

Forster Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Forster Public School 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.

Rick Clissold

Principal

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Message from the Principal

At Forster Public School there is a commitment to the development of the whole child – academically, socially, emotionally, physically and spiritually. “We promote equity, excellence and opportunities for all.” (Forster PS School Plan Vision statement 2015 – 2017). All our students are provided with opportunities to achieve their personal best in academic, cultural and sporting endeavours. The teachers recognise the diversity of our school population and strive to engage the students in their care in relevant and challenging learning tasks. The results and events depicted in this report are a credit to students, teachers and families.

Our commitment to our students is evident in the wealth of learning and extra-curricular opportunities available to our students. This year enrichment programs in writing and Mathematics were introduced for Years 1 – 6. Students were challenged and encouraged to engage in higher order tasks involving problem solving, creativity and critical thinking. The engagement of students in this program was excellent and the results outstanding. This program complemented the differentiated learning taking place in all classrooms. Classroom programs across the school are designed to cater for the diverse learning needs and styles of our students and our teachers and support staff strive to have all students meet their full learning potential. Students from across the school have experienced success in a range of academic, sporting and cultural endeavours during the year. Some of these achievements include:

- Jordan Blake Hunter Region Primary Mathematics Competition – top 1% of state participants
- Camden Ceccato NSW Premiers Spelling Bee Regional Final Stage 3 – 5th place
- Dylan Ceccato NSW Premiers Spelling Bee Regional Final Stage 2 – 4th place
- Bailey Brown, Aaron Maxwell, Tyson Henshcke, Paul Canty (state representatives for Athletes with Disabilities)
- Bailey Brown (national representative for athletes with disabilities);
- Dance group (Shine On and Schools Spectacular)

Social and emotional learning continues to be a priority in the school with the ongoing implementation of Positive Behaviour for Learning and Bounceback. The explicit teaching of social and emotional skills as part of the PDHPE syllabus is evident in students demonstrating our core values of respect, safety and personal best. The celebration of students receiving their Principal awards, in particular their medallions for gold awards, is a moment of great pride for students, families and staff alike.

Additional funding available to the school through the Resource Allocation Model (RAM) has enabled several key initiatives in the school to continue and expand. The kitchen/garden program is an outstanding program giving students the opportunity to develop healthy eating habits, enjoying the satisfaction of harvesting foods they have grown and using them to create nutritious meals. Access to state of the art technology is essential for our students as 21st century learners. These are just two initiatives made possible due to the increased funds available to the school.

The growth in the technology skills of students and staff was showcased in our inaugural film festival. Classes across the

school created stop motion and iMovies on a range of themes. The film festival, held at Club Forster, was a resounding success and my congratulations to the students and staff on their creativity and the organising committee on bringing together a wonderful evening of entertainment.

Early Action for Success, with a focus on explicit teaching of literacy and numeracy and rigorous analysis of data, continued in 2016. Differentiated professional learning for teachers and tiered intervention for students, under the guidance of the Instructional Leader, has resulted in significant gains for most students K – 2. We are delighted that Early Action for Success will continue at Forster PS in 2017 with the inclusion of an additional Instructional Leader.

Details of Aboriginal Education programs will be found further into this report. A highlight in 2016 has been the expansion of the mgoals site, with several quality videos being uploaded to the site. Aboriginal students have worked closely with the school's Aboriginal Education Officer and local Worimi community members to add to this exciting resource. Better Learning, Better Communities was launched in 2016 and will see Aboriginal students linked with community based tutors and mentors early in 2017. It is anticipated the tutors and mentors, once connected with the students will provide ongoing support to Stage 3 students as they prepare for and transition to high school encouraging them to engage at school and strive to achieve their aspirations.

Finally, I would like to acknowledge our P&C. We have a small, but dynamic P&C who work tirelessly to support the students at Forster PS. Their fundraising efforts have contributed significantly to the resources and technology available to enhance the learning for all students to use from Kindergarten to Year 6. They have also supported students representing the school at state and national level and I know this support has been most gratefully received by the families involved. Thank you to our hard working team for their commitment to our students.

I certify that the information provided in this report is the result of a rigorous school based self-assessment and review process undertaken with staff, parents and students leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

The Forster Public School P & C consists of a dedicated group of parents who have the interest of the school at heart. We not only fundraise, but also have a role in determining the future direction of the school. Thank you to each member for their time and effort during the year. We would also like to thank the dedicated executive, teachers and administration staff for assisting us to achieve our goals. We are pleased to report we were able to donate \$20,000 to the school in 2016. This would not have been possible without the support of our families and the broader community, especially the businesses in town who so generously made donations. In addition to providing funds to the school we were also able to assist several families by subsidising children representing the school at State and National level. During 2016 we held several fund raising events including Mother's and Father's Day stalls, winter and Christmas raffles and movie nights. The canteen and the uniform shop also provide income to the P & C. We look forward to 2017 being another successful and enjoyable year in which we continue to make a difference.

Lee Caithness

President

Message from the students

In 2016 the student Representative Council (SRC) worked diligently as a team of leaders to have a very successful year. The SRC consisted of the two captains, two vice captains and eight school leaders.

The events that the leaders helped to make successful included Kindergarten Orientation Day, Grandparents Day, The Easter Hat Parade, discos, cake stalls, Mother's and Father's Day Stalls, the ANZAC Service and Remembrance Day Service. They also led the school march on ANZAC Day and the captains laid a wreath on the water, transported by Marine Rescue NSW.

Roles undertaken in 2016 included daily flag raising, running Stage 3 assemblies, choosing disco themes and organising fundraising events each term. Earlier in the year the twelve councillors and sixteen Sport House Captains and Vice Captains attended a Leadership Conference Day at Club Forster to develop their leadership skills. Fundraising events for 2016 were very successful, raising significant funds for the charities supported. The 2016 councillors proudly represented the school.

They enjoyed their roles and were keen to extend their leadership skills.

School background

School vision statement

Forster Public School provides a quality teaching and learning environment. We engage with our community to develop the academic, social, emotional, physical and spiritual needs of each child. We promote equity, excellence and opportunities for all.

School context

Forster Public School is situated on the coast only metres from the beach drawing students from a wide range of socio-economic backgrounds.

At Forster Public School we:

- have an experienced, dedicated staff committed to achieving improved student learning outcomes
- have a Support Unit staffed with highly experienced special education teachers and learning support officers catering for student with intellectual and physical disabilities, autism and mental health disorders
- showcase the academic, cultural and sporting achievements of our students at every opportunity
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students
- are committed to our core values of 'Respect, Safety and Personal Best' and explicitly teach expectations of behaviour in all classrooms
- embrace the use of technology to enhance the learning programs of students
- develop, in partnership with the Stephanie Alexander Kitchen Garden Foundation, practical understandings of nutrition through our state of art kitchen / garden program
- actively engage our community in the decision making processes of the school
- are strongly supported by a hard working P&C Association
- work closely with our Great Lakes Learning Community of Schools to provide our students with a vast range of extra curricula experiences and our staff with rich networking opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In examining progress using the School Excellence Framework, the following Elements were assessed in each of the 3 domains:

Learning Domain – 2 elements assessed: Student Performance Measures and Wellbeing

Teaching Domain – 2 elements assessed: Collaborative Practice and Learning and Development

Leadership Domain – 1 element assessed: Leadership

The following summarises the progress made in each of the 3 domains and points to the future directions to improve performance applying the School Excellence Framework.

Student Performance Measures

Progress Achieved:

- SMART trend data (NAPLAN data is provided to NSW School as SMART data) indicates the gap between Year 3 and state has decreased in reading from 57 points in 2014 to 20 points in 2016 (65% improvement). In numeracy the gap has decreased from 40 points in 2014 to 22 points in 2016 (45% improvement).

- Growth data in 2016 indicates 52% of students above average growth in reading and 37% above average growth in numeracy. There is no growth data for writing due to the change of text type.
- Year 3 results indicate an increase in students in the top two bands in reading of 2% each year (30% in 2016) and a significant reduction in the number of students in the bottom two bands in reading (from 42% 2014, 33% 2015, 24% 2016).
- Year 5 data indicates between 30 – 40% of students are consistently in the bottom two bands for reading, writing and numeracy, however there has been an increase in the number of students in the top two bands for reading (21% 2016).
- Best Start data indicates more than 50% of Kindergarten students in 2016 entered school with literacy skills at cluster 1 or higher. In numeracy more than 50% of students entered Kindergarten at expected cluster levels with some students significantly higher in numerical identification, early arithmetical strategies and pattern and number structure.
- PLAN data indicates strong results in reading across K–2. While there has been some improvement in writing results, this will continue to be a focus in 2017. In Kindergarten, 89% of students met or exceeded benchmarks in reading and 72% in writing. In Year 1, 87% of students met or exceeded benchmarks in reading and 49% in writing. In Year 2, 78% of students met or exceeded benchmarks in reading and 54% in writing.
- * PLAN data indicates strong results in aspects of numeracy across K–2. In Kindergarten, 100% of students were at or above state benchmarks in Early Arithmetical Strategies (addition and subtraction). In Year 1, 88% of students were at or above state benchmarks in Early Arithmetical Strategies and 56% at or above state benchmark levels in Place Value. In Year 2, 88% of students were at or above state benchmarks in Early Arithmetical Strategies and 79% at or above state benchmark levels in Place Value.
- EAFS (Early Action for Success) tiered intervention is significantly impacting on student growth in literacy and numeracy K – 2.

