

# Fort Street Public School Annual Report



2017



1937

## Introduction

The Annual Report for 2017 is provided to the community of Fort Street 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.

Michele Peel-Yates

Principal

### School contact details

Fort Street Public School

Observatory Hill

Sydney, 2000

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# School background

## School vision statement

‘Success Through Diligence’

Our school values the opportunities that diversity affords and the pursuit of excellence in all fields. Our school learning community ethos is to:

- Continually strive to provide opportunities for students, parents and staff to be active, creative and confident individuals.
- Ensure we encourage, support and provide opportunities for the lifelong learner.
- Commit to continually improving the teaching pedagogies of all staff through collaboration, professional development, communication and consistency.
- Ensure the educational landscape provides a rich, supportive and dynamic environment that meets the needs of today’s students and tomorrow’s decision makers.

## School context

### A tradition of excellence

Fort Street Public School is situated in a rich geographical location surrounded by significant natural and historical features. Located within Sydney’s CBD, Fort Street enjoys a unique environment atop Observatory Hill. The school of 187 students K to 6 serves a culturally diverse and educationally aware community and continues to experience rapid growth in line with the expansion of family inner city living. Established in 1842 as the first model school in NSW, Fort Street has a proud tradition of providing quality education to students from Kindergarten to Year 6. The school pursues both academic excellence and the nurturing of the critical, creative communicator by providing high-interest programs through the Arts, Sport, Public Speaking & Debating, Chess and Languages. The school also offers a rich, innovative STEM program that incorporates a diverse level of technology.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated ‘excelling’ in nine out of fourteen target areas (SEF Version 1) including the areas of ‘leadership’, ‘learning culture’, ‘curriculum and learning’, ‘assessment and reporting’, ‘effective classroom practice’ and ‘professional standards’. All other areas were assessed as being ‘sustaining and growing’.

Our self-assessment and the external validation 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

### Creating a High Performing & Dynamic Learning School

#### Purpose

Developing teacher expertise through purposeful collaborative inquires and a learning culture of high expectations, as reflected in a shared language of learning. To provide inspiring, innovative, authentic learning experiences and to ensure every student is the driver of their own learning.

#### Overall summary of progress

In 2017, Fort Street Public School strengthened school wide, collective responsibility for student learning and success through the continued implementation of whole school professional development on Visible Learning (John Hattie 2011). As a result, teacher understanding of learning intentions and success criteria were deepened, as seen through 'Bump It Up Walls' in every classroom for school target areas. The development of a whole school approach to fostering the cognitive and emotional wellbeing of students was seen through the schoolwide implementation of the 'Learning Pit' (James Nottingham's Learning Pit 2010). This framework supports students by promoting challenge and inquiry and student ownership through the development of a shared language about learning, planning, reviewing and metacognition.

Through shared analysis, moderation activities, collaborative planning and professional learning, data continued to be used to develop and monitor school targets. This included whole school data analysis of NAPLAN results to celebrate successes, to identify areas of focus and to evaluate school programs. Through the development of data flowcharts, explicit connections were made for teachers between department targets, school targets and data gathered on their students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value add to current level of student achievement in Numeracy and Literacy as measured by PLAN data and other standardised assessment data.	\$4,000	The data collection and analysis will be carried out at the end of Semester One in line with the time of data collection in 2017.
Increase the percentage of students achieving in the highest two bands for Literacy and Numeracy as indicated in NAPLAN	\$20,000	From 2016 to 2017 the number of year 3 students increased by the following percentages in each key area as outlined below:  Numeracy: 16.6%  Data, Measurement, Space & Geometry: 50%  Numbers, Patterns & Algebra: 25%  Reading: 75%  Writing: 26.7%  Spelling: 12.5%  Grammar and punctuation: 4.1%

#### Next Steps

The 'Visible Learning' project of 2017 is ongoing in 2018. The Project will aim at deepening understanding of the

following Visible Learning elements: Learning Intentions, Success Criteria and Feedback Loops to improve student learning outcomes. The project objectives will work toward achieving a whole school approach to develop rigorous and standardised teaching practice, and to strengthen formative assessment across the core programs of English, Mathematics and Science.

#### Data Skills and Use: Learning Progressions– Project 2 2018

The project 'Data Skills and Use' is ongoing and aimed at maximising student outcomes through shared analysis, moderation activities, collaborative planning and professional learning. Data will continue to be used to develop and monitor school targets.

In 2018 the focus for teachers will be on developing understanding and confidence to use the ACARA Literacy and Numeracy Learning progressions in readiness for mandatory implementation in 2019. Through professional development, both departmental and school based, consistent teacher judgement will be strengthened to accurately monitor and track student progress using the learning progressions in Literacy and Numeracy.

## Strategic Direction 2

### Quality Leadership & Collective Capability

#### Purpose

Promoting and participating in teacher learning and development, demonstrating a strong instructional focus, is the leadership practice with the greatest impact on student outcomes (Centre for Education Statistics and Evaluation, November 2015). Our purpose is to nurture the academic, social, emotional and physical well being of all members of our school community.

