

Forster Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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

Forster Public School is a proud school with strong links to the local community. Our core values focus on the journey of improving the academic, social, physical and spiritual outcomes of students in a nurturing environment that is challenging and supportive meeting the diverse needs of all students.

As a teaching staff we have reflected on current research to enhance teacher pedagogy preparing students for a future that will look very different to today. Staff have demonstrated a commitment to ongoing professional learning and have maintained a strong focus on explicit, evidence based teaching and on the development of student skills of critical thinking, communication, collaboration, creativity and innovation.

I would like to acknowledge the teaching staff and school administrative and support staff, who continue to show commitment, expertise and willingness to ensure a broad range of educational and extra-curricular opportunities are provided to students.

We enjoy enormous support from our broader school community. Our P&C has continued to work tirelessly to support the school. In 2017 the P&C and community donations injected \$30,000 into educational programs to support learning.

I thank the students, parents and staff who took part in our rigorous annual self-assessment process. Their insights identified significant achievements and recommendations for our school moving forward and are reported on throughout this report.

This will be my last year as Principal at Forster Public School. I will be saying farewell on 29 April 2018 to take up the role of Director, Educational Leadership. My eleven years of principalship has seen many significant achievements to improve student learning and the wellbeing of students and staff. I am proud of our collective achievements. It has been a privilege to lead such a wonderful school. I encourage all students to keep working hard towards reaching and even surpassing their potential in the future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

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 students with intellectual and physical disabilities, autism and mental health disorders;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- are engaging in the Early Action for Success initiative to improve student Literacy and Numeracy skills through a targeted approach in the early years of schooling;
- 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 the 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; and
- 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 the domain of Learning, our focus area has been *Wellbeing*. School data indicates we are at delivering level. There is a whole school approach to wellbeing through Positive Behaviour for Learning (PBL), Bounce Back, the school continuum of support and reward systems. Students are explicitly taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. 100% of staff are currently trained in Keeping Them Safe. Cultural identity and diversity are acknowledged through Harmony Day, NAIDOC, Aboriginal cultural awareness activities and participation in community events.

In the domain of Teaching, our focus areas have been *Learning and Development* and *Collaborative Practice*. School data indicates we are at delivering level for *Learning and Development*. Professional learning in the school is linked to school priorities and individual learning needs. The school has a product in place to guide induction for new staff. The school has processes in place for teachers' performance and development. Beginning teachers (with funding) receive mentoring time and support in identified areas.

School data indicates we are at delivering level for *Collaborative Practice*. The school reviews the curriculum and revises teaching and learning programs through K–6 and stage meetings, and through the School Plan and Milestones.

Teachers review teaching and learning programs and use consistent teacher judgment in evaluating student assessments against learning outcomes.

In the domain of Leading our focus area has been *Leadership*. School data indicates we are at sustaining and growing level. Our school has regular feedback opportunities from staff development days (SDD), professional learning and Tell Them From Me (TTFM) surveys to address school performance. Opportunities are provided for teachers to lead professional learning within our school and learning community.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Early Action for Success (EAFS) continues to have a positive significant impact for Kindergarten to Year 2 students. In 2017, the first group of students to begin school under the EAFS program sat NAPLAN for the first time. These results speak for the success of the EAFS program, with a significant improvement in the number of students achieving in the top two bands.

Teachers from Kindergarten to Year 6 have continued using the Literacy and Numeracy continuums and PLAN software to track and monitor student progress in five weekly cycles. Data from this process has been used to identify students requiring additional support and to tailor intervention programs to match student needs.

Teacher knowledge and skills in the use of PLAN software and the teaching of problem solving are tracked through the professional learning matrix. In 2017 the number of teachers at Wisdom level with PLAN has dropped by 10% from 2016. With progressions and PLAN 2 being introduced in 2018, teachers will require ongoing professional learning in this area.

Enrichment programs were successfully implemented for students in K–6 identified as being Gifted and Talented in Writing and Mathematics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Professional Learning Matrix indicates 80% of teachers at 'Wisdom' level for identified areas.	Early Action for Success conferences \$2100	Data collected through the professional learning matrix highlights a continuing need to provide professional learning for staff in key areas. 51% of teachers rated themselves at Wisdom level or above for the use of PLAN. 39% of teachers were at Wisdom level or above for teaching problem solving.
• 80% of students at or above grade expectation in reading and writing according to syllabus / continuums and school data.	L3 Kindergarten and Stage 1 training \$14 700 Guided Reading Books \$8 00 Intervention support \$18 000	Students K–2 have had considerable support from the Early Action for Success initiative. In school data shows; in reading, 40% of Kindergarten students were at or above grade expectation. 68% of Year 1 students and 72% of Year 2 students were at or above grade expectation for reading. Explicit teaching of writing for K–2 students remains an area for continued focus. 44% of Kindergarten students reached grade expectation for writing at the end of Term 4; 37% of Year 1 and 44% of Year 2 students achieved grade expectation or above at the end of 2017. In reading, 47% of Year 3 students, 43% of Year 4 students, 27% of Year 5 students and 27% of Year 6 students were at or above grade expectations. In writing, 34% of Year 3, 27% of Year 4 students, 14% of Year 5 students and 16% of Year 6 students were at grade expectations. Continued focus will be required in these areas to reduce the deficit and move towards achieving the 80% goal.
• NAPLAN Trend growth data indicates 60% of students greater	Quick Smart	NAPLAN growth data measures student achievement growth from Year 3 to Year 5. In 2017,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
than or equal to expected growth.	<p>\$23 000</p> <p>Mathletics</p> <p>\$7140</p> <p>Literacy and Numeracy Intervention</p> <p>Stage 2 and 3</p> <p>\$122 640</p>	59% of students achieved expected growth in reading. 60% of students achieved expected growth in writing. Numeracy results surpassed this goal with 69% of students achieving expected growth.
<ul style="list-style-type: none"> • Increase percentage of students in top two bands in reading, writing and numeracy by 8%. 	<p>Reading Eggs</p> <p>\$6366</p> <p>Maths Resources \$2000</p> <p>Writing and Mathematics Enrichment groups</p> <p>\$30 000</p>	Over the last three years NAPLAN results have demonstrated an increase in student performance with the number of students in the top two bands growing. Year 5 reading results showed an increase from 19% of students in the top two bands in 2015 to 25%. In writing 11% of students achieved the top two bands compared to only 6% in 2015. The largest improvement was in Numeracy where 17% of students achieved the top two bands compared to 8% in 2015. Year 3 results show significant improvement with 35% of students in the top two bands for reading compared to only 27% in 2015. In Numeracy, results have improved from 21% to 23%. The most impressive growth is in the area of writing, where 51% of students were in the top two bands compared to only 37% in 2015.