Summary of Findings and Future Directions

The school's analysis shows the impact of EAFS and professional learning (L3) K – 2. Data for Years 3 – 6 indicates the need for focused professional learning for teachers Years 3 – 6 around PLAN and the need for focused, tiered interventions in the primary grades to support class teachers in catering for the diverse needs of their students through sustained, targeted and explicit teaching.

In 2017

- Continue to embed the L3 model K – 2 for reading and writing;
- Extend L3 model to Stage 2 and Stage 3
- Continued focus on writing K – 6 – narrow, deep focus;
- Resources for mathematics – 'hands on' activities;
- Expansion of reading resources;
- Ongoing TPL on PLAN in particular Stages 2, 3 and Support Unit; and,
- 1–1 meetings with Instructional Leader for reflection and collaboration.

Wellbeing

Progress Achieved:

- PLPs (Personalised Learning Plans) exist for all ATSI (Aboriginal and Torres Strait Islanders), OOHC (Out of Home Care) students and individuals identified with additional support needs. Student goals are regularly reviewed with key support personnel and parent/carers. The Learning Support Team (LST) guides the allocation of intensive resources and monitors the impact of these, through incorporating data from NCCD (Nationally Consistent Collection of Data – for students with disabilities) , OARs (Online Access Requests – students requiring additional funding support), OOHC documents and teacher referrals.
- Significant LaST time is spent formulating OARs and individual support plans. This includes 182 PLPs, 206 medical alerts and 74 E–emergency care plans and a significant number of behaviour plans.
- Sentral data (LST minutes), reports from medical professionals and OARs indicate an increase in diagnosed mental health disorders.
- PBL (Positive Behaviour for Learning)surveys showed that 100% of staff identified that student expectations are

stated positively and clearly defined, compared with 6% in 2012. This is reflected in EBS surveys (Effective Behaviour Supports) indicating staff acknowledgement of students for meeting expected behaviour (from 48% – 79%).

- Analysis of program registrations and feedback sheets indicate the Bounce Back program has been implemented throughout the school. The Bounce Back team meets each term to review and plan the program content and address concerns with the implementation of the program.
- The review of school attendance data indicated there has been a gradual decline in student attendance since 2012. Approximately 25% of leave absences are by families working in the local tourist industry. Leave is taken as families in this industry cannot take leave during school holiday periods. On average there are 260 absent days per week across the school. There is an average of 70 late arrivals per week (14 per day).
- The number of suspensions has gradually decreased over the past two years.
- Generally the students' responses from the Tell Them From Me survey are equal to or better than the State norms. The Tell Them From Me survey results show that student participation in school sports and extra-curricular activities is less than the State norm from 2014–2016.
- Students' responses are in line with State Government norms, in regards to sense of belonging, positive relationships and valuing school outcomes.
- Surveys show students' feelings towards having someone at school, who consistently provides encouragement and can be turned to for advice have improved over the last two years.
- Behaviours of Concern (BoC) are recorded in Sentral. Data is analysed by the PBL team and the results shared with school executive and staff. The most common BoC are non-compliance and aggression. These two BoCs may have increased slightly due to the diligence of staff in reporting the incidents.
- Data indicates widespread implementation of the continuum of support.
- Principal award data indicates increasing number of students reaching second gold and beyond.

Summary of Findings and Future Directions

The school's analysis shows that the use of evidence-based instructional practice is becoming a regular feature of wellbeing programs, and that decisions being made are based on both student data and feedback

In 2017

- Undertake professional learning to develop awareness of mental wellbeing (KidsMatter Getting Started);
- Investigate the possibility of employing additional staff to complete OARs (Online Access Requests) and assists the LaST to complete low level administration tasks to increase the targeted support provided to students Stage 2 & 3;
- Staff training in strategies to manage aggression/non-compliance (MAPA); and
- Rebadge PBL team to create Wellbeing team, maintain focus on classroom setting.

Collaborative Practice

Progress Achieved:

- Assistant Principals and EAFS Instructional Leader have mentoring sessions with classroom teachers in their stages. These mentoring sessions include classroom observations, lesson study, modelling, team teaching, forward planning and constructive, timely feedback to teachers. Most teachers believe that mentoring and classroom observations assist their teaching and professional learning
- Professional learning takes place through stage meetings, K–6 meetings/staff development days and Great Teaching Inspired Learning sessions (GTIL). 65% of stage meetings supported and consolidated TPL (Teacher Professional Learning) in curriculum development and teaching and learning practice
- Every teacher has a Professional Development Plan (PDP). 100% of teachers indicate a preference for collaborative professional learning allowing for professional dialogue and collegial support.
- Teacher reflections and Stage Leader feedback are recorded in all class programs, across all KLA's (Key Learning Area)
- The Tell Them from Me Teacher Survey indicates:

75% teachers believe leaders have helped them to establish challenging and visible learning goals for students;

78% believe they have helped them create new learning opportunities for students;

71% believe leaders have provided them with useful feedback about their teaching;

74% believe leaders have helped them improve their teaching;

74% believe school leaders have provided guidance for monitoring student progress;

80% of teachers work with other teachers developing cross curricula learning opportunities;

85% of teachers collaborate with other teachers to develop student engagement; and,

81% of teachers shared assessment strategies with other teachers

- On the professional learning matrix, approximately 50% of teachers believe they are at Wisdom level, both in PLAN and Problem Solving.

- Teacher Induction Schedule overviews record 100% collaboration for new staff that have completed the induction process.

Summary of Findings and Future Directions

Collaborative learning is structured into the processes and procedures of the school. There are planned procedures for mentoring and constructive feedback with staff and executive having pivotal roles in matching collaborative learning to the School Plan and key improvement measures. Tell Them from Me data indicates high levels of collaboration across the range of effective teaching practice.

In 2017

- GTIL each term focusing on programming/Data analysis

- Collaborative sessions with targeted professionals, both internal and external providing intervention for students

Learning and Development

Progress Achieved:

- The school is embedding a performance development culture by using training and development to improve programming and reflecting on practice.

- The school has increased training and development offered to teachers in Great Teacher Inspired Learning (GTIL) sessions, stage meetings, Staff Development Days (SDD) and Collegial Leadership Network (CLN). This training is in line with personal and school targets.

- On average 65% of stage meetings held had professional development to support and improve teaching and learning practice.

- The Tell Them From Me 2016 teacher survey indicates that:

74% of teachers believe that school leaders have helped them improve their teaching;

71% of teachers believe that school leaders have provided them with useful feedback about their teaching;

74% of teachers believe school leaders have provided guidance for monitoring student progress;

Some teachers have used feedback from their observations to develop future directions for implementation in the classroom to improve teacher practice.

- From the Performance Development Matrix most teachers (between 75% and 90%) felt that the school supported individual professional growth and development.

- Permanent and temporary teachers working towards accreditation at proficient are assigned mentors.

- Through Great Teacher Inspired Learning sessions in stages professional learning has focused on personal goals from PDPs, whole school strategic directions and state wide initiatives.

- 87% of K–2 teachers are undergoing or have completed the L3 training.

- 75% of teachers believe that school leaders have helped to establish challenging and visual learning goals for

students.

Summary of Findings and Future Directions

The school's analysis shows that there is a commitment to ongoing professional learning of all staff to maintain and further develop a performance development culture.

In 2017:

- APs will facilitate and monitor observations and implementation of feedback to improve teaching practice.
- Teachers will actively share teaching and learning expertise with colleagues.
- There will be implementation of targeted professional learning through regular GTIL sessions
- Professional learning will be differentiated

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Learning Today for Tomorrow

Purpose

To provide high quality education that caters for the diverse learning needs of all students. Students are encouraged to be confident, logical thinkers who can collaborate in teams and communicate their ideas to maximise their learning potential.

Overall summary of progress

Teachers understanding of the assessment mechanism, PLAN, have been improving each year. It seems likely, with a current 'wisdom' level of 61%, we will achieve our improvement measure in 2017.

Early Action for Success is having a significant positive impact for students and teachers, Kindergarten to Year 2. Planning Literacy and Numeracy (PLAN) data is used to determine individual students performance against both Literacy and Numeracy continuum. This data indicates the school is achieving or exceeding the improvement goals in reading for these students. PLAN data for students years 3 to 6 indicates we need to improve the number of students meeting or exceeding grade expectation by approximately 40%. Writing continues to be an improvement focus across the school.

Trend and growth data from NAPLAN (Years 3 and 5 only) are two distinct measures. Trend data for Year 3 in Literacy and Numeracy is positive and is trending up significantly more than state trends. Growth data is not available for Year 3 students.

Growth data is only available for Year 5 as it compares students' performance in Year 3 to their performance, 2 years later, when in Year 5. The data indicates on average the school has 50.7% of students achieving growth equal to or greater than state norms in reading, spelling and grammar and punctuation. This indicates we are currently 9% below our goal of achieving 60% of students achieving growth equal to or above state norms. In reading, spelling and grammar and punctuation, on average, the school improved by approximately 6% in 12 months, therefore in 2017, we may achieve our goal.