#### Overall summary of progress

In 2017, quality leadership and collective capability was strengthened across the school in a number of ways.

For students, this involved leadership projects and explicit pathways to strengthen 'connectedness' across the school. As a result, student leadership initiatives established the 'Fab Friends' project and house meetings were augmented. (Eric to elaborate)

For teachers, the strengthening of instructional practices K–6 have been a key focus in 2017. Through the establishment of an instructional leadership role and the implementation of a formal Induction program, clear pathways for mentoring and opportunities for collaborative inquires have increased K–6. Flexible organisational practices have allowed for within, and across, stage collaborative programming, team teaching and in class professional development. 'Quality teaching, Successful Students' funding has also continued to build upon Fort Street's strong culture of trust and collaboration.

For all members of our community, feedback gained through the Tell Them From Me Surveys (TTFM) was collected and analysed in the areas of homework and learning. This information has been used to inform the next stages of our school plan to ensure all stakeholders have a clear voice in planning our shared school vision in target areas. (Eric to add?)

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students feel a sense of belonging and connectedness to their learning, their school and their community as measured by TTFM, and meet or exceed TTFM Norms.		Results from TTFM survey in 2017 indicated below state norm results for students 'sense of belonging'.
Consistent school-wide approach to wellbeing is achieved as evidenced through: <ul style="list-style-type: none"> <li>– clear behavioral expectations school-wide and at classroom level</li> <li>– equity in award system linked to Fab Five values</li> <li>– monitoring and tracking through LST</li> </ul>	\$1500 – class teacher professional learning  \$350 –resources for signage and reward cards	Clear behavioral expectations have been established school-wide in all outdoor areas. Behavioural expectations are clear in classrooms with 100% of classrooms linking expectations to class values.  Teachers and staff are working towards equity in the Fab Five system as evidenced through class monitoring charts.  Monitoring and tracking through the LST is a continued area of focus.
Buddy teachers are established on grade levels	inschool professional support	The Buddy Teacher program was strengthened this year through clear organisational management practices including flexible timetabling to create mentoring and coaching opportunities across the school.
Programs developed collaboratively within stages are evaluated termly using student	\$12,000– Casual relief for collaborative planning	Programs are developed collaboratively within stages are evaluated termly using student data. K–2 have implemented tiered interventions to support

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
data.		and extend student learning.
QTSS rounds are completed semesterly	\$30,000 –0.326 FTE teacher for Instructional leader	QTSS times have begun to support teachers K–6 to improve their practice building upon expertise in the school. The requests for demonstration lessons, team teaching opportunities and observations across & within stages reflect a culture of inquiry and collaboration.
Instructional leadership role is created	\$30,000 –0.336 FTE teacher for Instructional Leader	The Instructional Leadership role was created in semester two to support Induction processes and to maximise student learning through the implementation of the school plan.
100% of staff participate in professional learning focused on school targets	\$10,000 this total included additional funds from school & community sources	Through the strategic alignment of PDPs and school goals, teachers participate in and actively seek professional learning focussed on school targets.

## Next Steps

Our project of 'Collective Capability' is ongoing with the aim of strengthening a culture of continual improvement for all teachers, through explicit pathways of mentoring and mentorship across the school. For teachers, in 2018 the FSPS Induction program aims to develop and implement a collegial and structured Induction program unique to the schools context and to the needs of teachers. This involves highlighting and sharing school-based expertise and providing professional development in line with teacher goals and the schools vision.

For students and parents, ongoing reflection, consultations and evaluative processes aims to strengthen the partnerships between home and school.

School is for Me: Wellbeing Project

To target wellbeing, Fort Street PS staff analysed data, considered the community demographic and dynamics and devoted Professional Learning meetings to unpack what wellbeing is and how we can promote wellbeing at Fort Street PS. The elements of the Wellbeing Framework were unpacked by the staff during a series of PL workshops. The objectives were to deepen staff understanding, align the framework with wellbeing & PDH programs at FSPS and identify areas for improvement.

The school has a culture of reflecting and collaborating to target and refine school practices and procedures to ensure the best learning environment is provided for students (professional learning & stage meeting agenda). The TTFM Student Surveys' data is tracked and analysed twice a year. The staff target needs from this analysis and coordinate and track efforts (student wellbeing & connectedness project, professional learning & stage meeting agenda. 2015–2017 project schedule).

Where to next?

- Liaise with P&C to increase support services offered to parents.
- Use the Wellbeing Framework (NSW DoE) to create a more comprehensive and inclusive framework to support the cognitive, emotional, social physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- Creation and use of self-evaluation measures, e.g. K–3 Wellbeing Survey (as TTFM only covers Years 4–6), House Meet Surveys, to better understand whole-school wellbeing and initiatives.

## Strategic Direction 3

### Innovation In Practice

#### Purpose

The creation of innovative systems and practices is essential in order to align the nature and structure of school with contemporary culture. Our purpose is to engage all domains of the community to ensure our students become active, informed citizens who develop the mindfulness, confidence and skills needed to meet the expectations of society.