Next Steps

- Increase the provision of professional learning focused on evidence based teaching strategies in literacy and numeracy, to ensure all staff K–6 develop increased skills and knowledge.
- Provide ongoing professional learning to all staff in the Literacy and Numeracy progressions, PLAN 2 and how these can be used to inform the teaching and learning cycle..
- Monitor induction procedure to ensure increased engagement by staff.
- Provide ongoing professional learning for leadership development to both current and aspiring leaders.
- Extend mentoring to all beginning and early career teachers and provide additional professional learning matched to identified needs strengthening evidence.
- Collect before and after work samples / assessment data to determine impact of professional learning for student outcomes.
- Embed reflection on current and future practice into professional learning evaluations.



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

Assistant Principals and Instructional Leaders have had mentoring sessions with classroom teachers in their stages. Teachers believe that mentoring and classroom observations assist their teaching and professional learning. Some Assistant Principals were able to mentor more consistently than others.

Professional learning takes place through stage meetings, K–6 meetings/staff development days and mentoring sessions.

100% of teachers had a Professional Development Plan (PDP). 89% of teachers achieved one or more of their set goals. 93% of teachers had goals that were being carried over into 2018.

56% of teachers believe school leaders have provided them with useful feedback about their teaching as opposed to 71% in 2016; 58% of teachers believe leaders have helped them improve their teaching as opposed to 74% in 2016; 44% believe leaders have taken time to observe their teaching as opposed to 66% in 2016 and 60% of teachers have received helpful feedback from other teachers about their teaching as opposed to 70% in 2016.

The Teacher Induction Schedule is documented with specific time frames and outcomes to be implemented for all new staff. This has been inconsistently implemented throughout 2017 due to staffing changes.

2017 has seen a large staff turnover, especially in the executive roles, due to promotion and retirement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Performance Development Matrix (PDM) indicates the following growth: <ul style="list-style-type: none">• Induction programs from Level 3 to Level 4	Nil cost	Approximately 55% of teachers align their judgement with Level 3 indicating the school has a comprehensive set of induction materials and conducts induction programs for most teachers.
PDM Indicates: <ul style="list-style-type: none">• Teacher individual professional learning plans from Level 2 to Level 3	In school support and mentoring Nil cost	Approximately 60% of teachers align their judgement with Level 3 indicating the school has current professional learning plans for all teachers that are updated every year.
PDM indicates: <ul style="list-style-type: none">• Belief the school has a performance development culture from Level 3 to Level 4	In school support Nil cost	Approximately 49% of teachers align their judgement with Level 3 indicating majority of teachers have a current learning plan which is updated every year, there is a well defined process for professional learning and there is a link between individual plans and school priorities.
<ul style="list-style-type: none">• Evidence from the PDP process indicates 80% of teachers feel their individual learning plan targets have been met	Professional Learning Elective afternoons Nil cost	Approximately 90% of teachers indicated that they had met one or more individual learning plan targets. 93% of teachers indicated they had goals that would be continued into 2018.

Next Steps

- Differentiated teacher mentoring each term focusing on explicit teaching/programming/data analysis.
- Availability of mentors to all teachers and assigned time for support.
- PDP's collaboratively written with and monitored by supervisors. Observations are undertaken, explicit feedback is given and reflections are discussed with a goal for future directions.
- Induction process implemented, reviewed and regularly monitored
- Utilise grade meetings to focus on targeted professional learning.
- Identify and draw on the expertise of staff to further develop the professional community.
- Teachers work collaboratively in grade and stage teams with a main focus of improving teaching and learning.

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 collaborates and is consulted on strategic school programs, adding significance and cultural awareness to the education of all students.

Overall summary of progress

Subscriptions to Skoolbag continued to steadily increase. Encouragement to download the Skoolbag app will continue for new families, being advertised in the school newsletter and at enrolment meetings.

MGoals (Worimi digital resource) continues to grow and as the resources increase, teachers and students are using MGoals more frequently with the support of our new Aboriginal Education Officer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 10% increase of subscriptions to the 'Skoolbag' app by parents per term	<p>\$28 400 community engagement officer</p> <p>\$776 annual fee for Skoolbag</p>	<p>692 people have downloaded the skoolbag app and regularly access this. 550 families are represented.</p> <p>Since 2015 there have been 55 886 hits, 4083 hits were in a 60 day period.</p> <p>A community engagement officer is employed 2 days a week to use multi media for engaging and communicating with the community.</p>
<ul style="list-style-type: none">• 10% increase in additional resources added to the Worimi digital cultural resource site by the end of 2017	Nil fee	<p>Additional video uploads approved by the local Aboriginal Education Consultative Group (AECG). The school's 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.</p>
<ul style="list-style-type: none">• OT/Speech interventions in place for identified Kindergarten students.	\$8181.80	<p>The 10 week intervention program 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.</p> <p>Some families continued to engage in private therapy.</p>