The same comparison for growth in numeracy is not as positive. Currently 37.6% of Year 5 students have growth equal to or greater than state norms. Improvement in numeracy growth for Year 5 in 2017 will need to be very significant to achieve our stated improvement goal.

The number of years 3 and 5 students performing in the top two bands for reading, writing and numeracy increased by 3.5% and 4.6% respectively. The improvement goal of an 8% increase over the three period of the School Plan may be achieved if trends remain consistent. NAPLAN results are effected by each cohort of students and it is difficult to be definitive about future performance.

The Gifted and Talented register was established and enrichment programs successfully implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Professional Learning Matrix indicates 80% of teachers at "Wisdom" level with their understanding and implementation of PLAN.	61% of teachers are at 'Wisdom' level or above in their understanding and implementation of PLAN. On average the school has improved by 15.5% each year in the understanding and implementation of PLAN. We are on track to achieve our goal in 2017 if we maintain our projected improvement.	\$5,000 Literacy and Numeracy
<ul style="list-style-type: none">80% of students at or above grade expectation in reading and writing according to syllabus / continuums and school data.	Students K–2 have had considerable support from the Early Action for Success initiative. In reading, 91% of kindergarten students were at or above grade expectation. 83% of Year 1 students and 76% of Year 2 students were at or above grade expectation for reading. Performance in writing for K–2 students remains an area for continued focus. 71% of kindergarten students reached grade	Early Action for Success \$333,000 REL Low–Level Disability

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> 80% of students at or above grade expectation in reading and writing according to syllabus / continuums and school data. 	<p>expectation for writing at the end of Term 4; 49% of Year 1 and 54% of Year 2 students achieved grade expectation or above at the end of 2016. Students 3 to 6 achieving at or above grade expectation for reading and writing at the end of 2016 is on average 46% for reading and 30% for writing. Continued focus will be required in these areas to reduce the deficit and move towards achieving the 80% goal.</p>	
<ul style="list-style-type: none"> NAPLAN Trend growth data indicates 60% of students greater than or equal to expected growth. 	<p>NAPLAN data provides information for trends in student performance Years 3 and 5 and growth data for year 5 students (comparing year 3 results with Year 5 results). Year 5 students with growth equal to greater than expected in reading, spelling and grammar is, on average 51%. In numeracy Year 5 growth, at or above expected levels, is 38%. NAPLAN Trend data for Year 3 over the last 2 years has been trending up by (on average) 8.6%. The state trend for the same period has been up 1.8%.</p>	<p>\$7,000</p> <p>REL Aboriginal</p> <p>\$5,000</p> <p>Professional Learning</p> <p>\$25,632</p> <p>REL Low Level Disability</p>
<ul style="list-style-type: none"> Increase percentage of students in top two bands in reading, writing and numeracy by 8%. 	<p>The percentage of Year 3 students in the top two targeted bands has increased, on average, by 3.5% in 12 months (A further 4.5% increase is needed to meet our improvement target). The percentage of Year 5 students in the top two targeted bands has increased, on average, by 4.6% in 12 months (A further 3.4% increase is needed to meet our improvement target).</p>	<p>\$40,752</p> <p>REL Socio-Economic</p> <p>\$6,075</p> <p>Early Action for Success</p>
<ul style="list-style-type: none"> Gifted and talented register established. 	<p>The gifted and talented register was established. Students from Stages 1,2 and 3 identified in the register participated in enrichment lessons in writing and number. The program was delivered by an experienced additional casual staff member during Terms 2 and 3.</p>	<p>\$20,000</p> <p>REL Socio-Economic</p>
<p>80% of staff at WISDOM level in their understanding of the six steps of problem solving and application in the classroom.</p>	<p>In Term 4 2016 57% of staff indicated they were at wisdom level or above in their understanding and application of the 6 steps of problem solving. To reach our 80% target in 2017 an improvement of 23% will be required. This will require approximately 9 staff improving 1 level in their understanding and application of these strategies.</p>	<p>\$6,000</p> <p>REL Socio-Economic</p>

Next Steps

- Continue professional learning, mentoring and collegial planning sessions K–6 to enhance understanding and implementation of PLAN, particularly in Stages 2 and 3
- 2 Instructional Leaders continue to support teachers to embed L3 pedagogy for Literacy and Numeracy K–3 through professional learning, mentoring and collegial planning sessions
- 80% of teachers at Wisdom level in their understanding and implementation of PLAN
- 80% of students at or above grade expectation in reading, writing and Mathematics according to syllabus/ continuums and school data
- Trend NAPLAN growth data indicating 60% of students greater than or equal to expected growth
- Increase percentages of students in the top two bands in reading, writing and numeracy by 8%



Strategic Direction 2

Sustaining a Performance Development Culture

Purpose

To embed a culture with mutual accountability for the quality of practice that enables teachers to teach as well as they possibly can in an environment where continuous development for staff is supported by rich constructive feedback, customised professional development and regular dialogue.

Overall summary of progress

Progress for this Strategic Direction has used the Performance Development Matrix (PDM) to assess improvement in 4 of our 5 improvement measures. The PDM uses a 5 point scale describing increasing levels of performance or engagement. The higher the number the greater the performance or engagement in the various assessment measures.

'Belief a school has a performance development culture' empowers everyone to strive to improve in a supportive learning environment. This improvement measure seeks to assess movement from level 3 to level 4 on the Performance Development Matrix. 54% of staff self assessed in level 4 – an improvement of 35%.

A successful induction for all staff is pivotal in understanding the procedures and processes of the school. Teacher assessments of induction, using the Performance Development Matrix, have improved significantly with 50% of staff indicating we are now performing at level 4 – an increase of 28%.

Aligning teachers' individual Professional Learning Plans more consistently to the school plan enables greater impact in achieving improvement measures. We have met our improvement goal in this area but it is possible changes may occur with staff transfers and promotions to other schools.

Feedback to teachers from multiple sources has a powerful effect on teacher learning. We have 97% of teachers rating at or above level 3 on the Performance Development Matrix. Our improvement measure is related to improving ratings from level 2 to level 3. We are very close to having 100% of teachers rating at or above level 3. This is a most positive outcome.

The percentage of staff who feel their individual learning plan targets have been met remains at 50% indicating a further 30% improvement will be required to meet our 2017 goal.

Progress towards achieving improvement measures

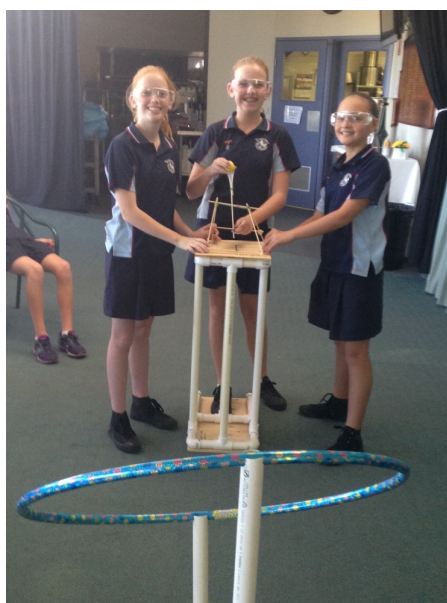
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance Development Matrix (PDM) indicates the following growth: <ul style="list-style-type: none">• Induction programs from level 3 to level 4	There has been considerable improvement in the induction of teachers new to the school. In 2016 50% of staff believe induction processes and procedures are now at level 4 – an improvement of 28% from 2015	
PDM Indicates: <ul style="list-style-type: none">• Teacher individual professional learning plans from level 2 to level 3	There has been significant improvement in matching teachers' individual Professional Learning Plans to their needs and school priorities. 32% of staff have moved from level 2 to level 3 (or above) in their assessment of this criteria. In 2016 100% of staff assess performance in levels 3 and 4. In 2015 60% of staff assessed performance in levels 3 and 4 – an improvement of 40% in 2016	
PDM indicates: <ul style="list-style-type: none">• School uses multiple sources of feedback from level 2 to level 3	The use of multiple sources of feedback as a basis for teacher development has improved significantly from 2015 to 2016. 70% of teachers have moved from level 2 to level 3 or above. In 2016 97% of teachers place the schools performance in levels 3 and 4. In 2015 only 27% of teachers placed the schools performance in levels 3 and 4.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PDM indicates: • Belief the school has a performance development culture from level 3 to level 4	When individual teacher learning needs are met the belief the school has a performance development culture is enhanced. In 2015 19% staff assessed the school performing in level 4. In 2016 54% of staff assessed in level 4 – an improvement of 35%.	
• Evidence from the PDP process indicates 80% of teachers feel their individual learning plan targets have been met	50% of staff indicate their individual learning plan targets have been met	\$5000 Edutech (Rel Socio Economic) \$8600 Kidsmatter (Wellbeing) \$6000 GTIL (Literacy/Numeracy K–6) \$5000 Numeracy Resources to support PLAN (Literacy/Numeracy K–6) \$6000 Executive leadership (Literacy/Numeracy K–6)

Next Steps

- * Growth in the induction programs from level 3 to 4
- * Growth in Teacher Individual Learning Plans from level 2 to 3
- * Growth in multiple sources of feedback from level 2 to 3
- * Growth in Performance Development Culture from level 3 to 4
- * 80% of teachers individual learning plan targets met though the PDP process



Strategic Direction 3

Engaging with Our Community

Purpose

To engage with parents, carers and the wider community to strengthen the partnership and ensure the community collaborate and is consulted on strategic school programs, adding significance and cultural awareness to the education of all students.

