

Forestville Public School Annual Report



2017



4019

Introduction

The Annual Report for **2017** is provided to the community of **Forestville 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.

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Message from the Principal

2017 was a rewarding year for the school learning community incorporating high levels of challenge, collaboration and success. As it was the final year of the implementation of the 2015–2017 School Plan, the focus for the learning community was consolidation and achievement. The three strategic goals of

1. Students are creative and engaged learners
2. Teachers are dynamic leaders in learning
3. Collaborative community partnerships to develop a culture of excellence

continued to guide the school's everyday activities and was the foundation for reflection and evaluation.

Forestville Public School (FPS) was nominated to participate in the 2017 External Validation process. This review was conducted by a team from the Department of Education. Staff teams collated reports, work samples, evidence and data to evaluate the wide ranging achievements against a performance measure known as the 'School Excellence Framework' (SEF). This school self-assessment was then validated by the external team of reviewers, and a report made for the school community.

This took place in September 2017, which proved to be a timely assessment and measure of the school's progress of the three year plan, and it resulted in a range of information to provide a foundation and future focus for the new school plan 2018–2020.

The panel report indicated the school had submitted deep and rich evidence sets to support the seven project areas nominated in the evaluation which related to relating to the general domains of LEARNING, TEACHING and LEADING. The report confirmed that the clearly demonstrates excellence in the areas of

1. Learning Culture
2. Collaborative Practice
3. Learning and Development
4. Management Practices and Processes.

The outcomes of the External Validation process are reported on extensively in this Annual School Report.

A strong element of school life is the high level of enthusiasm and participation of students in both new and traditional school activities, which is reflected in the high level of success across sporting, intellectual and social domains of the students.

The school's four bands continued to perform at all school events and a wide range of community events and competitions. All bands continued to thrive and also had the opportunity to play at the Sydney Town Hall, the Chatswood Jazz Festival and the Sydney Opera House. They enjoyed the benefits of an intensive Band Camp and Music Mania

enrichment day thanks to the support of the parent and teachers.

The school's Strings program continued to grow in size and develop depth to their performances. Senior members were invited to play in the Combined Schools Ensemble at the Arts North Strings concert at the Sydney Opera House. The strong performing arts program at the school is led by parent committees who have developed strong networks with teachers, tutors and conductors to deliver an excellent arts program across the school. The school's choir groups enjoyed success at the local Warringah Eisteddfod and experienced the excitement of performing at the Sydney Town Hall and Sydney Opera House.

Public Speaking engaged all students in the annual and very popular school 'Speechmakers' Competition'. The winners at each stage level participated in the Warringah Community of Schools Public Speaking competition. Student winners from Stages 2 and 3 also participated in the Multi Cultural Perspectives Regional Public Speaking Competition. The students' thinking and performance skills were evident in the Debating program, with teams engaged in local competitions obtaining excellent results.

One of the highlights of the 2017 school year was the school concert. The skills and talents of staff, students and community was exemplified in the School Concert Australia – "You're Standing in It". The concert showcased every student from Kindergarten to Year 6. Many parents and community members added their expertise to ensure the production was high quality and thoroughly entertaining. The school community's response and appreciation for a "job well done" was overwhelming, and indicated the strong ongoing community support the school receives from parents and extended family members.

The FPS community continued to underpin learning with the Growth Mindset philosophy. The indicators of the school's growing positive and engaging culture was an element analysed by the External Validation review. Evidence of the success in this area over the last three years was highly demonstrated across the school community.

Literacy and Numeracy skills remain the foundation of student learning. NAPLAN provides a measure for student progress against state norms. The data highlight in Year 5 was in Numeracy, with 60.9% of students performing in the top two bands, the school's best result to date. Improvements in Spelling and Reading data were also rewarding to note. Improvements were reflected in the school's Year 3 data in the areas of Writing with an improvement of 11.1% of students performing in the top two bands, and an improvement of 9.8% in Numeracy and 6.6% in the school's Grammar & Punctuation results from the 2016 data.

The school engaged with community in a range of different areas, and was an area acknowledged in the External Validation review as a strong feature of the school.

The students, staff and parent community are to be congratulated on their strong and proactive commitment to working together to achieve both personal and collective school improvement goals.

School background

School vision statement

Students aim high, give it a go and encourage others.