Next Steps

- Further actions taken to encourage parents to participate in the Tell Them From Me survey.
- Continue OT/Speech support for Kindergarten students as a means of early intervention.
- Continue developing Worimi teaching resources.
- Strengthen connections with the community through the launch of KidsMatter. Apply recommendations from Module 1 to build a more positive school environment.
- After extensive evaluation and consultation with students, parents and teachers the focus of the third strategic direction has shifted for 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Cultural Awareness</p> <p>Education \$1 500</p> <p>Breakfast Club \$1 000</p> <p>MGoals and PLP's \$18 000</p> <p>Naidoc Celebrations</p> <p>\$6 000</p> <p>Individual Learning Support for Aboriginal Students</p> <p>\$34 000</p> <p>Quick Smart /student support</p> <p>SLSO \$23 000</p> <p>Wellbeing support / transitions \$6 200</p> <p>Aboriginal Education Officer wage</p>	<p>Programs were developed to enrich the understanding of Aboriginal culture through initiatives such as Aboriginal Cultural Awareness Tours, coastal walks and Amaroo cruise tours. All participants gained a greater respect and understanding of Worimi culture.</p> <p>The mGoals program continued to build connections between community and schools in support of Aboriginal culture and education.</p> <p>All Aboriginal students have Personalised Learning Plans (PLP's) which support students to succeed in all areas of school life.</p> <p>Aboriginal students received one to one and small group explicit teaching which resulted in an improvement in their literacy and numeracy outcomes.</p> <p>Quick Smart Mathematics program supported 21 Aboriginal students in grades 4–6 to target identified needs. All participants had a growth from between 10 to 40%.</p> <p>The Chaplaincy program was extended to offer wellbeing support to students. This resulted in students becoming more able to self regulate their behaviours which in turn had a positive impact on their daily school life.</p> <p>The Aboriginal Education Officer (AEO) worked closely with teachers to develop culturally appropriate resources and programs. Support was provided to students and their families.</p>
English language proficiency	\$1 895.92	Funds combined with other equity funds to hire additional learning and support staff to provide individualised intervention for targeted students.
Low level adjustment for disability	<p>Learning support teachers and SLSOs</p> <p>\$97 507</p>	Personalised Learning and Support Plans (PL&SPs) were developed to support the needs of 60 students. The students were identified through the NCCD process. SLSOs provided in class and small group targeted literacy and numeracy support. This resulted in a reduction in the bottom two bands for NAPLAN. Structured activities were provided to students on the playground to build relationships and social skills, resulting in a reduction of behavioural incidences on the playground.
Quality Teaching, Successful Students (QTSS)	QTSS full time equivalent position allocation was supplemented by school funds.	Assistant Principals were allocated time to mentor, assess and provide feedback to teachers which resulted in enhanced classroom practice.
Socio-economic background	<p>Additional Learning Support Intervention \$161 300</p> <p>QTSS mentoring supplement</p>	Teachers were employed to support targeted students K–6 with explicit teaching strategies which resulted in significant student growth in Literacy and Numeracy.

Socio-economic background	<p>\$113 050</p> <p>DP relief \$36 530</p> <p>Enrichment Support</p> <p>\$30 000</p> <p>Nutrition Kitchen Garden specialists</p> <p>\$40 000</p> <p>Community Engagement Officers \$28 400</p> <p>Student Leadership</p> <p>\$1 200</p> <p>Student Assistance \$3 000</p> <p>School bus \$4 000</p> <p>Kindergarten speech and occupational therapy support</p> <p>\$8 200</p>	<p>Quality Teaching, Successful Students (QTSS) FTE was supplemented with school funds to release Assistant Principals throughout the week. This provided mentoring and feedback to teachers to enhance classroom practice.</p> <p>Deputy Principals monitored attendance, personalised learning plans, student wellbeing and professional learning to support learning and engagement.</p> <p>Targeted students (47) participated in a Mathematics enrichment course to further refine problem solving skills through a highly structured six step method. Targeted students (44) participated in a writing enrichment course where they were required to work through the writing process, respond to constructive feedback and extend their knowledge of writing conventions.</p> <p>Food and nutritional education was delivered through the Kitchen Garden Program. This resulted in increased knowledge of food science and nutrition for students in Stage 2 and 3.</p> <p>A Community Engagement Officer was employed to network and build relationships within the community through multi-media and other communication sources.</p> <p>Student leaders (26) engaged in high quality professional learning which enhanced their leadership and public speaking capacity.</p> <p>Subsidy of the school bus supported students to engage in a broad range of extra curricular activities in our local community.</p> <p>School funds secured Speech Pathologist and Occupational Therapist support to identify student needs. An explicit program of intervention was implemented and monitored over a ten week period. Significant improvements were evident.</p>
Support for beginning teachers	<p>Beginning Teacher</p> <p>\$15,760</p>	<p>Beginning teachers were mentored to critically reflect on individual teaching practice, to in turn improve the learning outcomes of students. Working towards accreditation was a high priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	385	400	391	388
Girls	332	357	370	377

Census data shows the year group with the largest enrolment in 2017 was Year 5 with 111 students. Year 3 had a similar enrolment with 110 in this year group and Year 6 with 109. There were 92 students in both Kindergarten and Year 1 which was the smallest year group. The average number of students per year group was 102. Since 2014, the school continues to have a larger number of boys enrolled.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	92	93.6	92
1	92.8	92.2	92.4	92.5
2	93.8	92.9	91.5	91.9
3	93.7	92.9	92.1	92.7
4	92.7	91.5	93.3	91.6
5	92.8	91.6	92.8	92.1
6	92.4	92	92.2	91.9
All Years	93.3	92.1	92.5	92.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 are developed in consultation with parents and carers to improve student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Head Teacher(s)	0
Classroom Teacher(s)	29.49
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	2.5
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1.5
School Administration & Support Staff	10.47
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017 Forster Public School had one Aboriginal Education Officer employed.

Forster Public School is involved in the Early Action for Success initiative. Two Instructional Leaders are employed 5 days a week.

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	7

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 2017. Teacher Professional Learning (TPL) took place throughout the year during:

- school development days;
- weekly K–6 or stage meetings; and
- training courses which were mostly offered offsite.

School Development Days

School Development 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;
- the process for referring students to the Learning Support Team;
- the 2015 – 2017 School Plan and milestones;
- analysing student writing samples for consistent teacher judgement and collaborative planning around where to next;
- developing a consistent school wide behaviour management strategy;
- Kids Matter introductory module and module one – Understanding Mental Wellbeing;
- use of the inquiry model with the History syllabus;
- redeveloped the History and Geography units to incorporate the 8 ways of learning;
- Healthy Staff, Happy Schools– mindfulness and well being; and
- CPR/Anaphylaxis practical training.

Afternoon Training Days

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

- the School Plan;
- School Excellence Framework and self evaluation;
- forward strategic planning;
- Work, Health and Safety;
- mandatory DET training – Child Protection;
- elective afternoon– staff were able to elect to attend professional learning sessions on topics such as; accreditation, technology and well being; and
- revisiting the school wide continuum of support for students.