Overall summary of progress

Attendance at parent workshops have remained unchanged in 2016. Further strategies to improve attendance will be needed to change results in 2017.

Subscriptions to Skoolbag increased beyond expectation. We are unable to provide data for the number of 'hits' as this is not collected by the app provider. We are unsure if we will maintain growth in the take up of this application as it would seem likely only families new to the school will require a new subscription.

MGoals (Worimi digital resource) continues to grow and as the resource increases teachers and classes are using mgoals more frequently.

OT and Speech Interventions were successfully implemented for 26 targeted Kindergarten students. The improvement results for these students were outstanding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Increased parental attendance at workshops (as per sign on sheets)	3 workshops were held in 2016 at P&C meetings	Nil
• 10% increase of visits to the 'Skoolbag' app by parents per term	In a 12 month period subscriptions for the Skoolbag app increased by 61%. On average the subscription increased by 15% each term. It is anticipated by the end of 2017 only new families to the school will be taking up new subscriptions. Data for assessing the number of visits (hits) to the Skoolbag site is not collected by the app provider and we are therefore able to assess the number of visits per term.	\$4,000.00 (note this includes other activities. Refer budget. Delete note prior to submitting)
• 50% of Worimi digital cultural resource site completed by the end of 2015	Additional video uploads approved by the local Aboriginal Education Consultative Group (AECG). The schools Aboriginal Education Officer continues to edit movies for larger uploads of material Teachers continue to access the mgoals site with increasing usage as the resource grows	
• OT/Speech interventions in place for identified Kindergarten students.	The 8 week intervention programme was highly effective for the 26 targeted kindergarten students. The post test results frequently indicated those reaching an "achieved" assessment increased by greater than 100% from pre-test results for each of the 18 assessment criteria.	\$6,709.00

Next Steps

* Increased parental attendance at workshops

- * A 10% increase of visits to the 'Skoolbag' app by parents per term
- * 50% of Worimi digital resource site completed by the end of 2016
- * 80% of staff at WISDOM level in their understanding of the Six Steps to problem Solving and application in the classroom
- * OT and Speech interventions in place for identified Kindergarten students.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 3</p> <p>All students have Personalised Learning Plans (PLP's) which have been created based on input from students and family.</p> <p>School Learning Support Officers (SLSO's) were employed to provide support on a 1:1 and small group basis to Aboriginal students experiencing learning difficulties in mainstream classes.</p> <p>The MGoals program fosters partnership, builds connections and promotes the brilliant work being done by community and schools in support of Aboriginal culture and Education. Our Worimi site was consistently updated to celebrate our region.</p> <p>A breakfast program has operated on Mondays ensuring Aboriginal students have a healthy breakfast.</p> <p>A teacher was trained in QuickSmart Mathematics in Term 4 to support aboriginal students in Years 4–6</p>	<p>Individual Learning Support for Aboriginal Students \$7,000.00</p> <p>SLSO Support for Aboriginal Students \$2000.00</p> <p>Breakfast Club \$1,000.00</p> <p>Aboriginal Numeracy Competition (ANC) \$1,500.00</p> <p>NAIDOC \$2000.00</p> <p>Aboriginal Cultural Awareness Tours \$600.00</p> <p>MGoals and PLP's \$12,560.00</p> <p>QuickSmart training \$4,300.00</p>
English language proficiency	Teacher employed to support students with English as a second language (4 days for Term 4)	\$1700.00
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>Class teachers have developed their skills in differentiating the class program, making necessary adjustments to ensure all students can access the curriculum.</p> <p>138 Individual learning plans were in place for students identified via the NCCD process.</p> <p>Two School Learning Support Officers employed to support identified students in the following settings:</p> <ul style="list-style-type: none"> • Playground support • Small group programs; • In class support. 	Learning Support Teachers and SLSO's \$106,857,000
Quality Teaching, Successful Students (QTSS)	<p>Collaborative practices have been instigated and supported through the GTIL meetings.</p> <p>Assistant Principals have been allocated time to mentor, assess and provide feedback to staff with learning tied to teachers Professional Learning Plans.</p>	QTSS Tied Funding
Socio–economic background	<p>The Quicksmart Maths program has been implemented with targeted students to develop skills in automaticity in mathematics.</p> <p>Great Teaching, Inspired Learning grade collegial planning sessions</p> <p>Executive leadership days</p> <p>Student Nutrition – Kitchen Garden program –</p>	<p>Nutrition Kitchen Garden specialists \$36,000.00</p> <p>Community Engagement Officers \$7,000.00</p> <p>Sound Field \$3,300.00</p> <p>Gifted and talented Support \$20,000.00</p>

Socio-economic background	<p>employment of Kitchen and Garden specialists.</p> <p>Employment of Community Engagement Officer (2 days per week)</p> <p>Purchase of laptops</p>	<p>Maths resources \$15,752.00</p> <p>Reading resources \$25,000</p> <p>EduTech \$5,000.00</p> <p>Additional computers \$6,000.00</p> <p>Kindergarten Speech and Occupational Therapy support \$6,709.00</p> <p>Community Engagement Officers \$7,000.00</p> <p>Student Assistance \$4,000.00</p> <p>School Bus \$6,000.00</p> <p>Teaching and Support Staff \$122,661.00</p>
Support for beginning teachers	<p>All beginning teacher at Forster Public School were supported in developing their personal beginning teacher action plan and their PDP.</p> <p>Beginning teacher funds were received for one first year teacher and three teachers in the second year of their program.</p> <p>Teachers engaged in a program of mentoring that included:</p> <ul style="list-style-type: none"> • collaborating on the development of differentiated units of work including assessment tasks and sourcing resources; • developing rubrics for consistent teacher judgement of assessment tasks; • supporting the development of classroom management strategies; and • participating in team teaching, demonstration lessons and lesson study. <p>These teachers also attended several external professional learning activities focused on areas identified in their PDP and Beginning Teacher Action Plans.</p>	<p>Beginning Teacher \$15,760.00</p>



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	373	385	400	391
Girls	317	332	357	370

In 2016 the year group with the largest enrolment was year 6 with 114 students (at the end of October 2016). Year 4 had a similar enrolment with 113 in this year group. There were 94 students in year 3 (at the end of October 2016) which was the smallest year group. The average number of students per year group was 104

The mobility of students enrolled has been assessed by comparing the enrolment at the start of the year with the enrolment at the end of the year. If a school has little mobility then there would be no change between these two periods. Throughout the year there was a 3.25% increase in enrolment. Over the 4 year period 2013–2016 enrolment has been increasing on average 3.34% each year. The largest increase in enrolment occurred between 2014–2015 (5.58%) The smallest increase in enrolment occurred between 2015–2016 (0.53%)

On Census Day 15% of the school total enrolment were Aboriginal students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	94.8	92	93.6
1	93.8	92.8	92.2	92.4
2	93.5	93.8	92.9	91.5
3	93.4	93.7	92.9	92.1
4	93.1	92.7	91.5	93.3
5	93.4	92.8	91.6	92.8
6	90.9	92.4	92	92.2
All Years	93.2	93.3	92.1	92.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

A range of strategies are used to monitor student attendance and to encourage full attendance by all. Classroom teachers mark rolls daily and make contact with parents and carers if absences are not satisfactorily explained. The Deputy Principal reviews attendance data weekly to determine any students whose attendance is of concern and communicates with parents and carers directly if verbal or written request for explanations for non-attendance have not been received. Parents and carers are able to provide explanations for absences via the Skoolbag App. If satisfactory explanations are not received a referral to the Home School Liaison Officer is made and strategies developed in consultation with parents and carers to improve student attendance.

Class sizes

Class	Total
K/25	18
K/24	20
K/23	18
K/22	18
K/20	18
1-2/16	23
1/21	23
1/19	22
1/18	22
1/17	23
2/31	24
2/30	23
2/29	24
2/14	23
3/10	29
3/8	28
3/7	28
4/12	27
4/11	27
4/9	27
4/15	27
5/33	30
5/32	29
5-6/3	31
5/34	31
6/4	29
6/2	30
6/1	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	28.88
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.5
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	10.67
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 Forster Public School had one Aboriginal Education Officer employed.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Forster Public School is committed to the strengthening of a performance development culture and as such all teachers engaged in significant focused professional learning throughout 2016. Teacher Professional Learning (TPL) took place throughout the year during:

- School Development Days;
- Weekly K – 6 or stage meetings
- Great Teaching, Inspired Learning collegial grade planning days
- Additional training courses offered to individuals at regular intervals and usually occurring offsite.

