive mixed farming community. This year we proudly celebrated our 125th anniversary.

Our vision is to, in partnership with families, we strive to nurture the development and wellbeing of each child to enable them to be their best and become resilient, committed lifelong learners.

Our core purpose is to cultivate each child's skills and abilities by providing them with a quality education in a supportive learning environment. We value each child and will support them to achieve their potential. We pride ourselves on being able to cater to each child's specific learning needs.

Student Numbers and Characteristics (Data) (source: Schools Online)

Student numbers (as at 2024 Semester 2)



The school currently has a socio-economic index of 1013, slightly above the Australian average of 1000. There is a transiency rate of approximately 12%. The school community is diverse, with representation from the cultural groups of Pilipino, South African and Aboriginal.

	Kin	PPR	Pri	Sec	Total
Aboriginal		1	2		3
Non-Aboriginal	7	4	39		50
Total	7	5	41		53

Comments:

Student enrolments have remained consistent for the last 3 years, around 50. This is a decline since 2017, where the school had an enrolment of 72. With some larger cohorts progressing through the school, and smaller intakes in kindergarten anticipated, the enrolment base is getting smaller. Transiency rate has increased over the last 3 years and is currently 11% (2023). The socio-economic index is also slightly declining and is indicative of a changing community and increasing diversity of families.

Workforce composition (Data) (source: Schools Online)

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	6	4.0	0
Total Teaching Staff	6	4.0	0
School Support Staff			
Clerical / Administrative	2	1.0	0
Gardening / Maintenance	2	0.6	0
Other Allied Professionals	7	2.3	0
Total School Support Staff	11	3.9	0
Total	18	8.9	0

Comments:

Frankland River Primary School has a diverse range of teaching expertise and employs three full time class teachers who teach multi-age classes: P/1, 2/3 and 4/5/6. In 2024, a part time Kindergarten teacher was employed to teach a straight Kindy class of seven students.

In addition to this, 3 teachers are employed to provide specialist learning in The Arts, Physical Education and Italian. The teaching staff are supported by fully qualified Education Assistants who provide support in the multi-age classrooms as well as provide individualised and small group instruction as part of our Tier 2 intervention strategies. The principal teaches Science and Music to assist in curriculum provision.

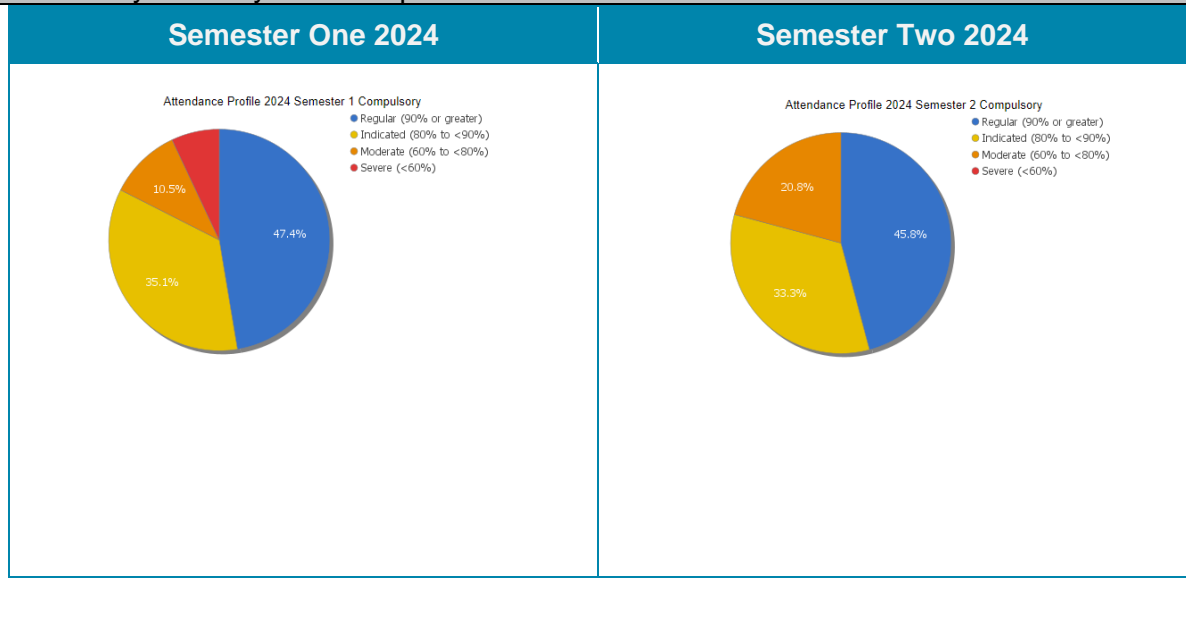
Weekly Speech Pathology sessions which are focused on early intervention and individualised sessions complement our teaching and learning programs. The school operates smoothly thanks to the ongoing commitment of experienced allied professionals including our Manager of Corporate Services, School Officer, Librarian, Gardeners, and cleaning staff.