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	670,882
Global funds	652,441
Tied funds	1,040,288
School & community sources	229,396
Interest	8,549
Trust receipts	19,547
Canteen	0
Total Receipts	1,950,221
Payments	
Teaching & learning	
Key Learning Areas	61,497
Excursions	124,536
Extracurricular dissections	45,821
Library	13,138
Training & Development	4,789
Tied Funds Payments	798,453
Short Term Relief	89,763
Administration & Office	73,558
Canteen Payments	0
Utilities	68,728
Maintenance	44,220
Trust Payments	15,389
Capital Programs	35,000
Total Payments	1,374,892
Balance carried forward	1,246,212

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

	2017 Actual (\$)
Opening Balance	0
Revenue	1,371,239
Appropriation	1,267,390
Sale of Goods and Services	1,030
Grants and Contributions	102,254
Gain and Loss	0
Other Revenue	0
Investment Income	565
Expenses	-630,043
Recurrent Expenses	-630,043
Employee Related	-405,765
Operating Expenses	-224,277
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	741,196
Balance Carried Forward	741,196

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,529,590
Base Per Capita	122,609
Base Location	8,182
Other Base	4,398,799
Equity Total	934,559
Equity Aboriginal	146,986
Equity Socio economic	435,617
Equity Language	514
Equity Disability	351,442
Targeted Total	1,110,276
Other Total	920,102
Grand Total	7,494,528

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

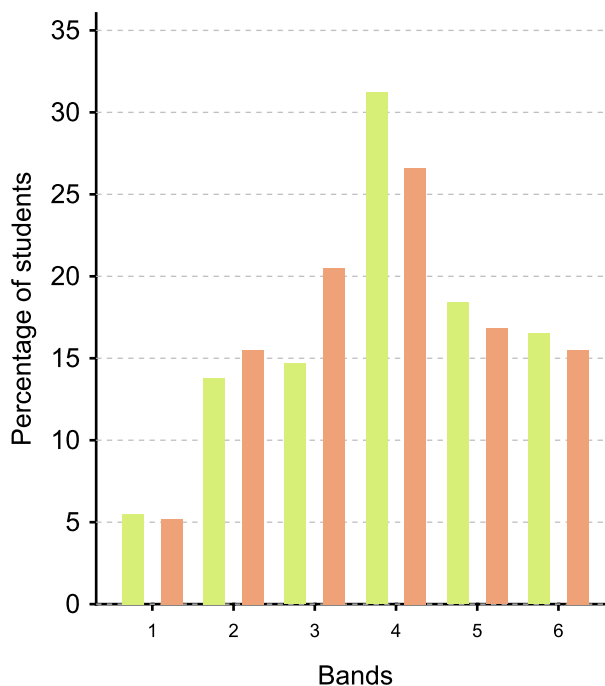
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Forster Public School has been involved in the Early Action for Success (EAfS) initiative since 2014. Instructional Leaders support teachers to improve student outcomes in Literacy and Numeracy. Year 3 is the first grade to complete NAPLAN since the schools involvement in EAfS.

Over the last three years NAPLAN results have demonstrated an increase in student performance with the number of students in the top two bands growing. Year 5 reading results showed an increase from 19% of students in the top two bands in 2015 to 25% in 2017. In writing 11% of students achieved the top two bands compared to only 6% in 2015. The most impressive growth is in the area of writing, where 51% of students were in the top two bands compared to only 37% in 2015.

NAPLAN growth data measures student achievement growth from Year 3 to Year 5. In 2017, 59% of students achieved expected growth in reading. 60% of students achieved expected growth in writing.

Band	1	2	3	4	5	6
Percentage of students	11.9	11.9	15.6	13.8	25.7	21.1
School avg 2015-2017	8.4	11.1	22.9	22.7	16.8	18.1

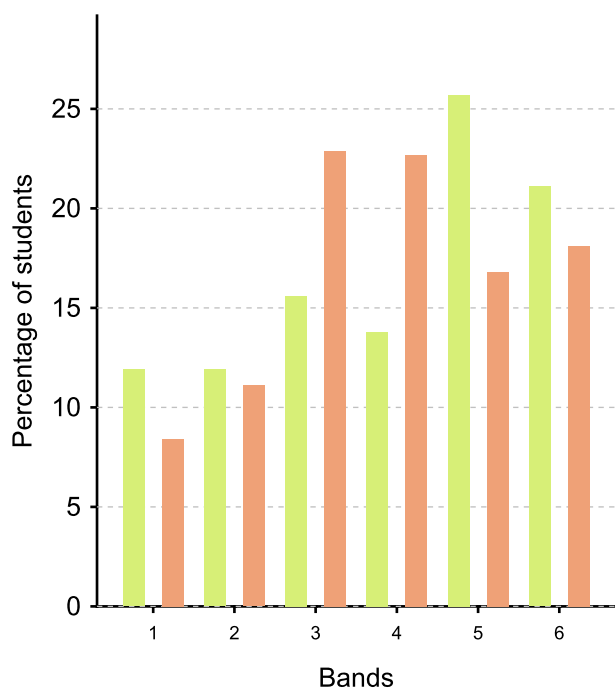
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

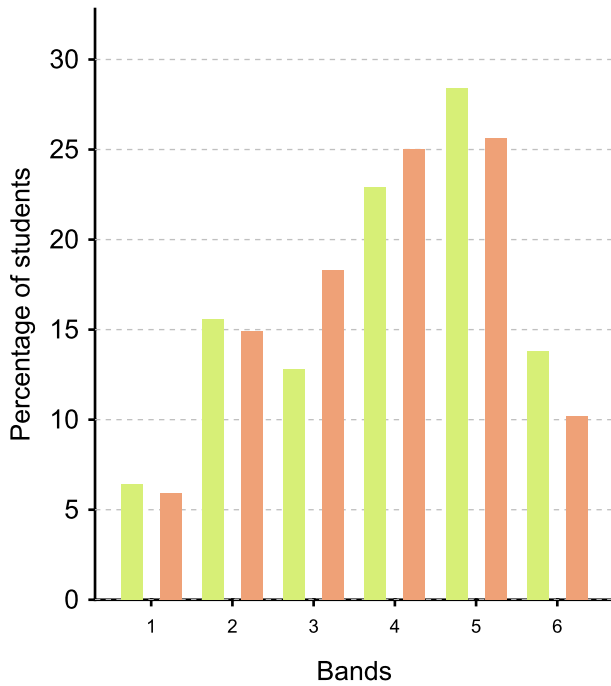
Band	1	2	3	4	5	6
Percentage of students	5.5	13.8	14.7	31.2	18.4	16.5
School avg 2015-2017	5.2	15.5	20.5	26.6	16.8	15.5

Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

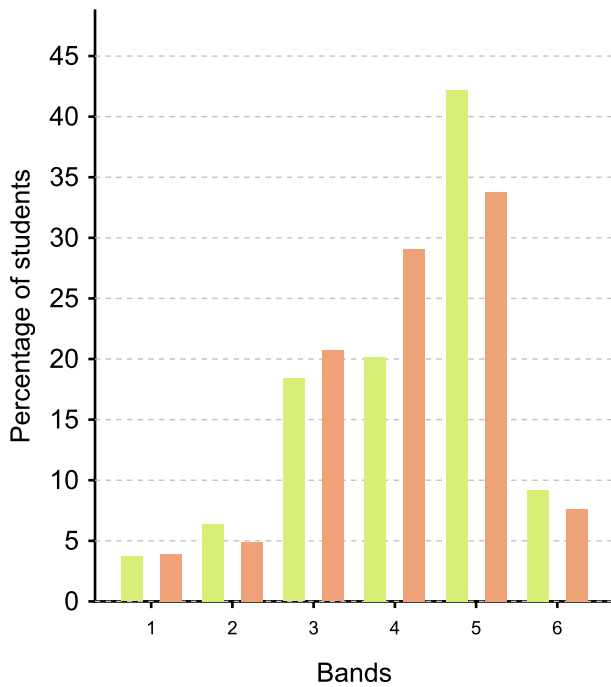
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.4	15.6	12.8	22.9	28.4	13.8
School avg 2015-2017	5.9	14.9	18.3	25.0	25.6	10.2

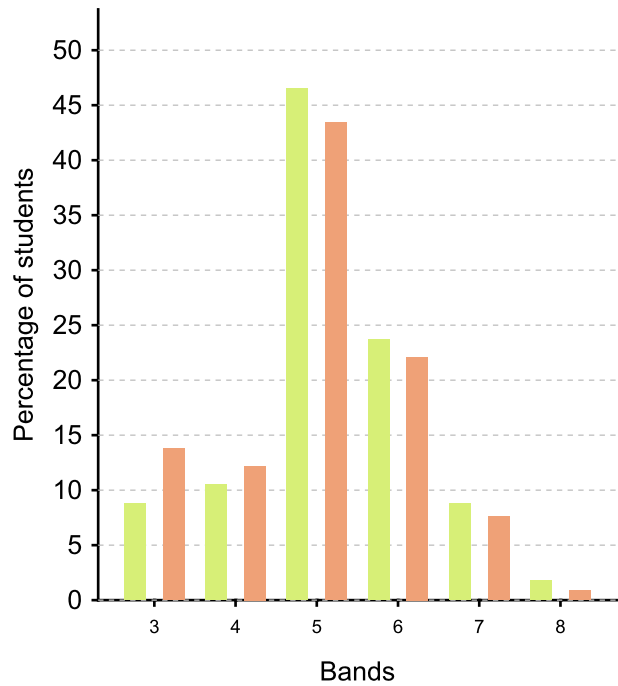
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.7	6.4	18.4	20.2	42.2	9.2
School avg 2015-2017	3.9	4.9	20.7	29.1	33.8	7.6

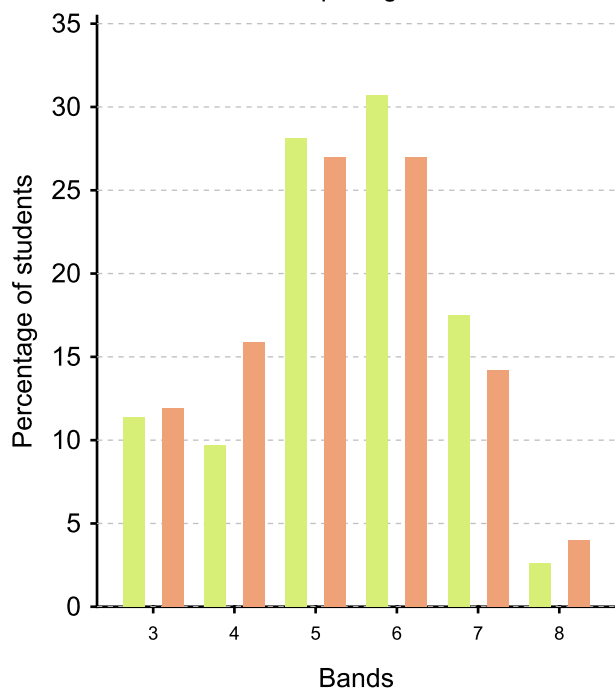
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	8.8	10.5	46.5	23.7	8.8	1.8
School avg 2015-2017	13.8	12.2	43.4	22.1	7.6	0.9

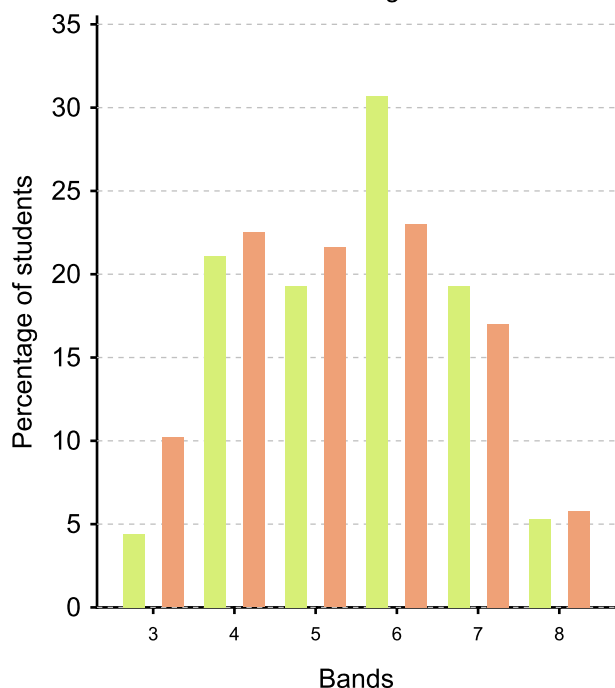
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.4	9.7	28.1	30.7	17.5	2.6
School avg 2015-2017	11.9	15.9	27.0	27.0	14.2	4.0