#### Overall summary of progress

In 2017 to ensure sustainability and an ongoing high level of parental engagement, the executive team set the goal of providing systems for clearer communication and increasing opportunities for the school community to provide constructive feedback on school practices and procedures.

As a result, the school trialled and then implemented a number of new systems and practices. These new system strengthened administrative practices in the provision of explicit information about the school's functioning to promote ongoing improvement. They also further supported staff with routine monitoring, evaluation and review processes. This enabled high community engagement to share information and to implement improved school-wide practices based on community feedback.

Through our 2017 student road safety project practices and processes have proven to be responsive to school community feedback in a number of ways. The aim of this project was to improve the safety and wellbeing, with a focus on road safety around school zones.

For students, this meant improved safety around school zones, extending to the wider community. For parents, procedures aimed to lessen anxiety for student safety, decrease the number of negative interactions between parents in vehicles and cyclists in the immediate area of the school zone. For teachers, the project aimed to lessen concerns for student safety. For community, our focus was on improved safety for cyclists in the immediate area of the school zone. This project reflected strongly how our processes and procedures supported clear communication and enabled constructive feedback from parents to be used to drive improvement measures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of parents access school communication services regularly	\$2000	97% of Parents use our communication services (Caremonkey)
50% of parents participate in school events	\$3,500	<ul style="list-style-type: none"><li>• 72% and above parent attendance at 'Meet the Teacher' Information Night and barbeque from Kindergarten to Year 4</li><li>• 100% feedback for new safety measures implemented for student dismissal</li></ul>
100% staff are confident users of school processes and DOE system requirements	\$2000 <ul style="list-style-type: none"><li>• ongoing 3rd party software purchase</li><li>• ongoing staff professional learning utilising staff expertise</li></ul>	100% Staff Manage online communication processes and data management (Caremonkey/SENTRAL)  100% Executive/Staff use DOE system requirements
TTFM 2017 surveys indicate higher than NSW Govt norm for Student Motivation and Engagement	\$12,000	FSPS prioritised wellbeing, particularly student engagement across the three areas identified by TTFM (Social, Institutional and Intellectual Engagement), many whole school initiatives and programs were started or augmented to lift students' sense of belonging and positive relationships. This combined effort led to improvements in wellbeing, as shown by TTFM Student survey analysis, with great gains that exceed State Norms in: (brackets State Norms)

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM 2017 surveys indicate higher than NSW Govt norm for Student Motivation and Engagement		Values School Norms 100% (96%) Participation in Sports 97% (55%) Interest 84% (78%) Victims of Bullying 27% (36%) The following are areas to work on: Effort 86% (88%) Skills Challenge 47% (53%)
Broaden the variety of extracurricular programs to meet the interests of our students	\$12,000	Our "Beyond the Curriculum" program encompasses a range of learning areas to spark and develop student interest with over 13 programs on offer before, during and after school. These program extend and compliment the day to day classroom programs.

## Next Steps

The two main projects of 2017, 'Student Safety' and 'Beyond the Curriculum' are ongoing. With adequate organisational structures in place, our strong culture of reflection and high expectations will ensure continual improvements and updates are responsive to community needs.

In 2018, in our endeavour to ensure our students become active, informed citizens the '4Cs: critical thinking, creativity, collaboration and communication' project will support the development of skills needed to meet the expectations of society.

The project aim is to implement a whole school integrated approach to the '4Cs' in which students participate in activities that require them to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	The school received \$641 in RAM funding	Aboriginal Student report reflects high growth in English and Mathematics in comparison with grade benchmarks.
<b>English language proficiency</b>	<p>The school received \$79,232 in RAM funding.</p> <p>A breakdown of this funding included:</p> <ul style="list-style-type: none"> <li>• \$60,944 –0.6 FTE ( 3 days) EALD teacher</li> <li>• \$18,288 –flexible funding and</li> <li>• \$4,000 – school &amp; community funds combined to provide one additional EALD day (0.2 FTE)</li> </ul> <ul style="list-style-type: none"> <li>• English language proficiency (\$18 288.00)</li> <li>• School &amp; Community sources (\$12 162.00)</li> </ul>	<p>Impact included:</p> <ul style="list-style-type: none"> <li>• 4 days of EALD teaching</li> <li>• Professional learning for teachers to support teaching English language learners</li> <li>• All EALD students assessed and data updated periodically</li> <li>• Resources to support literacy and numeracy acquisition for EALD students developed</li> </ul>
<b>Low level adjustment for disability</b>	<p>The school received \$52,470 in RAM funding.</p> <p>A breakdown of this funding included:</p> <ul style="list-style-type: none"> <li>• \$40,630 – 0.4 FTE (2 days) LaST teacher</li> <li>• 11,841 – flexible funding and</li> <li>• 9,000 – school &amp; community funds combined to provide one additional teacher day for Instructional Leader, Semester Two</li> </ul>	<p>The impact included:</p> <ul style="list-style-type: none"> <li>• analysis of the 2017 NAPLAN data</li> <li>• Learning and Support Teacher employed three days a week to assess and monitor student progress and to implement MiniLit for Stage One students</li> <li>• All identified students have Individual Education Plans</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>The school received \$13,611 in funding</p> <ul style="list-style-type: none"> <li>• equivalent to 0.326 FTE (1.5 days per week)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$7 600.00)</li> </ul>	<p>QTSS procedures processes and procedures continued to strengthen in 2017. Achievements included:</p> <ul style="list-style-type: none"> <li>• Establishment of an instructional leadership role in semester two</li> <li>• Peer-to peer observation and feedback sessions</li> <li>• Establishment of Buddy teachers on each grade</li> <li>• Opportunities for supervisors to observe and support</li> </ul>
<b>Socio-economic background</b>	The school received \$2,639 in RAM funding.	100% of parents who requested assistance for a school program had some level of funded support provided. Areas included sport, uniform, performing arts and excursions
<b>Support for beginning teachers</b>	<p>The school received \$10,788 in funding</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$2 000.00)</li> <li>• 2016 Support for Beginning Teacher (\$0.00)</li> </ul>	<p>This funding was used to support one Beginning Teachers, during Semester One in 2017. Results included:</p> <ul style="list-style-type: none"> <li>• a formal Induction program was designed and trialled</li> <li>• 2hrs of additional release from face to face teaching for mentoring, support and planning for the first year Beginning Teacher</li> <li>• 1hr of additional release from face to face teaching for the second year Beginning</li> </ul>