The school motto underpins the school vision statement. It was a shared vision developed by the community and is clearly articulated by staff, students and parents alike.

At Forestville Public School we endeavour to provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as confident and creative life-long learners.

It is by learning in a supportive and encouraging school environment that students will develop into responsible, active and informed citizens.

In looking to the future, the school will focus on quality teaching practices supported by professional learning and engaging pedagogy to optimise the development of the whole child.

School context

In 2017 Forestville Public School reached an enrolment of mainstream 705 students, with an additional 10 students in the two support classes. A second Deputy Principal with a strong focus on professional learning and innovation in technology commenced in Term 3, 2017.

The school is a well-resourced, dynamic learning environment. The school enjoys a strong sense of community which is actively promoted and valued. The school community and staff are committed to providing a positive, inclusive and caring environment where students are both engaged and challenged in their learning, and where there are programs which allow all students to *aim high*.

Differentiating learning experiences to engage all students and the extensive provision of extra curricular activities in the creative and performing arts, sport and enrichment activities are key features of the school.

The school's population includes 22% from language backgrounds other than English. The school population is stable with very little movement in or out of the school throughout the year.

Staff plan collaboratively and share expertise and responsibilities across all roles in the school. The school staff works collegially with members of the Warringah Community of Schools and beyond to keep abreast of learning trends and best practice.

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.

As indicated at the outset of this annual school report, the school undertook a journey of rigorous self-assessment using the School Excellence Framework and participated in an External Validation process. 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 the evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. This was reported on as follows and was validated in all areas across the three domains

Learning

The results of this process indicate that in the School Excellence Framework domain of Learning, the school's overall judgement for this domain is **Sustaining and Growing**, yet there were examples in the **Excelling** range in the elements of Learning Culture.

This was particularly evident in the areas of supporting the learning needs of each student and the culture of school-

wide collective responsibility for learning. It has contributed to the development of a positive collaborative culture and enables a visible learning journey for successful outcomes for both student and adult learners. School learning programs address the needs of students through differentiated learning experiences, technology for learning, and significant extra-curricular opportunities.

Students with high learning support and special needs are identified early, and all stakeholders are involved in planning and supporting the learning directions of each student.

Individual Learning Plans, support interventions and the on-going monitoring by teachers and the Learning Support Team, evidence this. The school uses a range of internal and external performance data such to track and report progress.

Positive and respectful relationships across the school have assisted staff to engage in a productive learning environment with a common goal to develop strong, informed and resourceful learners. The success of Visible Learning from K-6 has enabled all students to have clear expectations and goals for their learning, and they are increasingly taking responsibility for learning and self-monitoring their progress and areas for improvement. The overlay of the Growth Mindset framework has enhanced attitudes and commitment to improved learning.

All grades have relevant processes in place to collect, analyse and report on performance data and are able to utilise this to plan with all stakeholders to best accommodate student needs.

The evidence sets report on the improved results in Naplan assessments. Year 5 students report excellent growth in Numeracy, which has been the focus of the Visible Learning project across the school. In both Years 3 and 5 the cohorts achieved the highest percentage in the top two proficiency bands since 2013, Year 3 at 69.2% (up 9.8% from 2016), and Year 5 at 60.9% (up from 15.4% from 2015)

Teaching

The results of this process indicate that in the School Excellence Framework domain of Learning, the school's overall judgement for this domain is **Sustaining and Growing**, yet there are examples in the **Excelling** range for in the elements of Collaborative Practice and Learning and Development.

At FPS, no staff member works in isolation. Every person is part of more than one active, cohesive team working towards both school and self-improvement. Positive and respectful relationships across the school help staff members to engage in a productive learning environment with a common goal to develop strong, informed and learners. Collaborative practice across the school embeds reflective practices into the learning and teaching cycle to bring about improved and innovative teaching practice.

Teachers plan collaboratively across grades and stages and work closely with support staff to optimise support for students. External experts provide mentoring and professional expertise to enhance classroom practice. Mentor relationships are strong across the school to bring about school-wide improvement and best practice.

Effective authentic feedback has been a focus area of the school plan. This is demonstrated teacher to teacher through lesson rounds and peer observations; teacher to student and student to student now explicitly built into everyday classroom lessons; and student-to-teacher through "student voice" via the channels of student leadership team and the Student Representative Council. Two way feedback from parents and the wider community, and the initiatives introduced to cater for changing needs of the community, is well documented in the evidence sets.