School Development Days

School Developments Days occur on the first day of Terms 1, 2 and 3 and the last two days of Term 4. The topics covered during this year's School Developments Days included;

- Code of Conduct
- Catering for students with communication and motor skills needs
- Bounce Back – student wellbeing and resilience program
- PBL – strategies and procedures enhancing positive student behaviour
- Site specific and online Work Health and Safety (WHS) inductions
- Risk management procedures
- Anaphylaxis training
- Supporting student with chronic health issues
- Introduction to Auslan
- Introduction to film making – iMovie and Stop Motion
- WHS – safe manual handling
- Early Action for Success – update on writing
- Mathematics – Place value research and effective practical place value teaching activities
- Worimi Cultural Tour for newly appointed staff
- Programming with the NSW syllabus for the Australian curriculum
- 8 Ways of Learning
- The 2015 – 2017 School Plan and milestones

Institute Of Teachers Accreditation

In 2016 two permanent and one temporary teacher were successful in meeting the Australian Professional Standards for Teachers at Proficient. Forster Public School is committed to supporting all permanent and temporary teachers in the process of attaining and maintaining accreditation at proficient.

Afternoon Training Days

Training which occurred outside of the School Development Days, usually on a Tuesday afternoon, covered such topics as:

- The School Plan
- Forward strategic planning
- Work, Health and Safety
- Compliance training – Child Protection, Anaphylaxis training and CPR (Cardiopulmonary Resuscitation.)

Generally, all teaching staff engaged in these activities. Some School Administrative Support Staff (SASS) also underwent training in a variety of areas including;

- Compliance training
- Work Health and Safety
- Collegial network meetings

Individual Training

Staff access school based and off site courses such as The Primary Principal's Leadership Alliance and Collegial Leadership Network which provide professional development for executive staff members. A total of \$49,525 of tied funds was allocated to Teacher Professional Learning. A further \$1,200 was provided from the school's general funds.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

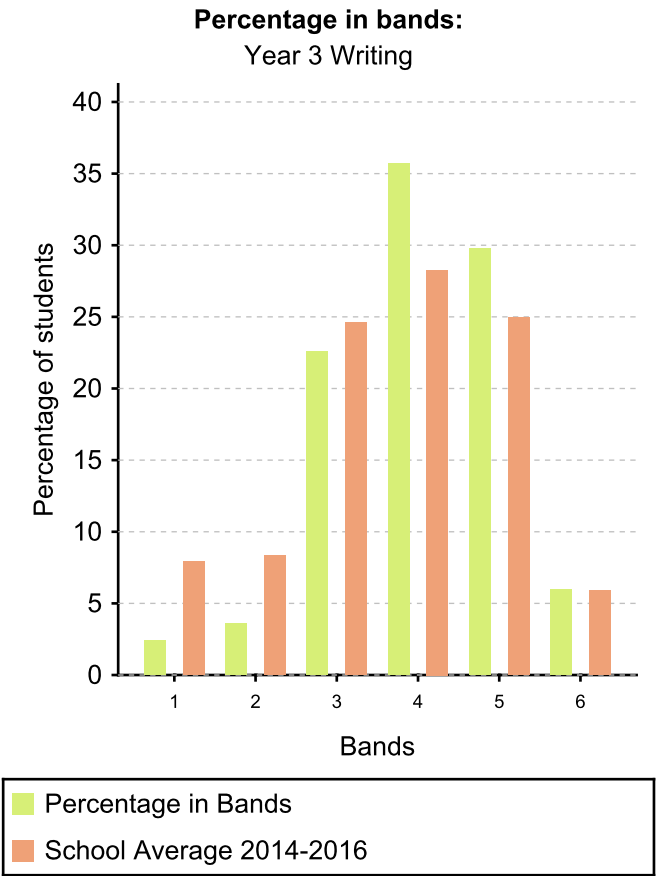
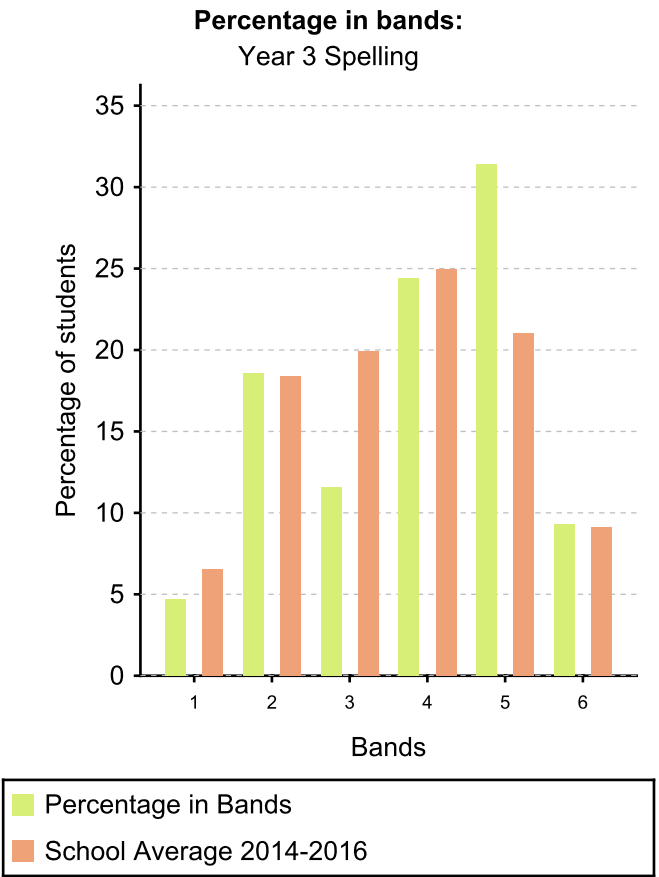
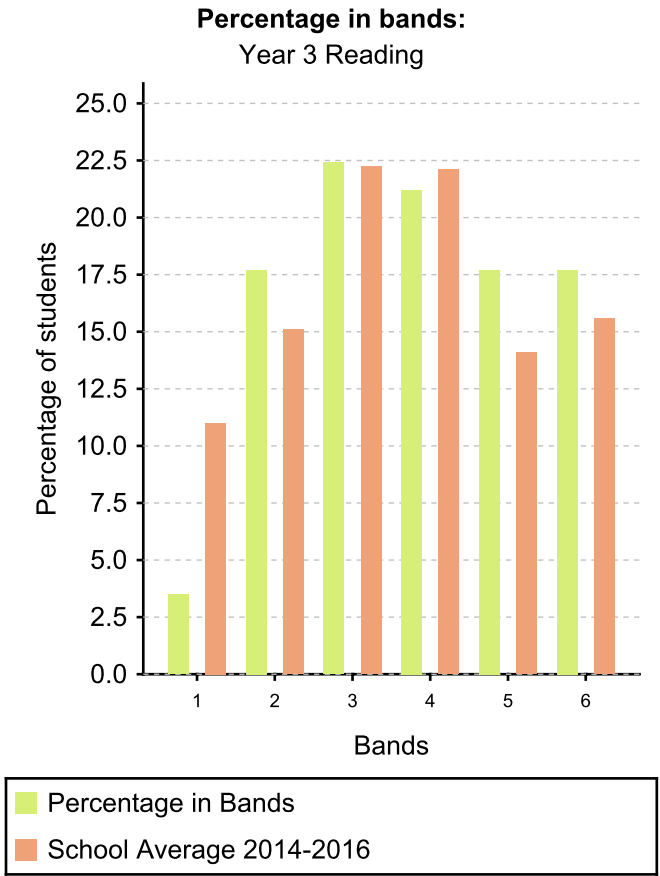
Income	\$
Balance brought forward	464 724.73
Global funds	561 506.12
Tied funds	1 187 189.61
School & community sources	232 772.78
Interest	14 924.40
Trust receipts	23 680.70
Canteen	0.00
Total income	2 484 798.34
Expenditure	
Teaching & learning	
Key learning areas	96 042.86
Excursions	69 817.66
Extracurricular dissections	43 776.47
Library	7 710.53
Training & development	1 152.01
Tied funds	1 036 786.32
Short term relief	186 551.30
Administration & office	107 106.63
School-operated canteen	0.00
Utilities	85 790.11
Maintenance	75 090.95
Trust accounts	23 946.39
Capital programs	80 145.00
Total expenditure	1 813 916.23
Balance carried forward	670 882.11

A full copy of the school's 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.