<p><b>Support for beginning teachers</b></p>	<p>The school received \$10,788 in funding</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$2 000.00)</li> <li>• 2016 Support for Beginning Teacher (\$0.00)</li> </ul>	<p>Teacher</p> <ul style="list-style-type: none"> <li>• 1hr of release for the supervising teacher</li> </ul>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>The school received New Arrivals Funding of 0.2 FTE ( 1 day per week)</p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$5 100.00)</li> </ul>	<p>The teaching strategy supported:</p> <ul style="list-style-type: none"> <li>• The early acquisition of spoken English for students in Years Kindergarten to Year 6, through targeted small group or tuition.</li> <li>• continuing in-class support for the acquisition of written language skills</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	82	79	95	100
Girls	69	78	82	81

The school continues to experience student growth in enrolments, averaging 40 plus Kindergarten enrolments annually.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	93.7	94.5	95.8
1	90.5	94.1	94.6	94.7
2	92.7	91.7	95.7	94
3	90.9	93.1	95.5	95.3
4	92.2	93	94.1	92.2
5	96.8	97	94.2	94.6
6	90.8	96.8	95.6	90.7
All Years	92.9	94	94.9	94.5
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

The school experiences good attendance rates. All student absences require a parent/carer explanation and non responses are followed up according to all Department procedures. Applications for overseas travel leave is the most common factor affecting student absences.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.77
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	2.02
Other Positions	0

\*Full Time Equivalent

In 2017 the work composition included:

- 1 Principal,
- 9 full time Classroom Teachers (including 2 Assistant principals),
- 4 part time teachers for Release for Face to Face, Learning and Support, Library, School Psychologist, Quality Teaching, Success Students support and New Arrivals Program support,
- 1 full time School Administration Manager,
- 3 part time SASS for School Admin Officer and General Assistant

Currently there are no staff members who identify as Aboriginal on staff at Fort Street Public School

### 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

In 2017, professional learning focussed on building upon and expanding expertise across our school team in a variety of areas linked with the school's strategic directions.

Members from our school executive team participated in a 'Visible Learning' symposium which focussed on the learning strategies that have the greatest impact on learners. This led to the design and implementation of targeted whole school professional learning sessions in which teachers were supported to use the evidence from Professor Hattie's most recent research to plan effective learning in their classrooms. This will continue through out the next cycle of the school plan.

Stage One and Stage Two teachers attended the 'Seven Steps to Writing Success' workshops as part of the schools target to improve writing achievement levels school wide. As a result of this professional learning, the schools ability to implement a consistent approach to the teaching of writing as strengthened across stages.

ICT training was also provided for our ICT Coordinator to ensure efficient and adequate support structures are in place to support the use of technology across all learning areas.

Other professional learning opportunities focused on various network meetings with the aim of providing pathways for staff to collaborate and connect within and across schools.

The total spent on professional learning for 2017 was \$24,173.30.