Student Attendance (Data) (source: Schools Online)

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	70.0%	20.0%	10.0%	0.0%
2023	68.6%	21.6%	9.8%	0.0%
2024	47.4%	35.1%	10.5%	7.0%
Like Schools 2024	66.3%	24.2%	7.5%	2.0%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

Describe your analysis and impact of evidence



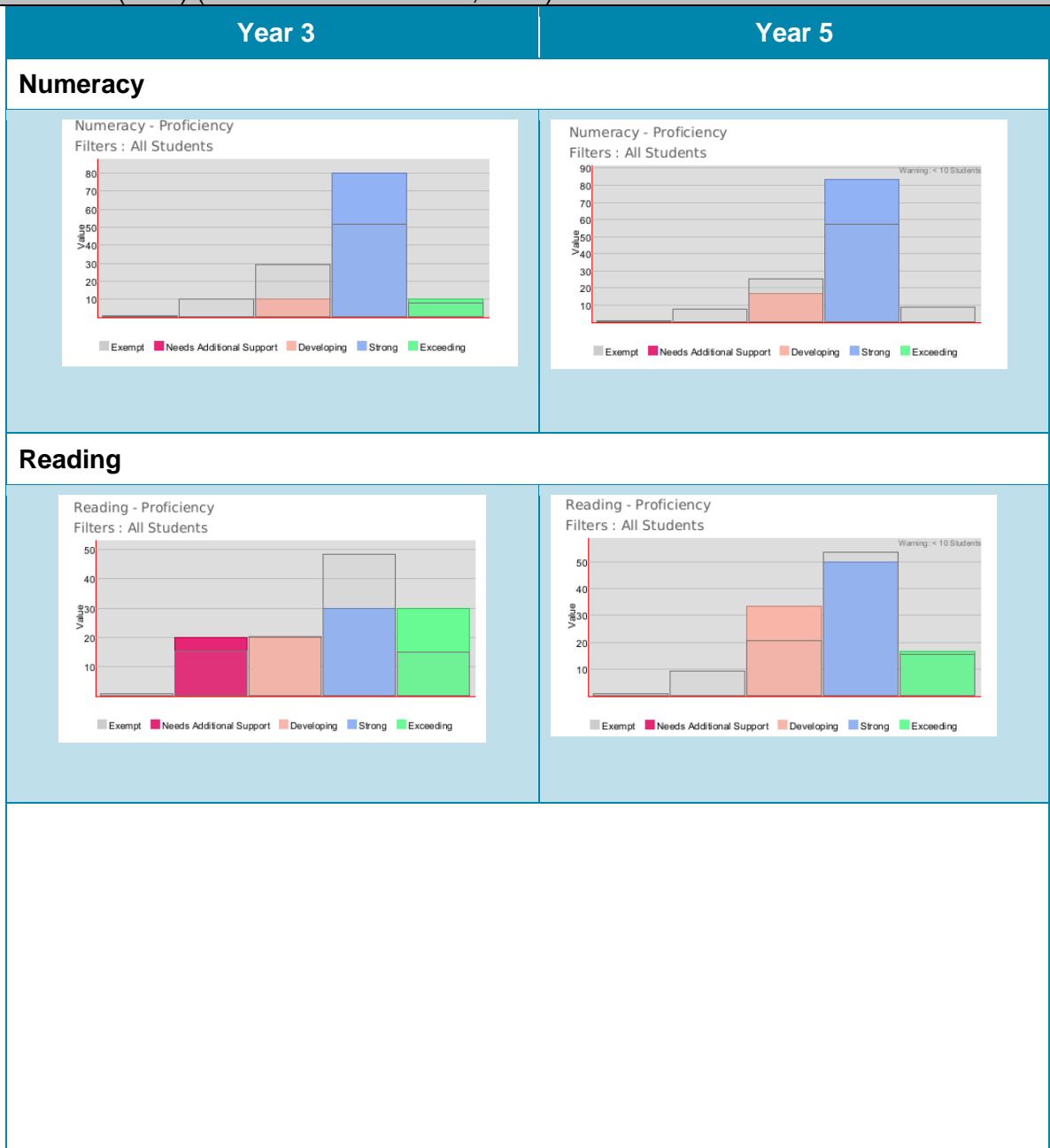
Describe how non-attendance is managed by the school