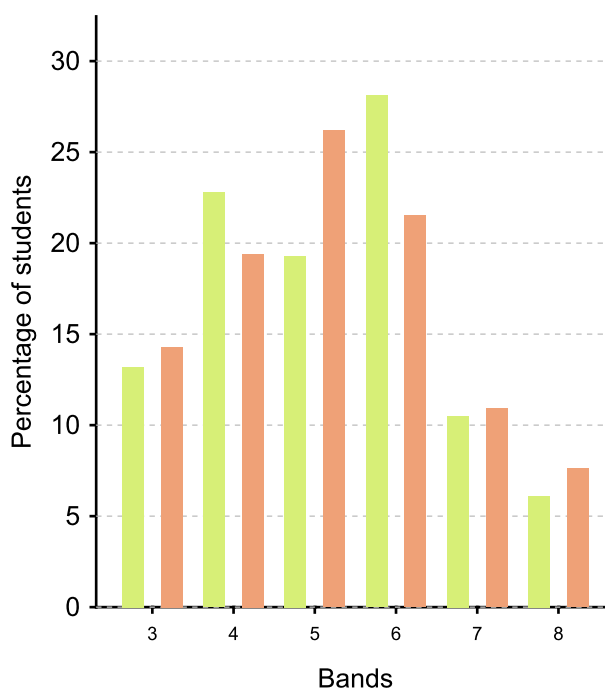
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	4.4	21.1	19.3	30.7	19.3	5.3
School avg 2015-2017	10.2	22.5	21.6	23.0	17.0	5.8

Percentage in bands:
Year 5 Grammar & Punctuation

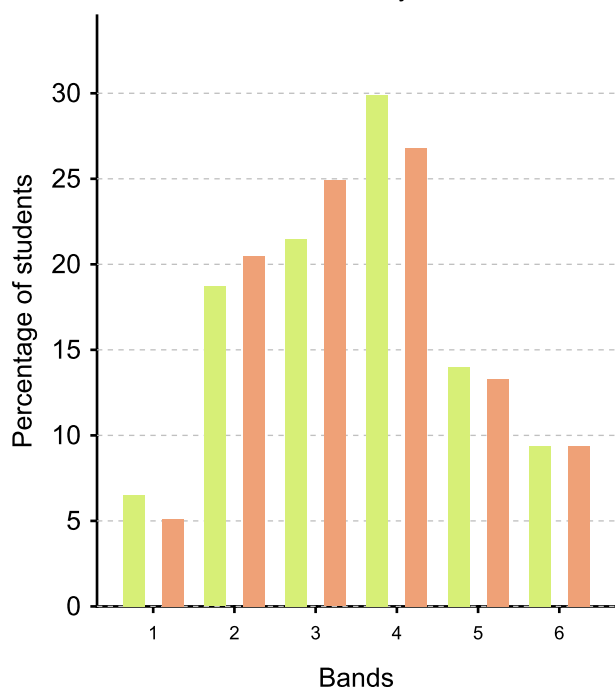


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	13.2	22.8	19.3	28.1	10.5	6.1
School avg 2015-2017	14.3	19.4	26.2	21.5	10.9	7.6

A large improvement was evident in Numeracy where 17% of students achieved the top two bands compared to 8% in 2015. Year 3 results show significant improvement with 35% of students in the top two bands for reading compared to only 27% in 2015. Numeracy results show 69% of students achieved expected growth from Year 3 to Year 5.

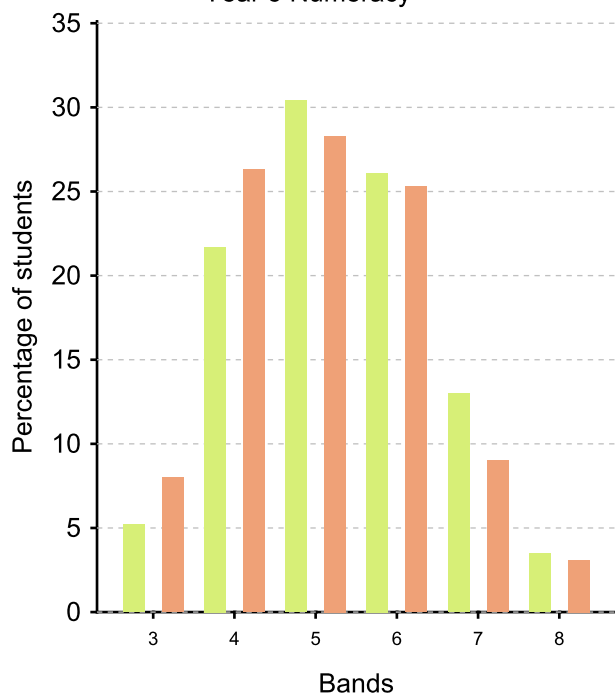
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.5	18.7	21.5	29.9	14.0	9.4
School avg 2015-2017	5.1	20.5	24.9	26.8	13.3	9.4

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	5.2	21.7	30.4	26.1	13.0	3.5
School avg 2015-2017	8.0	26.3	28.3	25.3	9.0	3.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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.

Student Results

Three key findings included:

- students' positive sense of belonging rated below the state norm at 72%;
- students' interest and motivation in their learning rated below state norm at 70%; and
- students reported that the level of challenge in their learning environment did not always match their skill level. Students who did feel there was a match represent 36% of the cohort which is below state norm.

Parent Results

Three key findings included:

- 91% of parents felt teachers take into account their child's learning needs, abilities and interests;
- 85% of parents felt teachers help students develop positive relationships; and
- 88% of parents felt teachers have high expectations for students to succeed.

Teacher Results

Three key findings included:

- teachers feel that school leaders need to take more time to observe their teaching;
- teachers feel that school leaders provide some useful feedback about their teaching; and
- teachers feel that school leaders have somewhat improved their teaching.