The professional capabilities of staff to implement the new state syllabus documents, performance development (PDP) frameworks and maintain NESA Teacher Professional Standards. Assessment tools are regularly used to track student progress and teachers incorporate this data analysis into their teaching-learning cycles, and the school leadership team, along with the teachers share this with parents and student so they are aware of their progress and can set appropriate learning goals.

The school excels in the element of Learning and Development and is recognised as expert in the provision of support to beginning and early career teachers as strongly demonstrated in the Great Start Project evidence sets. Over the last three years, the school has supported 25 teachers through the accreditation process, with 100% success, resulting in many of these teachers securing permanent or long-term temporary positions. Some of teachers have developed the confidence and skills and are leading whole school initiatives that support the School Plan's processes, evaluation milestones and improvement measures.

Leading

The results of this process indicate that in the School Excellence Framework domain of Leading, the school's overall judgement for this domain is **Sustaining and Growing**, yet there are examples in the **excelling** range in the elements of Management Practices and Processes.

The last three years has seen many systemic changes in school administration, financial management and accountability. Changing technologies have accelerated this growth and altered the nature of the relationships and engagement with the community. At Forestville PS, the practices and processes are always responsive to school community feedback. Administrative practices and innovations provide explicit and timely information about the school's functioning to promote sustained and ongoing improvement

The membership of the School Leadership Team has changed over the time of the 2015–2017 School Plan bringing about a need for changed roles and responsibilities across the school.

This has allowed the capacity and leadership opportunities for younger staff members, strategically supported by mentors within the leadership team. Two members of the staff were acknowledged for their outstanding leadership at the received Leadership at the NSW ACEL awards. It was particularly rewarding for the school as one teacher received the award for outstanding leadership within her first five years of teaching, and the other teacher the school's Deputy Principal, was awarded a senior leadership award for her outstanding contribution to her leadership and support of early career teachers in public schools.

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

STUDENTS ARE CREATIVE & ENGAGED LEARNERS

Purpose

To develop the whole child in the context of being an autonomous and engaged 21st century learner with a strong desire to strive for improvement across all key learning areas.

Overall summary of progress

The Growth Mindset and Visible Learning strategies continued to underpin learning for both students and teachers. The Learning Bar tool, "Tell Them From Me" survey was used at two intervals throughout 2017 to measure growth and the effect of the learning approach. The data from these surveys and feedback from students indicated that improved engagement from Survey 1 was not sustained as the year progressed, particularly in the Year 5 cohort. Additional feedback was given by students with a research group looking specifically at other more flexible and innovative classroom spaces and modes of learning. This will impact on plans for Year 6 learning in 2018 as the teachers create more independent and dynamic project based learning classroom to better support student engagement in the preparation to high school. A school based survey of teachers indicated that 97% of teachers considered that "using the language of Growth Mindset has improved my ability to provide constructive and positive feedback to my students, and that results are seen on student outcomes as 85% of teachers indicated that "there has been an increase in student reflection on their own learning since incorporating Growth Mindset principles into their teaching." Data from student survey revealed a strong positive growth in attitudes to learning and "that you can grow "smartness", and improve capacity to learn". Parents also observed this improvement in feedback to the school.

Students and teachers have focused their approach to teaching and learning to deepen understanding of the purpose of the learning tasks. Strategies include the integration of learning intentions, success criteria, formative assessment and feedback into everyday learning.

The school community has supported the design and delivery of a new STEAM Hub learning space to provide a space to better support the future focused skill set including a range of technologies.