One teacher is working towards accreditation, three teachers are preservice 2004 and all remaining teachers are maintaining proficiency.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	65,965
<b>Revenue</b>	1,746,311
Appropriation	1,603,608
Sale of Goods and Services	3,790
Grants and Contributions	138,040
Gain and Loss	0
Other Revenue	0
Investment Income	873
<b>Expenses</b>	-1,723,695
Recurrent Expenses	-1,723,695
Employee Related	-1,534,497
Operating Expenses	-189,198
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	22,615
<b>Balance Carried Forward</b>	88,580

1. This document exhibits an accurate and fair view of the revenue and expenses of the school.
2. I am not aware of any circumstances which would render any particulars included in the Statement to be misleading or inaccurate.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,425,809
Base Per Capita	27,050
Base Location	0
Other Base	1,398,759
<b>Equity Total</b>	134,982
Equity Aboriginal	641
Equity Socio economic	2,639
Equity Language	79,232
Equity Disability	52,470
<b>Targeted Total</b>	13,349
<b>Other Total</b>	14,295
<b>Grand Total</b>	1,588,436

## 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.

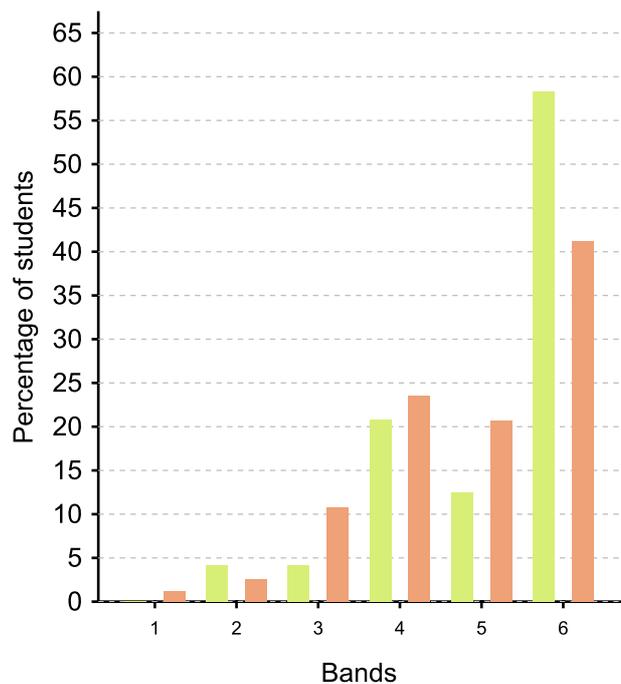
The percentage of year 3 students in the top two bands (bands 5 and 6) as reported for NAPLAN compared to the state show Fort Street students higher in Reading, Writing, Spelling, Grammar & Punctuation.

The percentage of year 5 students in the top two bands (Bands 7 and 8) as reported for NAPLAN compared to the State show Fort Street students higher in Reading, Writing, Grammar & Punctuation, with Spelling indicating an area for improvement.

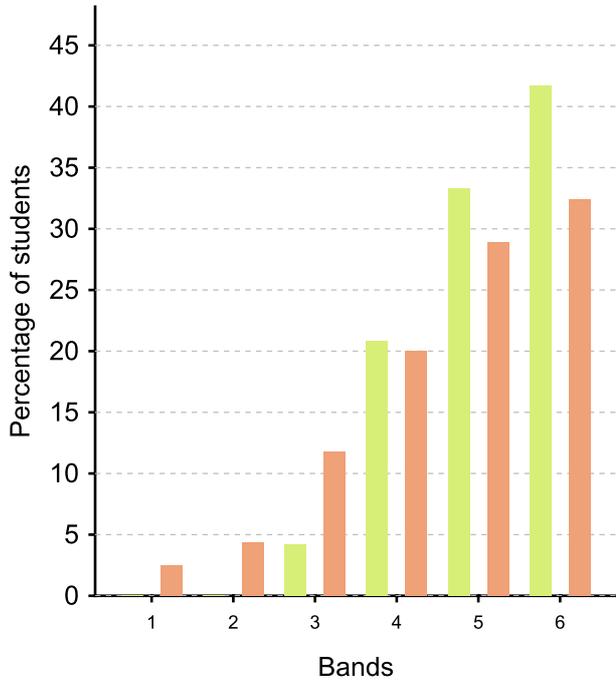
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

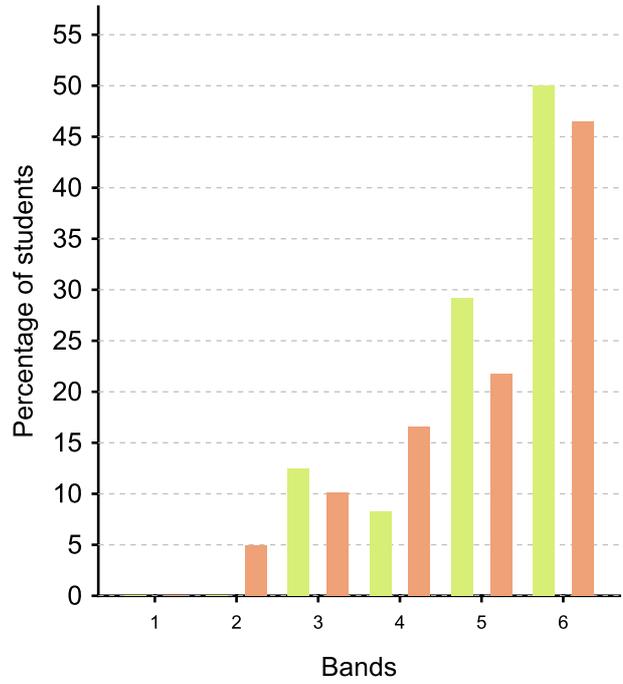
**Percentage in bands:**  
Year 3 Grammar & Punctuation