A rigorous approach to attendance has been developed to establish positive patterns of attendance in primary school. Attendance information is communicated via the newsletter including recognition of students with both improved and excellent attendance (above 95%). In the case of non-attendance, teachers and administrators contacted families and reiterated the importance of regular attendance. Administration actively sought information from families to correct all unauthorised absences.

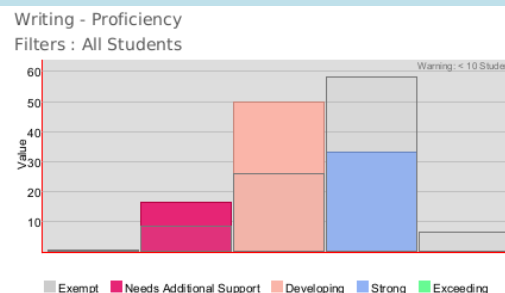
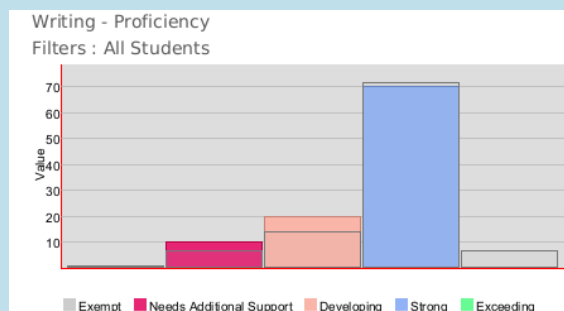
However, despite this, we have seen a rise in more students in the moderate and indicated attendance categories and there was a significant drop in regular attendance. This can be partly explained due to many severe illnesses in the school community, which also impacted staff attendance. However, we are also seeing a rise in moderate and indicated attendance which is due to unacceptable reasons – e.g. shopping days etc. In 2025 a new approach will need to be developed to tackle this issue.

Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)



Writing



Describe your analysis and impact of evidence

Numeracy

The Year 3 cohort has more students in the strong category compared to like schools and no students in the needs additional support category. Year 5 achievement also demonstrates more students in the strong category; however, no students are in the exceeding category. We have strengthened learning in the early years in numeracy by implementing a resource which can be used to implement Tier 2 and 3 interventions to those students in the developing proficiency and to be used as a Tier 1 resource for students in K/P/1. This resource has been carefully selected to complement our instructional model for Maths and provides a low variance curriculum to our students. Our engagement in the 'Empowering Leaders in Mathematics' project has led to a positive, sustained improvement in maths, with teaching focused on not only explicitly teaching year level content but teaching it through the proficiency strands.

Reading

Improving reading achievement has been a priority of the school. Fluency practice, shared reading of high-quality texts and explicit teaching of vocabulary have been approaches which the school has been implementing over the last 18 months. This will be built upon in future years.