As part of the developing the students' 21st century skill set, the school plan encourages a proactive and informed student voice to engage and strengthen the community. The student leadership team provided a strong model for this through their demonstrated problem solving approach to improvement. They, along with the SRC (Student Representative Council), initiated improvements for sports programs, playground organisation and environmental issues across the school. They developed connections with community groups resulting in presentations to engage the school community and implement successful fundraising activities.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Learning Support Team closely monitors student needs and uses data to inform decisions regarding support programs and progress therein to enhance student engagement and outcomes. | <p>\$70,000 of Equity RAM funding utilised to engage four School Learning Support Officers (SLSO) to provide in-class and withdrawal support to students K-6.</p> <p>An additional \$20,000 was donated through P&C funds to support the learning support programs.</p> | <p>Weekly Learning Support meetings enabled staff to implement the 'Every Student, Every School' support policy, by closely assessing student needs, identifying expertise and programs to match the needs, monitoring improvements, and making data informed decisions to ensure optimum outcomes for students. Support staff were trained and engaged to implement:</p> <ul style="list-style-type: none">• Literacy and Numeracy programs to support students achieving below grade level.• Enrichment programs in Numeracy for students achieving beyond grade level, in addition to Science, ICT Coding and Robotics programs.• Social skills program for identified students.• Parent courses – '1,2,3,Magic" ; "Cool Kids."• Formal review meetings each term to assess progress for students on their individual education plans (IEP)• 76% of teacher indicated that "the LS program has enabled me to access expertise to support my |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| <p>Learning Support Team closely monitors student needs and uses data to inform decisions regarding support programs and progress therein to enhance student engagement and outcomes.</p> | | <p>teaching", and "it has provided timely and appropriate intervention for students in my class."</p> |
| <p>Through introduction of Visible Learning framework, clearly defined and differentiated learning activities evident in all teaching learning programs, reflecting deep knowledge of student learning levels and needs(initial focus areas Numeracy, Writing).</p> | <p>Professional Learning Funds (\$16,000) and Beginning Teacher funds (\$8,000) supported Visible Learning (VL) project</p> | <ul style="list-style-type: none"> • Professional Learning survey of staff indicated that the model utilised for VL in 2017 of instructional teaching rounds has been the most effective learning tool, and will continue in 2018. • Learning activities include key elements of VL framework, eg Learning Intention and Success Criteria, to ensure students understand lesson purpose and strive for high levels of personal achievement. • Effective two way feedback is built into learning task evaluations. • Collaborative planning and reflective task evaluation is built into teacher lesson outlines. |
| <p>Increased student engagement and empowerment in own learning particularly in higher performing students.</p> | | <ul style="list-style-type: none"> • Research group presented findings to school executive team relating to preferred methods of learning, resources and classroom environments. • Technology students provided feedback to Department of Education regarding rules of engagement in technology eg Minecraft. |
| <p>Inclusion of 'rich' learning tasks to deepen student engagement with a focus on IT coding, robotics and project based learning.</p> | <p>A teacher was released from classroom duties through QTSS funding to work as an Instructional Leader to provide professional learning and hands-on student workshops in enhanced pedagogical approaches to learning</p> <p>PL funding (\$3,600) to release 4 teachers to train in Department of Education's Minecraft pilot project.</p> | <ul style="list-style-type: none"> • Engagement of specialist teacher in Robotics provided rich problem solving tasks and highly engaging immersion days for Stage 1 classes. • Engagement of specialist teacher to lead and work in collaboration to develop Project based pedagogies with Stage 3 classes bringing about higher levels of engagement and products. • Inclusion in the Minecraft Pilot project brought about high level student and teacher outcomes, which was acclaimed by the pilot project team and media as being exemplary projects. |
| <p>By 2017, 75% of Year 5 students to achieve expected growth or above in at least 2 areas of Literacy, and in overall Numeracy.</p> <p>The school's value added measure according to SEF, is at "Sustaining and Growing" or higher in K-3, 3-5 and 5-7 data.</p> <p>By 2017, 100% of students in Years 3 and 5 achieving in NAPLAN proficiency bands in Literacy and Numeracy.</p> | <p>Engaged two trained SLSO staff to provide explicit teaching utilising "Connected Maths" program to identified students.</p> | <p>In 2017, 100% of students in Years 3 and 5 were above the National Standards in Literacy and Numeracy. The Value added data indicated that at both levels the school was "sustaining and growing". Significant improvements were evident in 2017 NAPLAN results with Year 3 Writing results improved by 11.1 % from 2016. with 73.9% of students achieving within the top two bands. This reflects the best results for the school.</p> <p>Excellent results were achieved in Numeracy in both Year 3 and 5 Naplan tests with the best improvement scores to date. reflecting a steady and consistent growth over the last three years. In Year 3 69.2% of students achieved in the top two proficiency bands, and in Year 5 60.9 %. This is a significant improvement since 2013 (22.8%)</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| <p>By 2017, 75% of Year 5 students to achieve expected growth or above in at least 2 areas of Literacy, and in overall Numeracy.</p> <p>The school's value added measure according to SEF, is at "Sustaining and Growing" or higher in K–3, 3–5 and 5–7 data.</p> <p>By 2017, 100% of students in Years 3 and 5 achieving in NAPLAN proficiency bands in Literacy and Numeracy.</p> | | <p>Over the 3 years of the school plan growth is evident in the samples of Year 5 data. The significant growth area is Numeracy with 19.3% growth since 2014, followed by Spelling with 12.4% growth since 2014. The other areas of Reading, Writing and Grammar and Punctuation all grew steadily by 5% since the commencement of the school plan.</p> |