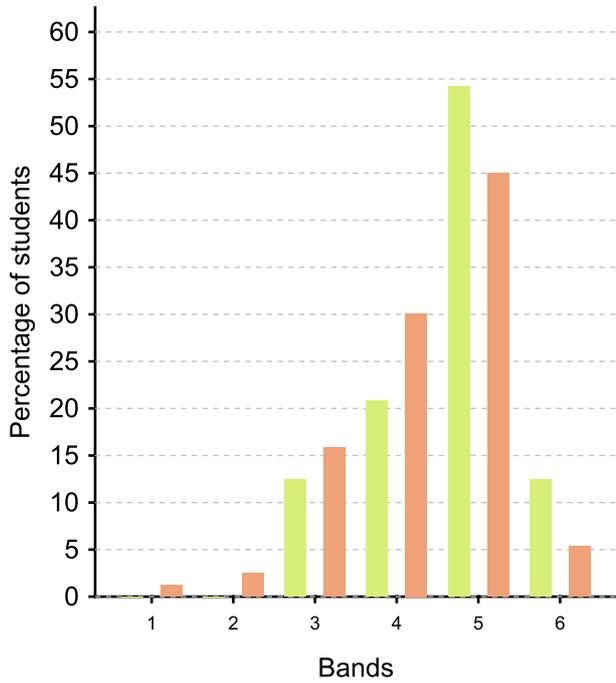
**Percentage in bands:**  
Year 3 Reading



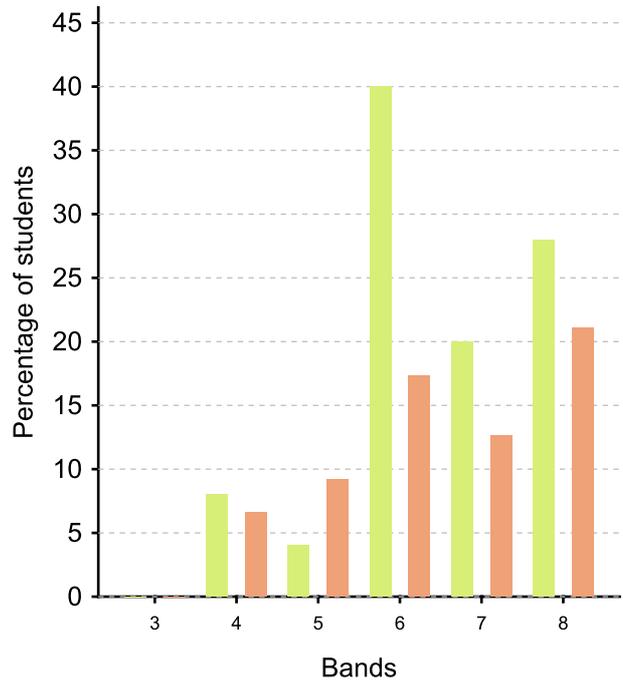
**Percentage in bands:**  
Year 3 Spelling



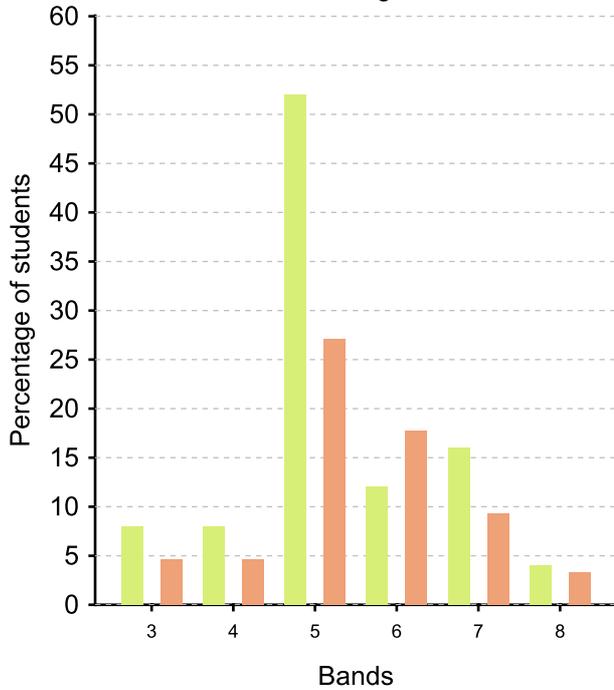
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading



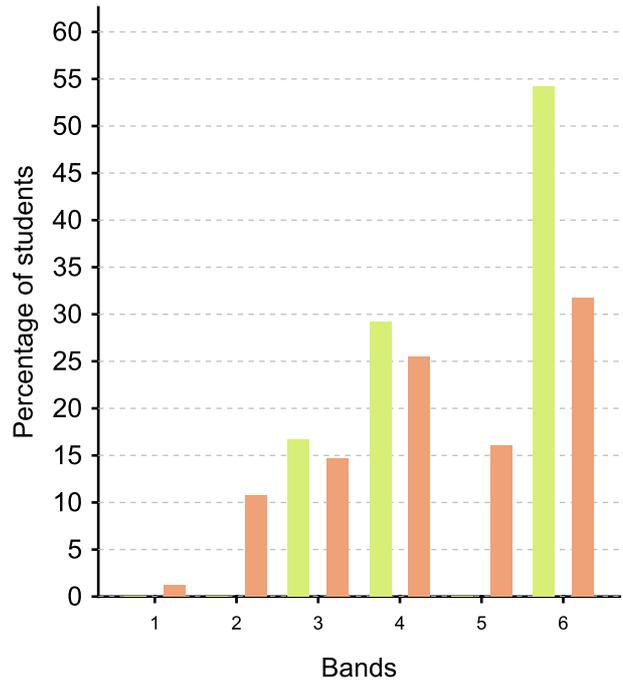
**Percentage in bands:  
Year 5 Writing**



Percentage in Bands  
School Average 2015-2017

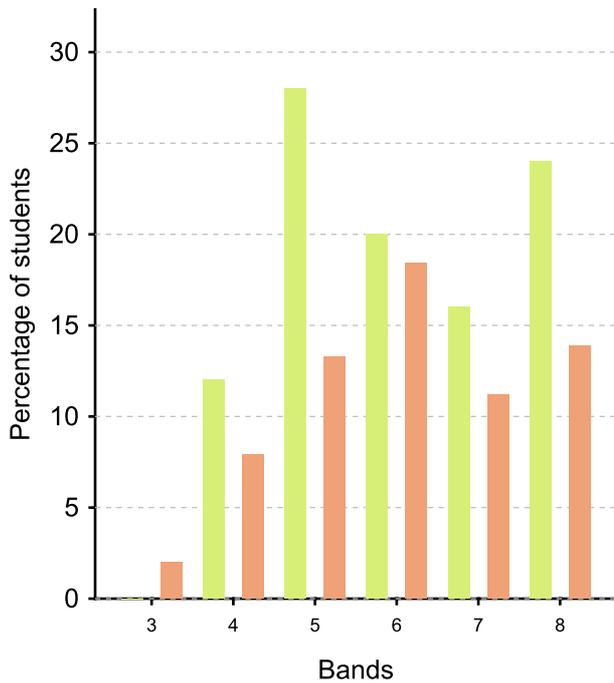
Numeracy.

**Percentage in bands:  
Year 3 Numeracy**



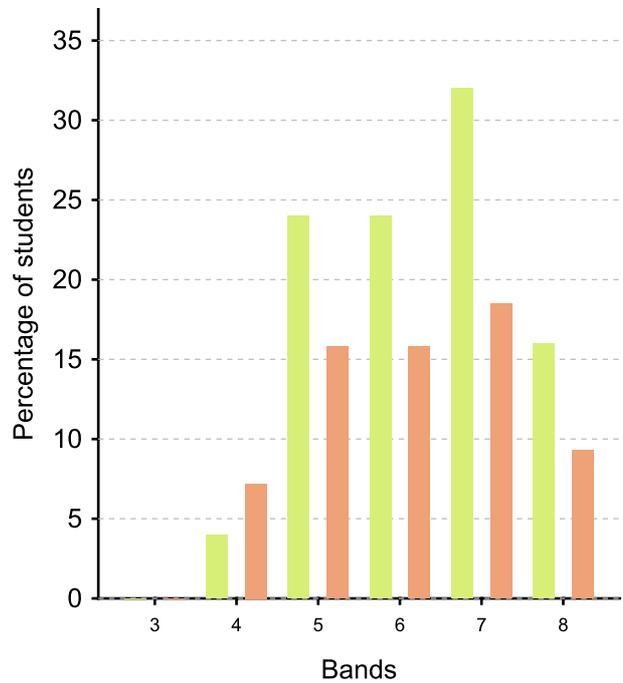
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:  
Year 5 Grammar & Punctuation**



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:  
Year 5 Numeracy**



Percentage in Bands  
School Average 2015-2017

The percentage of year 3 students in the top two bands (bands 5 and 6) as reported for NAPLAN compared to the state show Fort Street students higher in Numeracy.

The percentage of year 5 students in the top two bands (Bands 7 and 8) as reported for NAPLAN compared to the State show Fort Street students higher in

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.

In 2017, 1% of students who identify as Indigenous, sat the NAPLAN assessment.

## Parent/caregiver, student, teacher satisfaction

### TTFM Parent Survey Overview

According to the Tell Them from Me Parents Partner in Learning Survey, our parents reported an overall higher satisfaction rate compared to NSW CESE SCHOOL norms on all measure areas. FSPS particularly scored higher in the following areas: Parents Feel Welcome, Parents are Informed, Inclusive School and Safety at School.