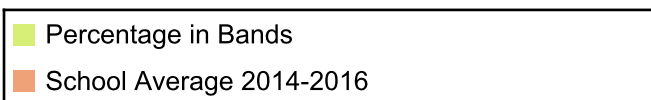
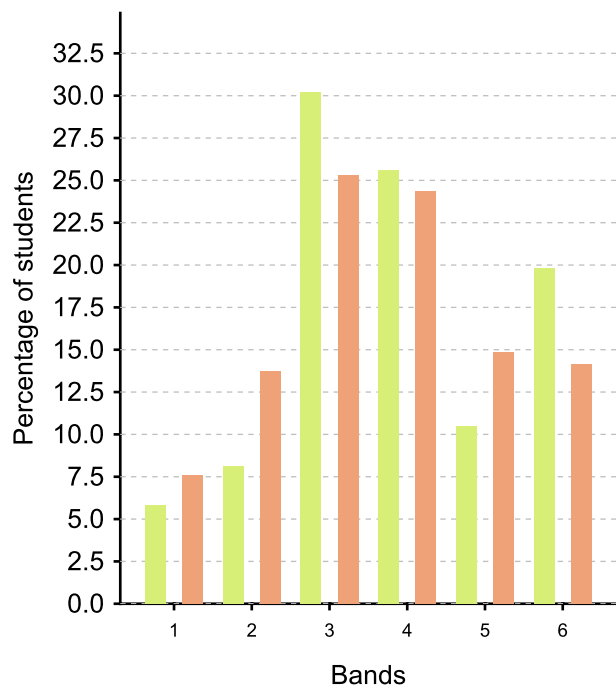
School performance

NAPLAN

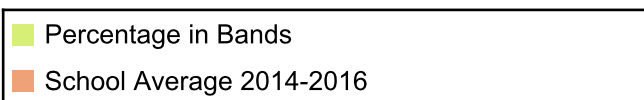
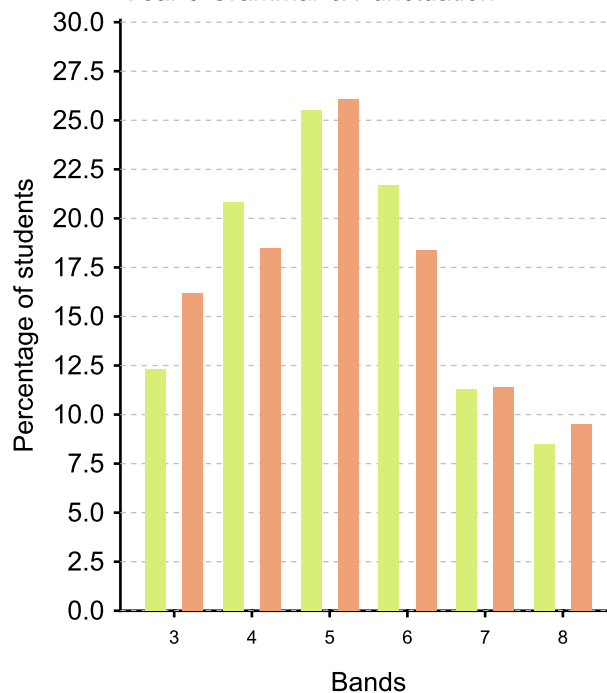
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



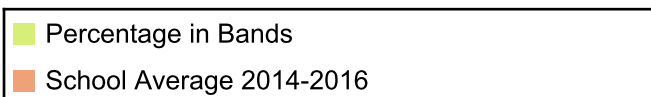
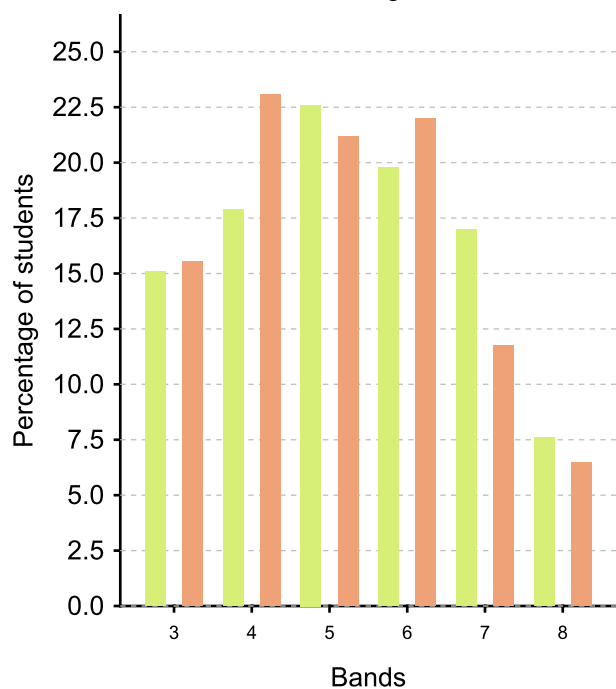
Percentage in bands:
Year 3 Grammar & Punctuation



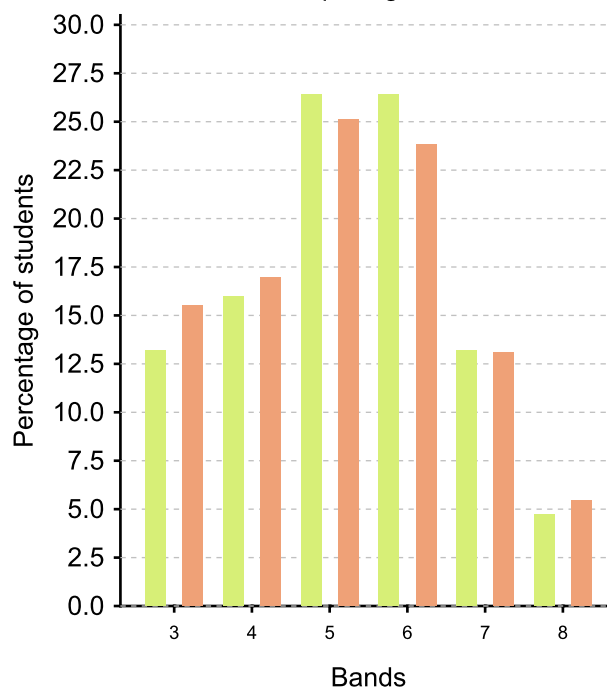
Percentage in bands:
Year 5 Grammar & Punctuation



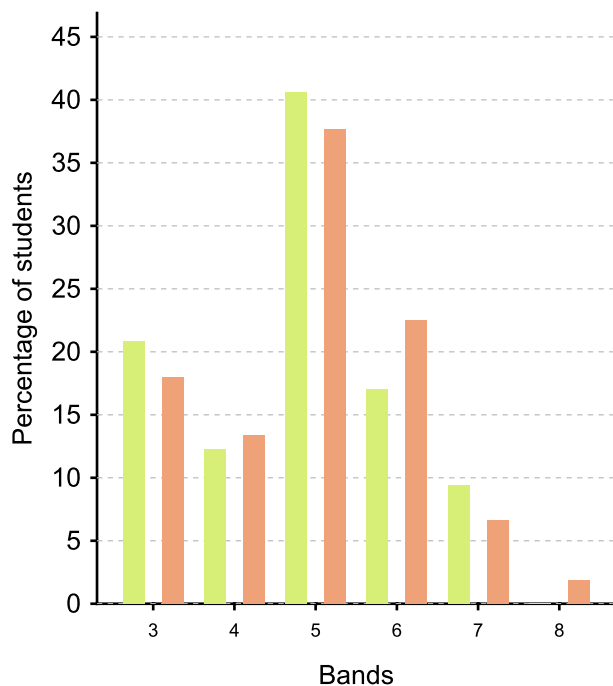
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

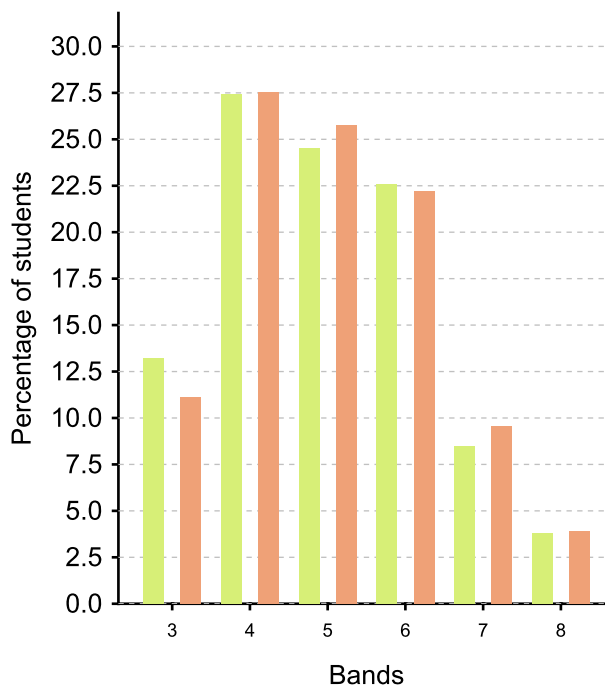


Percentage in bands:
Year 5 Writing



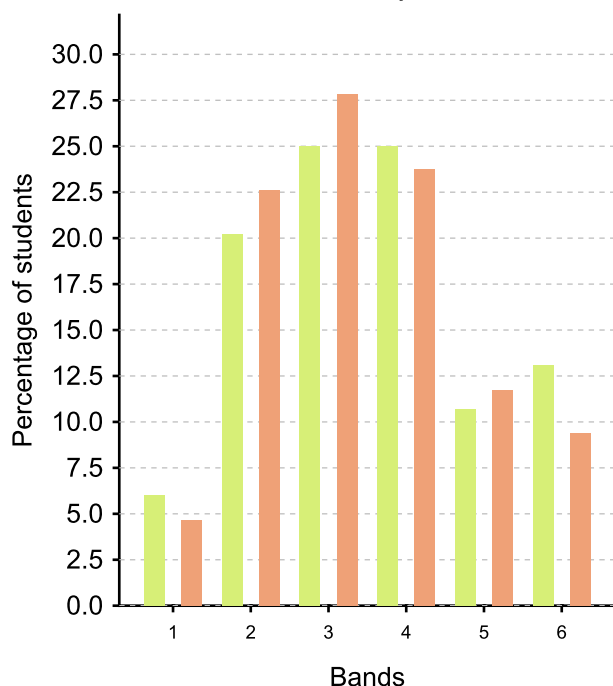
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The top two bands of NAPLAN for Year 3 are Bands 5 and 6 and for Year 5 the top two bands are Bands 7 and 8. The percentage of students in these top bands for reading and numeracy have been combined with the results as follows:

Reading Year 3 – 35.5% Reading Year 5 – 24.5%.
Numeracy Year 3 – 23.8% Numeracy Year 5 – 12.3%

With significant numbers of Aboriginal students enrolled and sitting NAPLAN during 2016 the percentage of Aboriginal students in the top two bands for reading and numeracy are as follows:

Reading Year 3 – 37.5% Reading Year 5 – 7.7%.
Numeracy Year 3 – 20% Numeracy Year 5 – 7.7%

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The Tell Them from Me (TTFM) surveys have been conducted for 3 years. The survey collects data from three groups – students, parents and teachers. The data is collected from Forster Public School students'

Years 4 to 6 and since 2015 Forster Public School's results have been compared to NSW Public School norms with the survey highlighting the key elements for success and areas for improvement.