Next Steps

- Visible Learning will be enhanced by the overlay of other pedagogical frameworks designed for the 'future focused' learner. This will include Project Based Learning, Inquiry Learning and Design Thinking.
- Year 6 classes will adopt a co-teaching classroom in 2018 to enable a collaborative approach to student learning.
- Staff will utilise the new Learning Progressions chart (due for release to schools in 2018) to record a visible learning path for students.
- Reflection and feedback strategies will be integrated into learning tasks so students understand
- Plans for 2018 include revisiting the SAGE framework that underpins Forestville school culture, and link it explicitly with the Department of Education Wellbeing Framework Tool to bring about high levels of student engagement from Kindergarten to Year 6.
- Teachers to research current best practice in optimising outcomes for Gifted and Talented students to better cater for differentiated programming in classrooms.

Strategic Direction 2

TEACHERS ARE DYNAMIC LEADERS IN LEARNING

Purpose

To maintain a culture of commitment in teaching where staff are actively reflecting on learning outcomes and utilising feedback to model effective and innovative learning practices to students, whilst maintaining high expectations and excellence in student outcomes.

Overall summary of progress

Professional Learning was a major focus area in 2017, and it was reported on extensively in the External Validation review. The panel acknowledged that the elements of Learning Culture, Collaborative Practice and Learning Development were all in the Excelling range due to the strong professional learning programs in place across the school.

The school leadership team has endeavoured to make learning relevant and purposeful with differentiated learning opportunities to cater for the range of stage and expertise across the school. The Visible Learning (VL) was part of the Warringah Community of Schools professional learning initiative, with executive staff leading their teams through research to effect a difference in learning outcomes across the school. As the project involved the whole school, all teachers included this shared goal in their professional learning plan(PDP).

To support the school's directions of innovation and technology, the appointment of a second Deputy Principal in Term 3 2017, with high levels of expertise in this area, has enabled the school to make some strong steps forward in preparation for the 2018–2020 school plan.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| 100% of teaching programs explicitly embed the elements of and the strategies of Visible Learning. This is also evident in classroom pedagogy. | Professional Learning funds (\$10,500) were utilised to release teachers from class to collaborate on planning and teaching a lesson sequence in Numeracy, then observing and reflecting on teaching strategies. | <ul style="list-style-type: none"> All teachers engaged in PL using the research of John Hattie to understand and engage with the VL principles to increase effectiveness for each and every learner in the classroom. The Lesson Study Model was used for teachers to observe, teach and reflect on improvements to their pedagogy focusing on one Numeracy strand from the syllabus, 'Working Mathematically,' as the initial project. Evidence of Learning Intentions, Success Criteria and rubrics for evaluation are evident in classroom lessons and programs. |
| 100% of teachers staff develop a Professional Learning Plan (PDP) identifying learning goals, and can critically reflect on their professional growth through learning journals and peer reviews(ref. 2015 DoE performance management guidelines). | | <ul style="list-style-type: none"> All teachers completed their Professional Learning Plan to reflect school and personal goals. Executive staff managed the monitoring and reflection process. The non-teaching staff, administration and support staff members trained and produced a PDP for the first time, and engaged in a formalised pathway of professional learning. |
| All teachers meet BOSTES accreditation standards. Expand leadership capacity across school with increased mentoring and collegial practice leading to an increase in teachers aspiring to be accredited at highly accomplished status. | Beginning Teacher funding utilised to support Early Career teachers in <ul style="list-style-type: none"> NTN network Warringah Community of Schools Mentor release time in-school program | <ul style="list-style-type: none"> 8 teachers successfully completed their accreditation at Proficiency level against the Professional Standards for Teachers, as part of the NESA requirements for new or returning teachers in NSW. Aspiring leaders shared the role of relieving Assistant Principal to gain experience in the demands and responsibilities of leadership and management. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| <p>To facilitate a culture of "innovation" to enhance outcomes for all learners in school community (ICT focus)</p> <p>To utilise "expert practice" within school to lead enhanced practice and mentor colleagues.</p> | <p>Quality Teaching, Successful Students (QTSS) funding to release second Deputy Principal to lead professional learning and practice in ICT and PBL projects.</p> | <ul style="list-style-type: none"> • Parents collaborated with teachers to lead and deliver effective ICT projects in both Robotics Year 2 and Coding Club Years 2–6. • Use of QTSS funds to support the release the Deputy Principal from teaching load to work as the Instructional Leader for ICT domain. |
| <p>Build a school culture of evidence gathering to inform practice and planning.</p> | <p>Professional Learning funds were utilised for SASS staff to be released for training and impemenation of new LMBR business systems across the school.</p> | <ul style="list-style-type: none"> • The External Validation process required staff to ensure baseline data was recorded, monitored and kept up to date to ensure valid evaluation is in place. This evidenced based approach was highly evident in the final EV report. • The new "Smart Work" procedures project led by the school Admin. Team were rated as "excelling" in the EV report. |