The school's communication through reports, school and teacher communication were all reported higher than NSW CESE norms. Furthermore, teachers and principal were rated as highly approachable with high communication skills. Inclusivity was rated high with students perceived as being supported in developing positive friendships. The safety at school was rated very high, particularly the child feels safe measure.

While higher than NSW CESE norms, other areas that were not significantly higher were the following areas: Parents Support Learning at Home, School Supports Learning and School Supports Positive Behaviour. Of particular concern is the perception of parents on teacher expectations on students. The lowest scores in this area were:

Teachers expect my child to work hard. (7)

Teachers have high expectations for my child to succeed. (7.2)

In the School Supports Positive Behaviour measure, the school was rated high in regards to clarity of school rules and attention expectations in class, but rated lower in classroom behaviour and management. There are gains to be made in regards to discussions and opportunities for discussion on students' futures.

### TTFM Student Survey Overview

Since FSPS prioritised wellbeing, particularly student engagement across the three areas identified by TTFM (Social, Institutional and Intellectual Engagement), many whole school initiatives and programs were started or augmented to lift students' sense of belonging and positive relationships. This combined effort led to improvements in wellbeing, as shown by TTFM Student survey analysis, with great gains that exceed State Norms. This collective effort has given all staff the understanding of the need for supporting and engaging students. The programs supporting wellbeing have led to a marked improvement over the three years in TTFM reports. The final report in 2017 gave an overall positive result of Fort Street, with most domains in the TTFM survey having been exceeded as compared to State Norms. (Please see above evidence

in Performance Measures).

### TTFM Teacher Survey Overview

According to the Tell Them from Me "Focus on Learning" Teacher Survey Report 2017, FSPS generally scored higher in almost all areas of measure compared to NSW CESE Project norms, except for technology which had the greatest disparity. An area that was slightly lower was Collaboration.

Our teachers rated Leadership, Parent Involvement, Learning culture and Data informs Practice the highest.

Technology was particularly low at Fort Street PS, showing a wide spread. The lowest area of measure was in students being able to use technology to track progress towards their goals, followed by goals for teaching new technology skills.

### Homework Survey

Our Homework Survey revealed that Homework is regarded both as important (65%) and very important by our community (42.6%). And, the average time sought by our parents on homework is between 30 minutes to one hour. Though, parents generally need to support their child in doing their homework. The main support parents provide to their child is in Understanding the Task, followed by Keeping them on Task and Helping them with the Task.

In light of the research showing that homework is not a highly effective method of improving learning, Fort Street PS teachers are looking to support student's homework practices, by targeting review of classwork to do at home. This will reduce the amount of support needed by students from their parents. Teachers will need to standardise the homework practices and ensure that review is the main purpose of home learning.

## Policy requirements

### Aboriginal education

Fort Street Public School acknowledges and pays respect to the traditional custodians of the land, of Elders past and present, and all Aboriginal people in the community, at assemblies and special events. Through culturally inclusive practices embedded across all learning areas, students develop a deeper understanding of Aboriginal culture and peoples, past and present. In 2017 students further developed this understanding through NAIDOC Day celebrations and through participation in Koori Art Express where stage 1 students produced group artworks for the exhibition.

### Multicultural and anti-racism education

Throughout the year the school celebrated diversity and inclusivity through a variety of whole school and class

events. This included NAIDOC Day, Harmony Day, Easter, ANZAC and Remembrance Day.

Teaching and learning programs aim to maintain and further strengthen culturally inclusive classroom and school practices for all students. The use of quality literature, a variety of multicultural texts and rich learning experiences aim to develop a deeper understanding of a variety of cultures and beliefs. In addition, the school facilitates Special Religious Education and Special Ethics Education programs to meet the needs of a diversity of beliefs among the student body. The 2017 Harmony Day program involved a joint collaboration between the Fort Street PS(FSPS) parent body (P&C), the local community and the FSPS staff. The program was inclusive of a wide range of cultures and saw many volunteers sharing food, arts & crafts, songs, stories and costume.

A strong English Language Learners(EALD) program supports identified students both in class and in small groups. Accessing and monitoring of newly arrived students is provided through New Arrivals Program(NAP) funding with students with little or no English prioritised. The EAL/D teacher works collaboratively with classroom teachers and the Learning and Support Team(LST) to ensure appropriate support structures are in place for new arrivals and for students from non-English speaking backgrounds who are progressing through the school. Learning structures are differentiated, dependent on the learning needs of the students, with the majority of support being in-class and small group instruction.

A learning alliance, with the University of New South Wales, to provide interpreter support to the parent community, was continued throughout 2017. The initial program was designed to provide parent support for access to important information at the Meet the Teacher nights and parent, teacher meetings. The program was so successful it was extended in 2016 to include the provision of in-class support for EALD beginner students. Interpreter students from the UNSW helped students communicate and connect during daily school activities, in line with Strategic Direction 3 of the School Plan.

The school has identified and appointed a teacher for the 2017 Anti-Racism Contact Office (ARCO). This officer is the first contact in dealing with any allegations of racism. That teacher underwent ARCO training in 2017.