Year 3 NAPLAN reading achievement is below that of like schools with more students in the needs additional support category. This correlates with learning difficulties diagnoses in this cohort. Progress for these students is monitored through DIBELS and Progressive Achievement Tests and Tier 2 intervention is provided. Reading achievement in Year 5 is above like schools.

Writing

Frankland River Primary School has implemented the Talk4Writing program for several years. The program is implemented consistently from Kindy-Year 6 and has been further expanded to incorporate the explicit teaching of grammar. Year 3 achievement is close to that of like schools, Year 5 achievement is below that of like schools and no students are in the exceeding category. To address this, teachers use Writemark, in the Elastik software to set and mark work, providing explicit feedback and then to reassess students' writing following a unit of work. This has resulted in significant progress over the last 6 months.

Post School Destination (DATA) (source: Schools Online)

2024 saw nine students graduate from Year 6.

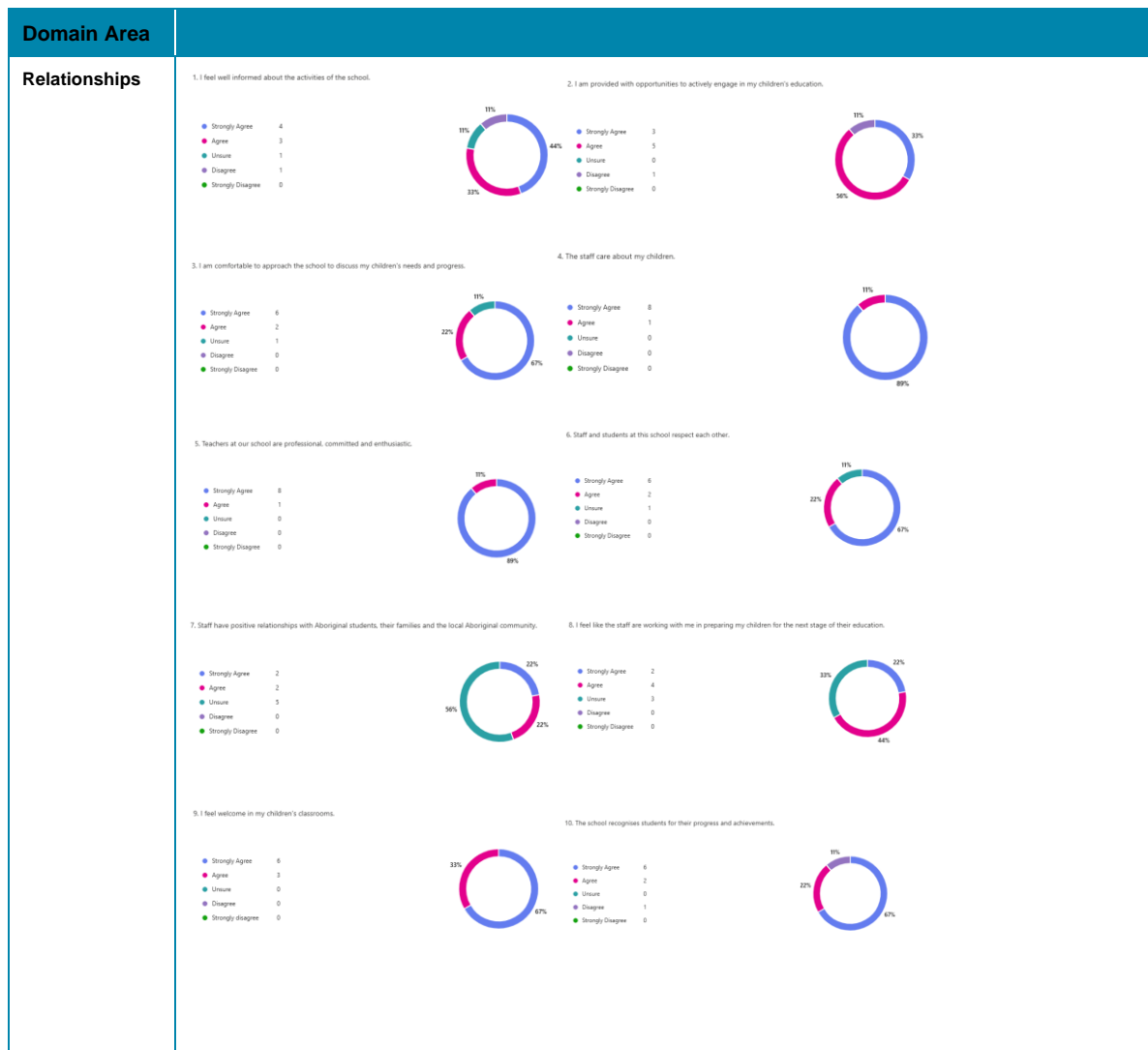
Mount Barker Community College	Great Southern Grammar	Hale	Scotch	Penrhos
3	3	1	1	1