Student surveys were conducted on two occasions during 2016 (March and August). Teachers and parents were surveyed in the period August to September. Data obtained from TTFM provides information on elements educational research confirms as key to successful schools.

The 2015–2017 School Plan for Forster Public School has targeted specific elements for 2016. Listed below are the processes for improvement from the 2016 School Plan correlated with data obtained from the TTFM surveys.

The processes from the School Plan are shown with bold headings and have been matched to correlating data from TTFM (*). The results are presented in two forms – percentages and a 10 point Likert scale (i.e., strongly disagree to strongly agree) with 10 being the highest positive endorsement. Percentages and Likert scale results from survey responses are presented in the order – school; state norms (in brackets)

Wellbeing support for at risk students:

Students with a positive sense of belonging – 77% (81%)

Students with positive relationships – 84% (85%)

Students with positive behaviour at school– 42% (63%)

Students who are victims of bullying – 32% (36%) Advocacy at school – 7.4 (7.7)

Positive teachers–student relationships – 8.1 (8.4)

Positive learning climate – 6.7 (7.2)

School supports positive behaviour –7.8 (7.8)

Enrichment programs for Gifted and Talented students:

Skills challenge (English and Mathematics). Students are asked to assess their level of skill and compare to the level of challenge in the learning environment. The most desirable outcome is for students to feel they have high levels of skill in a 'high challenge' environment – 38% (53%)

Meeting diverse learning needs of students:

Students value the schooling outcomes – 95% (96%)

Students who are interested and motivated – 70% (78%)

Students try hard to succeed – 91% (88%)

Effective learning time – 8 (8.2)

Inclusive school (Parents) – 7.1 (6.8)

Inclusive school (Teachers) – 8.3 (8.1)

School supports learning – 7.4 (7.3)

Relevance – instruction relevant to their everyday lives 7.9 (7.9)

Rigour; instruction well–organised, purposeful and feed–back given that helps students learn – 8 (8.2)

Meeting the learning needs of teachers:

Leadership – 7.4 (7)

Collaboration – 8 (7.7)

Technology – 6.7 (6.7)

Learning Culture – 7.9 (7.9)

Providing workshops for parents/carers in literacy and numeracy:

Parent involvement 7.2 (6.7)

Enhancing communication with the employment of a community engagement officer and the use of the 'Skoolbag' app:

Parents are informed 6.5 (6.5)

Whilst Forster Public School has specific elements of focus for improvement in the 2016 School Plan, TTFM reports on other elements that do not specifically correlate with the school plan. These uncorrelated elements are still significant and can provide data to inform future directions or actions.

The following summary reports on those uncorrelated elements and have been divided into the three survey groups:

• Teacher survey Results

Drivers of Student Learning – Data Informs Practice – 7.8 (7.8) and Teaching Strategies – 7.9 (7.9)

Dimensions of Classroom and School Practices – Challenging and Visible Goals – 7.7 (7.5); Planned Learning Opportunities – 7.8 (7.7); Quality Feedback – 7.3 (7.3); Overcoming Obstacles to Learning – 7.9 (7.7)

• Parent Survey Results

Safety at School – 6.7 (7.5); Parents Feel welcome – 7.1 (7.4); and, Parents support learning at home – 6.8 (6.8)

• Student Survey Results

Social Emotional Outcomes – Students participate in school sports – 55% (83%); Students participate in extracurricular activities –37% (55%); and, Students with positive homework behaviour – 42% (63%)

Drivers of Student Outcomes – Expectation for success – 8.4 (8.7)

Overall Summary of Results

The Tell Them From Me survey indicates overall the school is performing at a level closely aligned to state norms. Areas or indicators which are significantly below state norms are areas for additional focus and are listed below. Those areas equal to or above state norms are not listed below but have been detailed above.

- **Student survey results**

Students with positive behaviour at school

Students Positive learning climate

Skills challenge

Students participate in school sports

Students participate in extracurricular activities

Students with positive homework behaviour

- **Parents survey results**

Safety at School

* Note: Teacher survey results have not been highlighted in this overall summary as they are equal to or exceed state norms. The survey results for teachers are indicative of the successful ongoing training and development undertaken by the school and outlined in the Strategic Directions reported above.

There are areas in the survey (of parents, teachers and students) exceeding state norms and these can be viewed as strengths of the school and confirm actions have been successful.

Students have low levels of participation in school sport and extracurricular activities compared to like schools in NSW. It could be further extrapolated that students have a negative attitude to homework. These three areas require ongoing focus to improve student outcomes.

Policy requirements

Aboriginal education

Forster Public School has an enthusiastic Aboriginal Education team who continue to work extremely hard to ensure all students receive the best possible education. For our Aboriginal students, 2016 has been a year of significant improvement in some Key Learning Areas. Targeted projects have supported students throughout the year, including:

- Enhancing school transition points.
- Better Learning, Better Communities. This project aims to provide support to Year 5 and 6 students. Tutors and mentors from the community will support students in making the transition from primary school to high school. It is also focussing on developing a sense of belonging to the school environment and on a culture for success.
- All teachers trained in the 8 Ways of Learning pedagogy.
- Teacher professional learning on cultural

awareness / use of mGoals site.

- Strong focus on attendance, engagement, high expectations and self-regulation. Significant improvements have been made in all areas.
- Quick Smart Maths and Tutor Reading Programs have continued to operate with great success.
- Personalised Learning Plans in place for all students.
- Girls Group for students in Years 4–6. Indigenous women and interested community members provide mentoring and activities around women's business. Auntie Tania and Ashlee run the girls group.
- Parents/Carers and community members have taken part in a group to answer specific focus questions, providing feedback to executive at the school in order to plan for the future and meet the needs of our Aboriginal students.
- Continued focus on building partnerships with our Indigenous community and to develop knowledge and understanding of Gathang, the language of the Worimi people and culture.
- The expansion of mGoals, enabling Aboriginal students in our school to upload special information about projects, performances and local cultural knowledge.

Strong links with the School Learning Community has continued to ensure that all Indigenous students are supported throughout their education.

Multicultural and anti-racism education

Multicultural Education and Anti-racism

Students learn about the diversity of the world's places, its peoples and their lives. Student learning experiences in 2016 included:

- NAIDOC Week celebrations where students have an opportunity to engage in Indigenous Culture through art work, dance and storytelling. Indigenous students were acknowledged for citizenship and academic success.
- Harmony Week experiences to enrich Multicultural Education through the celebration of diversity and enhancing the sense of belonging for all cultural groups.
- Some students from the Support Unit accessed the appropriate units of work for their grade in mainstream buddy classes.
- Intercultural Understanding is achieved in Early Stage 1 with a focus on understanding differences between families.
- In Stage 1, Past and Present family life was investigated and the different ways people care for places was studied.
- In Stage 2 similarities and differences between Australia and neighbouring countries were studied culminating with a Stage 2 Travel Expo Display in the School Hall.
- In Stage 3, influences on the management of places and environments were considered and Australian culture was studied with Asian countries used as a contrast.

Other school programs

Early Action for Success

Early Action For Success completed its third year of implementation. The main aim of the initiative is to improve student performance in literacy and numeracy through personalised learning. It aims to ensure that every student leaves Year 2 achieving stage appropriate outcomes, particularly in reading, writing and numeracy.

K–2 teachers engage regularly in professional learning on the Literacy and Numeracy Continuums and the Language, Learning and Literacy (L3) program, enhancing the teaching of balanced reading and writing sessions. Five teachers in Stage 1 graduated from the 2 year professional training in L3.

Teachers K–6 engaged in extensive professional learning involving syllabus documents and the Literacy and Numeracy Continuums to plot, monitor and drive teaching and learning. This led to comprehensive point of need instruction. Teachers also engaged in professional learning in teaching writing and place value. A significant number of students displayed improvement in a five week period.

Additional literacy resources were purchased to support the implementation of comprehensive literacy programs within the classroom and support intervention strategies. Substantial resources were purchased to support teaching around rich text and levelled readers.

Five weekly data analysis informed classroom practice and directed professional learning. Students who required additional support were identified and tailored programs to meet student's specific needs were implemented. Approximately 130 students across Kindergarten to Year 2 accessed tiered intervention programs throughout the year.