Overall Summary of Results

The Tell Them From Me survey indicates that overall the school is performing at a level closely aligned to state norms. It is noted that an additional survey was given to parents as the response to the TTFM survey was not as large as previous years. School Leaders spoke with parents in the morning and afternoons to gather responses. The school will explore strategies to increase parent engagement for 2018. Throughout 2018 the school will capitalize upon the positive work done in 2017. Continued areas of focus will be communication with all stakeholders, teacher professional learning and in class observations/support, student and staff wellbeing, student engagement through differentiation, engaging lessons and explicit feedback.

meetings. Targeted projects have supported Indigenous students throughout the year. Examples include:

- enhancing school transition points;
- engagement with Better Learning, Better Communities to enhance transition into High School and to provide tutoring support to Stage 3 Aboriginal students;
- collaborative teacher planning to embed the 8 ways of learning pedagogy throughout units of work;
- a strong focus on attendance, engagement, high expectations and self-regulation;
- implementation of successful programs such as Quick Smart Mathematics and Tutor Reading Programs which supported specific interventions for both literacy and numeracy improving student confidence, skills and capacity with reading strategies, comprehension and automatic recall of number facts;
- personalised learning plans were in place for all Aboriginal Students with specific goals to improve learning outcomes;
- girls and boys groups which ran with the support of local Indigenous community members. These groups provided the opportunity to build cultural awareness through a mentoring structure to students from Years 4–6.;
- a K–6 girls group being formed to learn traditional dance which was showcased during NAIDOC celebrations; and
- the expansion of mGoals, enabling Aboriginal students in our school to upload special information about projects, performances and local cultural knowledge.

Multicultural and anti-racism education

Multicultural Education and Anti-racism

Teaching and learning programs are in place to develop intercultural understanding, promote positive relationships and enable students to participate as active Australian and global citizens. Teachers deliver inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. Additional to the syllabus outcomes achieved, students participated in activities that promoted multicultural education and anti racism. NAIDOC Week celebrations offered opportunities for students to engage in Indigenous culture through art work, dance and storytelling. Harmony Week experiences enriched Multicultural education through the celebration of diversity and enhancing the sense of belonging for all cultural groups.

Other school programs

Band and Choir



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. Staff representative regularly attend AECG

Forster Public School has two bands, the training band and the concert band. Approximately thirty-four students engage in the band program. It has been a year of transition as two new conductors stepped up to take on the challenge of this exciting school program.

In Semester 1, the Concert Band continued to learn new pieces and increase musical skills. They also performed at several important assemblies and events such as Education Week, Grandparents Day, Anzac Day and aged care facility tours. The training band learnt to read music and play an instrument with a choice of instruments such as, the flute, clarinet, saxophone, percussion, trumpet, cornet, keyboard and euphonium. The two bands attended several workshops with students from other local schools. These workshops have been well received amongst band members and have been an excellent learning opportunity for the students and teachers. They are planned to occur each term in 2018. In Term 4 the bands combined together in preparation for 2018.

The conductors attended training sessions and workshops to increase their skills and to help guide future direction of the band. They also recently joined the local community band and are committed to creating community links so that band members can have musical opportunities beyond primary school.

The primary choir consists of students from Years 3 to 6. They practice each Monday, showing commitment by attending during their lunch break for rehearsal. These sessions include a routine of physical, vocal and breathing warm ups before the choir move onto learning new pieces. The choir also meet on Friday mornings for an informal choir practice, to consolidate skills learnt. The choir have had many opportunities to perform through assemblies, school events such as Grandparents Day, pop-up playground performances, Education Week at Stockland Shopping Centre and aged care facility tours. This year, two new conductors have taken over the choir and have enjoyed the challenge of teaching and tutoring. The conductors also had the opportunity to receive some professional development which will help guide and support the choir in 2018.

Mathematics Enrichment Program

The Mathematics Enrichment Program provided the opportunity for forty-seven students across Stages 1, 2 and 3 (15, 15 and 17 respectively) to participate in a challenging course designed to develop problem solving skills using mathematics learnt in their usual classroom. The problem solving approach was a highly structured six step method, focused on developing a range of strategies to enable a student to confidently approach difficult mathematical challenges.

Students in the Stage 3 course used this approach to participate in the Australian Maths Trust Mathematics Challenge, with some of these students progressing to the Australian Maths Trust Enrichment Stage. In the Challenge ten students scored a result of ten or greater

out of a possible 16 marks, two students achieved a distinction and 7 more students achieved a credit.

Eight students progressed to the very challenging Enrichment Stage, working on eight difficult problems over sixteen weeks. The students needed to show diligence, determination, patience, creativity, logic and skill/knowledge to solve these problems. Two students achieved distinctions and two students achieved a Credit.

Writing Enrichment Program

From Stages 1, 2 and 3, forty-four students (16, 14 and 14 respectively) participated in the Writing Enrichment Program during Terms 2 and 3. This course provided talented and enthusiastic writers the opportunity to develop their writing skills in an environment of supported development.

Students in all stages were required to develop ideas into polished writing texts through a process of planning, reflection, editing, drafting and publishing. At each stage students were required to respond to constructive feedback – both peer and teacher – to improve their text, cognisant of the success criteria detailed at the beginning of each task.

Without exception, all students enthusiastically embraced this opportunity and worked assiduously to improve their writing. Many fine texts were produced, with significant improvements for most students in the use of language conventions, text structure, audience engagement and writing stamina.

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 each grade deciding how to share their allocation. A catalogue of available apps, which are regularly updated, 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 35 HP computers at the beginning of Term 4. We purchased an additional 6 notebooks to replace out of date equipment that are available for staff use. We are also in the process of updating all computers in the school from Windows 7 to Windows 10. During Semester 2 we began the process of setting up a robotics program that will complement the coding lessons introduced to Years 4, 5 and 6 during the year. It is anticipated that in 2018, Robotics lessons will be available for all classes to access from Kindergarten through to Year 6, including classes from

the Support Unit. The Robotics kits will include Ozobots, Spheros, Mbots and Vex Robotics kits.

the early years of schooling K–2.