Describe your analysis and impact of evidence

Frankland River Primary School continues to collaborate with the local secondary school, Mount Barker Community College through their transition and orientation program, strengthening relationships.

The demographics and relative isolation of Frankland River Primary School, including access to appropriate boarding facilities has an impact on the secondary school of choice.

Parent/student/teacher satisfaction with the school (DATA) (source: School Culture Survey)





Teaching Quality



Learning Environment



32. My children are well known by school leaders and staff.

- Strongly agree: 7
- Agree: 2
- Unsure: 0
- Disagree: 0
- Strongly disagree: 0

33. Our school has a culture where mutually respectful relationships are promoted and valued.

- Strongly agree: 3
- Agree: 5
- Unsure: 1
- Disagree: 0
- Strongly disagree: 0

35. There are effective pastoral care processes in our school.

- Strongly agree: 3
- Agree: 5
- Unsure: 1
- Disagree: 0
- Strongly disagree: 0

36. Our school facilitates contemporary learning environments through the use of learning technologies.

- Strongly agree: 6
- Agree: 1
- Unsure: 2
- Disagree: 0
- Strongly disagree: 0

Resources

38. The school uses available resources to improve student learning.

- Strongly agree: 3
- Agree: 4
- Unsure: 0
- Disagree: 0
- Strongly disagree: 0

39. I see the link between the school's planning and the way it allocates resources.

- Strongly agree: 4
- Agree: 3
- Unsure: 1
- Disagree: 1
- Strongly disagree: 0

40. I see the impact of the resources provided to staff.

- Strongly agree: 3
- Agree: 3
- Unsure: 3
- Disagree: 0
- Strongly disagree: 0

41. I see the impact of support provided for specific student needs.

- Strongly agree: 3
- Agree: 5
- Unsure: 1
- Disagree: 0
- Strongly disagree: 0

Leadership

43. I believe our school is well led.

- Strongly agree: 6
- Agree: 3
- Unsure: 0
- Disagree: 0
- Strongly disagree: 0

44. If the school makes big decisions, they ask parents what they think.

- Strongly agree: 4
- Agree: 3
- Unsure: 1
- Disagree: 1
- Strongly disagree: 0

45. I have had opportunities to participate in school planning.

- Strongly agree: 3
- Agree: 2
- Unsure: 3
- Disagree: 0
- Strongly disagree: 0

46. The school communicates how decisions will support my children's learning.

- Strongly agree: 3
- Agree: 5
- Unsure: 1
- Disagree: 0
- Strongly disagree: 0

47. I frequently see school leaders around the school.

- Strongly agree: 7
- Agree: 1
- Unsure: 1
- Disagree: 0
- Strongly disagree: 0

48. School leaders model culturally responsive leadership behaviours.

- Strongly agree: 3
- Agree: 3
- Unsure: 1
- Disagree: 0
- Strongly disagree: 0

49. The whole school communication processes are well established.

- Strongly agree: 5
- Agree: 2
- Unsure: 2
- Disagree: 0
- Strongly disagree: 0

Student Progress & Achievement

51. My school sets high expectations for my children's learning.

- Strongly Agree: 5
- Agree: 4
- Unsure: 0
- Disagree: 0
- Strongly Disagree: 0

52. I understand how the school uses evidence for school planning.

- Strongly Agree: 4
- Agree: 3
- Unsure: 2
- Disagree: 0
- Strongly Disagree: 0

53. The school regularly reports on whole school student achievement and progress, e.g. whole school NAPLAN results, a 'handbook' etc.