The Instructional Leader worked closely with teachers and executive to establish and strengthen in-school systems of grade focussed professional learning and the process of collaborative program development and review. Individual teachers received differentiated professional learning to enhance the quality of student instruction.

In Kindergarten , 91% of students achieved end of year expectations in reading and 71% in writing. Year 1 students achieved success with 83% of at grade expectation in reading and a marked improvement in writing. 76% of Year 2 students were at grade expectation in reading and there was a marked improvement in writing.

Kindergarten, Year 1 and Year 2 have demonstrated outstanding results in numeracy and early arithmetic strategies (EAS) with Kindergarten students achieving 77% end of year benchmarks in EAS. Year 1 achieved 93% end of year benchmarks in place value. Year 2 achieved 79% end of year benchmarks in place value.

Aboriginal Numeracy Competition

The Aboriginal Numeracy Competition (ANC) is a numeracy based program designed to bridge the gap between indigenous and non-indigenous students. ANC is an interschool Mathematics competition in the Great Lakes Learning Community (GLLC) involving Aboriginal students from Years 5 and 6, represented by the six local primary schools in the learning community and students from Years 7 and 8, represented by Great Lakes College campuses. Year 5 and 6 Aboriginal students attended the day held at Tuncurry Public School. The activities were challenging and engaging and included Jonathon Thurston, Maths Puzzle Relay and Jeopardy. The winning school was Nabiac who were presented with a Didgeridoo donated by Tobwabba Art. Numerous encouragement and individual awards were presented to students throughout the day. The winning group consisted of three Forster Public School students Britney, Hayley and Claire from Year 6. The boys Koori dance group included Forster Public School students presented a cultural dance item. There were many community and business representatives who kindly gave their support to the event.

Band and Choir

Choir

The senior school choir comprises students from Years 5 and 6, who practice in their lunchtime, each Monday. It has been a busy year for the choir with performances at school events and events in the wider community.

These include:

- Grandparents Day Concert
- Education Week celebrations
- End of year Presentation Assembly
- Education Week celebrations at Stocklands Mall
- Christmas song tour to Estia Health, Kularoo BCS and Golden Ponds.

One of the biggest events of the year was Shine On which was performed at Club Forster. The choir practiced and then participated as part of a 100 strong choir in both the matinee performance for schools, and the evening performance.

Band

Two Bands have operated throughout the year. The Training Band allows beginning students to learn and improve before joining the Concert Band where they are expected to perform at various functions and events. These events have included the Grandparents Concert and Education Week celebrations at held at School and at Stocklands Mall. The students also joined with the combined Great Lakes Schools band for the Great Lakes Learning Community awards ceremony as well as a Christmas Band tour to Estia Health, Kularoo BCS and Golden Ponds. The highlight was performing in Shine On.

Students with Additional Learning Needs

The Support Unit at Forster PS provide intensive, individualised education programs within a regular school setting. Students in the Support Unit classes access the same curriculum as all students in NSW. Content and lessons are modified to individual student learning needs. Students access learning in English, Mathematics, Science and Technology, History, Geography, Creative and Practical Arts and P.D/ H/ P.E (Personal Development, Health and Physical Education). Within these Learning Areas, students undertake activities focussing on practical living skills such as: cooking and food preparation; community access activities (for example – shopping); excursions and social skills. Each student in the Support Unit has an Individual Education Program (IEP). The class teacher will assess each student's current educational needs.

The Support Unit at Forster Public School is set in an inclusive environment. As appropriate, students may participate in whole school activities which include assemblies, swimming and athletics carnivals, weekly sport, school swimming scheme and Presentation Days. In addition, students have the opportunity to access SRC (Student Representative Council), PSSA (Primary Schools Sports Association) competitions, dance groups, choir, school camps and grade excursions.

The majority of students within the support unit participated in individual Integration Programs designed around individual strengths to access the regular curriculum within their grade group in subjects such as Visual Arts, Geography, Science, Literacy and Numeracy. Integration programs play a vital role in providing students with the opportunity to generalise learnt skills within the context of a mainstream class and to develop friendships within their grade cohort. In addition, it provides both students and staff to develop positive relationships and an understanding of students with disabilities.

Students in the Support Unit participate in the whole school Merit Award System to support positive learning and behaviour. The Support Unit also has specific class Behaviour Management Programs such as Class Dojo, focusing on rewarding positive behaviour. To build student resilience and self-regulation, the support unit has implemented the schools Bounce Back Program this year, which has supported students with many aspects of their social skills.

The Sunshine Coaches have continued to enable students with disabilities to access the broader community, participate in excursions and practise life skills within their natural context.

Our annual AWD (Athletes with disabilities) Athletics Carnival for Para-Athletes was held this year, with local support units attending. Six students from our school continued on to represent our region at the NSW PSSA State Para-Athlete Athletics Carnival at Sydney Olympic Park. All students achieved their personal

bests in their events, with one student qualifying for the PSSA National Para-Athlete Athletics Carnival.

Transition programs for students from Year 6 to 7 and from mainstream to the support unit settings enabled students to expectations success while they familiarise themselves with their new environment and class expectations.

Forster Public School celebrates the successes and achievements of all our students within the support unit.

Learning Support Team

The Learning Support Team (LST) is made up of a group of teachers and School Counsellor who meet weekly and use a range of strategies to improve outcomes of individual students. It consists of a core group of teachers with a fluid mix of executive staff, classroom teachers, school counsellors and Learning Support Teachers. Other experts from outside agencies and parent/carers become part of our team as needed, all working to provide timely and flexible support to students and families.

Our Learning and Support Team (LST)) expanded again in 2016. Support was provided to all classes K–6 in literacy, numeracy and social skills development. This included liaising with outside agencies and parents, coordinating and monitoring volunteers, individual and small group programs, supporting delivery of classroom programs, collecting and compiling data, transition to school and high school, follow up to NAPLAN assessments, supporting students with disabilities as well as supervising / providing specific social programs. The LST Team work closely with the Early Action for Success program to improve individual outcomes by supporting both students and teachers.

Connected Learning

The school has continued to update and maintain the technology hardware available for use in classrooms. Every classroom has an interactive screen to enhance teaching and learning. Each class in Kindergarten, Year 1, Year 2 and the Support Unit have access to iPads with a weekly timetable allocating usage. A catalogue of available apps. has been provided for staff to select appropriate apps. to support learning in their classroom. Stage 2 and stage 3 classes have been allocated notebook computers and iPads to supplement their existing computer allocation. Through the Department of Education's Technology For Learning program we received 33 HP computers at the start of the year and another 26 at the beginning of Term 4. We purchased an additional 6 computers to allow for a re-stock of the computer lab. We are also in the process of purchasing new computers for our office to accommodate a new school management software package due to be rolled out in 2017. During semester 1 a number of training hours were provided for staff to learn how to use iMovie and Stop Motion software so students could produce movies for the school's inaugural 'Movies By Pebbly' Film Festival.

Kitchen Garden Program

We are currently in our sixth year and the program involves over 400 children across Stage 2 and Stage 3. The aim of the Kitchen Garden Program is to engage and educate young children in the growing, harvesting, preparing and sharing of healthy food. As a school we believe these skills and understandings are essential to the development of life long healthy habits as well as highlighting environmentally sustainable practices.

Each class spends 40 minutes a fortnight in either Semester 1 or Semester 2, learning about plants, seed saving, water management, soil health, composting and mini-beasts. During this time students are exposed to the importance of the connection between care in the garden to flavour on the plate. Students then spend 90 minutes in the alternate semester in a purpose built kitchen preparing and sharing a variety of meals inspired and created from the harvest.

This program has been supported by a number of parent and community volunteers. This level of community support is essential and must be maintained for the program to be a success. Each lesson divides the class into 5 groups and a volunteer assists the group in completing their task in the kitchen or garden. Working in small groups enables the students to have a hands on experience and apply their knowledge in a small supportive environment.

We are continually excited to see the positive flow on effects of the program from school to home. Families are building garden beds, veggie patches and many children are now active participants at home for the preparation of fresh, healthy household meals.

Sport

In 2016 Forster Public School participated in a wide range of Primary Schools Sports Association (PSSA) state knockouts. Many individuals won selection in representative teams or represented as individuals in tennis, touch football, soccer, rugby league, swimming, athletics, cricket and cross country.

Highlights of 2016 included:

- three students representing Hunter in touch football;
- five students representing Hunter in swimming;
- fourteen students representing Hunter Region in athletics;
- eight students representing Hunter in Cross Country;
- nine students representing Hunter in Athletes with Disabilities (AWD) athletics;
- six students representing NSW in AWD athletics;
- One student representing in AWD national athletics;
- two students representing Hunter in tennis;
- two students representing in State rugby league;
- five students representing Hunter Region in Rugby League;
- five students representing Hunter Region in swimming including the boys' senior relay team;
- six students representing Hunter in soccer;

- two students representing NSW in girls' soccer; and
- seven students representing Hunter Region in cross country.

Student numbers representing the school at Manning Zone included:

- forty one in cross country;
- fifty two in athletics;
- thirty three in swimming;
- eight in soccer;
- five in rugby league; and
- two in touch football

Participation in sport, at all levels, is encouraged and supported with students involved in a wide range of in school and representative activities.