Early Action for Success

Early Action for Success completed its fourth year of implementation. The main aim of the initiative is to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. It aims to ensure that every student leaves Year 2 achieving stage appropriate outcomes, particularly in reading, writing and numeracy. K–2 staff focus on continually developing their skills and knowledge in teaching and assessing literacy and numeracy.

Staff have engaged in the Language, Learning and Literacy (L3) program, enhancing the teaching of balanced reading and writing sessions. Four teachers in Early Stage 1 graduated from the 2 year professional training in L3. Three teachers commenced training in Stage 1 L3 professional learning. K–6 teachers focus on continually developing their skills to use the Literacy and Numeracy Continuums to plot, monitor and drive teaching and learning.

Five weekly data analysis informed classroom practice and directed professional learning. Students who required additional support were identified and tailored programs to meet students' specific needs were implemented. Approximately 90 students across Kindergarten to Year 2 accessed tiered intervention programs throughout the year. The Instructional Leaders 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.

Monitoring of student learning against the literacy and numeracy continuums showed reading as a strength, relevant to writing and numeracy achievements. In Kindergarten, 40% of students achieved end of year expectations in reading and 44% in writing. 68% of Year 1 students achieved grade expectation in reading and 37% in writing. 69% of Year 2 students were at grade expectation in reading and 42% achieved end of year targets in writing.

Numeracy will be an area for further refinement in 2018. The end of year targets for Kindergarten and Year One are measured in the area of early arithmetic strategies (EAS). 97% of Kindergarten students achieved end of year benchmarks. 53% of Year One students achieved end of year targets for early arithmetic strategies. Year 2 benchmarks reflect students growing knowledge and are measured in place value understanding. 37% of students in Year 2 reached the target in this area.

Key features of Early Action for Success include:

- instructional leadership;
- personalised learning;
- assessment for learning;
- targeted interventions; and
- high quality professional learning with a focus on

Support Unit

The Support Unit has continued busy operation with five support classes operating to full capacity.

Technology is integrated into all aspects of the teaching and learning programs in the IO/AU and IO/IS classes. iPads for each class, enable students to work in small groups with new Apps to further develop literacy, numeracy and communication skills. They are extremely motivating for everyone! Teachers continue to provide excellent Personalised Learning Programs (PLPs) for all students.

Students in the Multi-Categorical class integrate into mainstream classes for a large part of the day and are supported as required in accessing learning across the Key Learning Areas. All students, including those who reverse integrated throughout the year, have been provided support with their Personalised Learning Programs.

The IM class consists of 18 students. Integration to mainstream classes has continued to address specific KLAs and to promote positive relationships between students and an increased understanding of students with disabilities. In Semester 2, the Year 6 students focused on developing skills for completing assignments in high school by studying specific science topics. There was a significant social skills program operating all year, to build resilience and self-regulation in various settings across the school.

All students continued to take part in whole school activities such as sport, assemblies, excursions, intensive swimming programs and the school merit system. Last year we held the inaugural local Athletes with Disabilities (AWD) athletics carnival with schools in our Learning Community participating. It was a great success. The school's buses enabled students to access a range of activities in our community and helped students with disabilities to learn vital life-long skills.

In 2017, 19 support students represented the school at the Regional AWD Athletics. Nine Students qualified for State Athletics Carnival at Homebush in October. Three students went on to represent the school at the National Pacific Games. Ten students represented at zone cross country, in Wingham. Three students went on to represent the school at the State cross country. One student was successful at the zone swimming and represented at the State swimming championships. This student won a major sporting award for Hunter region, for representing in three different events for

Athletes with Disabilities.

Transition programs from early childhood settings to school and from Year 6 to Year 7 ensured students and families were supported and had a better understanding of their new setting.

Both buses continue to aid students in the Support Unit, but also students across the whole school to take part in sporting activities and interest groups.

We are very proud of the determination and courage all students in the support classes display and all academic achievements are regularly celebrated, regardless of how big or small.

Learning Support Team

The Learning and Support Team (LaST) is made up of a group of teachers and School Counsellors 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, working to provide timely and flexible support to students and families.

Our Learning and Support Team (LaST) expanded in 2017. Support is 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 LaST Team work closely with classroom teachers and executive staff to improve individual outcomes by supporting both students and teachers.

Kitchen Garden Program

From humble beginnings with a few garden pots in 2006 to being officially launched as a Stephanie Alexander Kitchen Garden Program in 2009 we are currently in our ninth year of operation. 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

pollination. 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.

The Kitchen Specialist and Garden Specialist attend networking and professional development with the Stephanie Alexander Kitchen Garden Foundation annually to keep the high level of enthusiasm and innovation moving forward. The specialists also continue to endeavour to integrate our program into key learning areas back in the classroom.

Koori Breakfast Program also continues to be supported by the Kitchen Garden Program. The programs home style kitchen provides a warm, nurturing environment for our Indigenous students to meet and socialise with elders over breakfast. Around 30 children participate in this program every Monday.

The Kitchen Garden Program actively fosters parent and community involvement. Friends of the Kitchen Garden Program community grow every year. Relatives or community representatives who volunteer with the children in Stage 2 are often still volunteering until those children leave for high school. This level of community support is not only essential for the operation of the program, the children also form special relationships with elders which both parties mutually benefit from. By working in small groups with helpers the students not only have a productive hands on experience, it leads to the sharing of knowledge between the different generations which is invaluable. Parent engagement is considered a critical factor affecting the success of individual students and the school environment this fantastic program plays a big role in this area attracting around 100 volunteers per fortnight that wouldn't otherwise be engaged in other school activities.

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

The program continues to be actively supported by local businesses and local community members with the donation of goods and services. These partnerships foster long term relationships with the school which are also very mutually beneficial.

Sport

In 2017 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 2017 included:

- three students represented the Hunter Region in touch football;

- five students represented the Hunter Region in swimming;
- fourteen students represented the Hunter Region in athletics;
- eight students represented the Hunter Region in cross country;
- nine students represented the Hunter Region in Athletes with Disabilities (AWD) athletics;
- six students represented NSW in AWD athletics;
- one student represented in AWD national athletics;
- two students represented the Hunter Region in tennis;
- two students represented in State rugby league;
- five students represented the Hunter Region in rugby league; and
- five students represented the Hunter Region in swimming, including the boys' senior relay team.

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