- Strongly Agree: 5
- Agree: 3
- Unsure: 1
- Disagree: 0
- Strongly Disagree: 0

Describe your analysis and impact of evidence

30% of families responded to the School Culture Survey. 2024 was the first year in using this survey. Previously, we used the National School Opinion Survey (NSOS).

This survey distribution resulted in slightly more families providing feedback.

Most items were rated as 'strongly agree' or 'agree', with only a few items across the six domains rated as 'disagree'. No items were rated with 'strongly disagree'.

Items selected to focus on in subsequent years:

- Asking families about their aspirations for their child, family and community
- Staff have positive relationships with Aboriginal students, their families and the local Aboriginal community
- Our school board values the opinion of the community when big decisions need to be made

School Income by Funding Source (DATA) (source: Schools Resourcing System)

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	28,309	28,309
Carry Forward (Salary):	43,612	43,612

INCOME

Student-Centred Funding (including Transfers & Adjustments):	1,084,597	1,084,597
Locally Raised Funds:	43,616	52,803
Total Funds:	1,200,133	1,209,321

EXPENDITURE

Salaries:	1,014,341	1,014,341
Goods and Services (Cash):	143,839	138,915
Total Expenditure:	1,158,180	1,153,256

VARIANCE:	41,953	56,065
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	Current Budget (\$)	Actual YTD (\$)
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SALARIES

Appointed Staff	954,602	954,602
New Appointments	0	0
Casual Payments	59,739	59,739
Other Salary Expenditure	0	0
Total Funds:	1,014,341	1,014,341

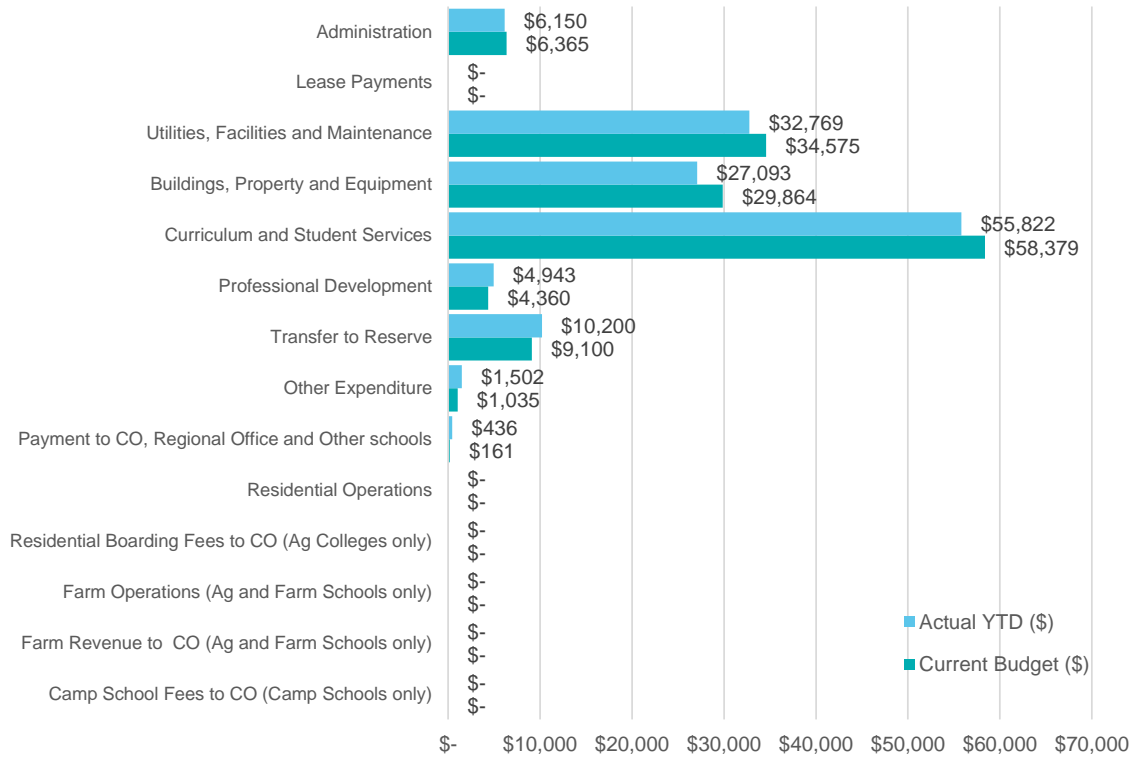
GOODS AND SERVICES (CASH EXPENDITURE)

Administration	6,365	6,150
Lease Payments	0	0
Utilities, Facilities and Maintenance	34,575	32,769
Buildings, Property and Equipment	29,864	27,093
Curriculum and Student Services	58,379	55,822
Professional Development	4,360	4,943
Transfer to Reserve	9,100	10,200
Other Expenditure	1,035	1,502
Payment to CO, Regional Office and Other schools	161	436
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	143,839	138,915

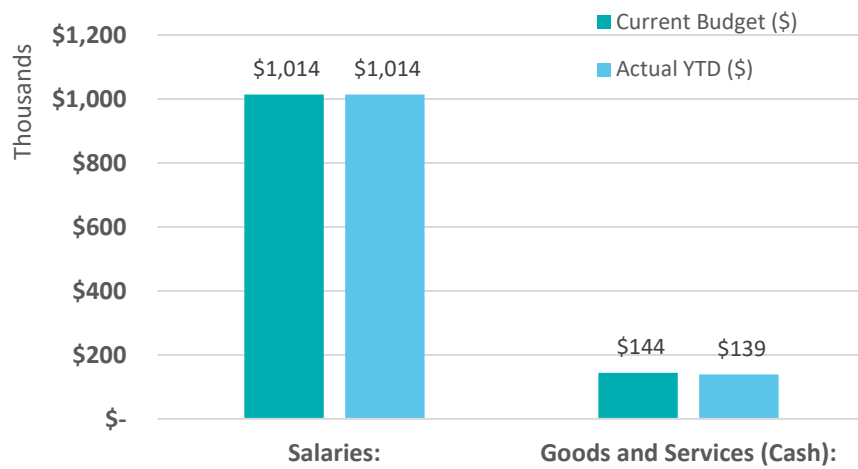
TOTAL	1,158,180	1,153,256
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INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	28,309	28,309
Carry Forward (Salary)	43,612	43,612
STUDENT-CENTRED FUNDING		
Per Student	496,350	496,350
School and Student Characteristics	556,965	556,965
Disability Adjustments	0	0
Targeted Initiatives	26,867	26,867
Operational Response Allocation	228	228
Total Funds:	1,080,410	1,080,410
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	4,187	4,187
School Transfers – Salary	(75,615)	(75,615)
School Transfers - Cash	75,615	75,615
Department Adjustments	0	0
Total Funds:	4,187	4,187
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	2,478	2,265
Charges and Fees	6,200	7,305
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	13,208	17,087
Commonwealth Govt Revenues	0	320
Other State Govt/Local Govt Revenues	2,000	2,000
Revenue from CO, Regional Office and Other scho	1,430	1,406
Other Revenues	3,800	7,920
Transfer from Reserve or DGR	14,500	14,500
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	43,616	52,803
TOTAL	1,200,134	1,209,321

Dec 2024 (Verified Dec Cash)



Dec 2024 (Verified Dec Cash)



Describe your analysis and impact of evidence

Frankland River Primary School has sound financial operations, led by the Manager of Corporate Services and Principal.

Our current reserve position allows for replacement of interactive boards across the school, administration equipment such as servers and photocopiers, maintenance of our existing furniture & equipment as required and funds to further develop our playground area on an ongoing basis.

Our reserve plan is periodically reviewed by the Principal, Manager of Corporate Services and Finance Committee to ensure best use of funds available, and adjustments are made as required.

With declining enrolments, it is imperative that the school continues to effectively manage the reserve plan and operational accounts.



Identified school priority	Progress against priority	Planned actions for 2025
Success for all students	<p>Maintain and improve the performance of students in each year level of ACER PAT - reading comprehension, punctuation, grammar, spelling and maths.</p> <p>Increase the percentage of students achieving equal to or above WA Public schools in all areas of NAPLAN from 2021-2024.</p> <p>Increase the percentage of students with moderate, high, and very high progress in NAPLAN from 2021-2024.</p> <p>Increase the percentage of student who achieve above the minimum standard compared to like schools from 2012-2024 (all data subsets).</p>	<ul style="list-style-type: none"> • Continue to consistently embed whole school approaches to the teaching of literacy and numeracy. • Provide Talk for Writing PL to staff not yet trained. • Provide moderation, professional learning and networking opportunities as part of the Stirling Schools Network. • Strengthen PLCs to improve pedagogy, with curriculum leaders providing mini-PL sessions and support in Numeracy, Early Childhood Pedagogy and Literacy. • Continue to develop the instructional model checklists for aspects of the school based 'Teaching Excellence' document. • Continue to embed ICT skills in rich Literacy and Numeracy tasks. • Continue to embed cultural perspectives into all curriculum areas.
Strengthening Relationships & Partnerships	<p>Increase the percentage of students attending in the regular category.</p> <p>Decrease the percentage of unauthorised absences.</p> <p>Positive trend in the National School Opinion Survey for students, parents, and staff through 2021-2023.</p>	<ul style="list-style-type: none"> • Continue to refine attendance processes and strengthen the approach to responding to student's whose attendance is in the moderate and indicated categories. • Continue to promote the importance of regular attendance. • Continue to strengthen and provide a range of networking opportunities for staff in the Stirling Schools Network, including moderation and professional learning using school identified leaders. Early childhood pedagogy and developing and implementing individual education plans professional learning has been planned for teachers and education assistants in 2025. • Despite initially not being selected for the roll out of Kaartdijin in 2024, the school ended up completing the professional learning and implementing the software for attendance. In 2025, we will explore which other areas will suit our school context.

<p>High Quality Teaching</p>	<p>All staff to demonstrate growth as identified in their performance development plans.</p> <p>Teachers to demonstrate growth in their teaching as measured against the AITSL Professional Standards for Teachers.</p> <p>Positive trend in the National School Opinion Survey for students, parents, and staff through 2021-2023.</p>	<ul style="list-style-type: none"> Principal met with Education Assistants as part of the performance development processes for Education Assistants. Performance development for teachers was reflective of the SSTUWA template. The school based 'Teaching Excellence' document was launched and teachers have collaboratively developed checklists to support the implementation of the Teaching Excellence document. This will continue to be developed in 2025. Implement instructional coaching to ensure successful implementation of whole school approaches. Students and staff indicate high satisfaction with teaching quality. Continue to use data to inform teaching and learning practices.
<p>Effective Governance and Leadership</p>	<p>Ensure the operations of Frankland River Primary School are managed and operate with sustainable structures and systems that support the school's growth and sense of community.</p> <p>Continue to develop the effectiveness of the School Board.</p> <p>Positive trend in the National School Opinion Survey for students, parents, and staff through 2021-2023.</p> <p>Positive trend in the National School Opinion Survey for the School Board through 2021-2023 as part of the self-assessment process.</p> <p>Conduct Leadership 360 surveys for staff in leadership positions through 2021-2024 and use this data as part of the performance development process.</p>	<ul style="list-style-type: none"> Continue to reflect and analyse current operations and seek feedback from staff, parents, and students as part of the ongoing school self-assessment processes. Continue to implement induction processes for new members of the School Board. PRINT Surveys were conducted for staff in 2023. This data continues to be discussed during School Development Days and as part of the Performance Development Processes for staff. Principal to use data from the 'Principal Performance Improvement Tool' and Personal Attributes for Leadership 360-degree survey tools to continue to develop and enact a leadership development plan. Principal Professional Review was conducted in May 2024. Explore survey tools to determine the effectiveness of the school board.