Next Steps

- Inclusion of Lesson Study project as a method for improving practice . Teachers reported this was the most preferred way of learning.
- To build on and expand the successful implementation of the Visible Learning principles across all curriculum learning areas.
- Changes in the requirements for pre–2004 teachers to be aligned into the Accreditation process with mandatory professional learning hours to be logged and approved. Professional Learning in 2018 will cater for differentiated interests and stages of development. It will reflect a team approach to research based projects. QTSS funding will enable an in school expert to guide learning.

Strategic Direction 3

COLLABORATIVE COMMUNITY PARTNERSHIPS TO DEVELOP A CULTURE OF EXCELLENCE

Purpose

To strengthen community engagement to support the shared partnership and expertise of the staff and parents to ensure our students become successful learners, confident and creative individuals, and active and informed citizens.

Overall summary of progress

Over the last three years the school community has had strong leadership through the P&C executive team. It has developed and improved management systems in the areas of Canteen, Uniform Shop and the performing arts groups including the Band and Strings programs. The initiative of the development of a "future focused team" to work collaboratively in designing and delivering the optimum learning environment for the students of the 21st century, has motivated and guided the parent community's direction. This infrastructure team researched best practice, visited "lighthouse" schools, sought community input and support before launching their plan in 2017, under the "First Class" name. The team engaged the support and input of external providers to assist marketing, partnerships with business and a project management approach commencing with the design and funding of the conversion of a classroom space into a STEAM Hub. A Building Fund was established to assist in the financial support of major building projects.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| <p>Introduction of new school management systems to improve:</p> <ul style="list-style-type: none"> • student management (Sentral) • financial management (LMBR) • communication and collaboration across school community (digital tools rather than paper) | <p>School operational funding supported staff training for new initiatives.</p> | <ul style="list-style-type: none"> • Over three year plan community feedback indicated a strong preference for fast and simple digital communication. • The Forestville Skoolbag* App has proven to be the main communication tool between school and home. • In addition, the See Saw tool is an initiative with 100% uptake by Kindergarten parents. • Skoolbag* App data indicates increasing use of tool for 2 way communication. November data shows 534 e-Form submissions from parents to the school in first seven weeks of Term 4, and 8,596 views of the content over that period. |
| <ul style="list-style-type: none"> • Increase parent/community engagement and participation in school life with a focus on future planning to maximise student outcomes. • Establishment of community connections to expand learning opportunities for students, staff and community in line and supportive with school vision and plan. | | <ul style="list-style-type: none"> • Development of "First Class" parent team to lead and direct school improvement. • Development of new STEAM Hub to be utilised by all learners in 2018. • RSL links with writing competition. • ANZAC link to the role of nurses throughout world conflicts. Stage 3 students worked with the National Serviceman's Association (NSA) and a wartime author to produce outstanding pieces of art and writings. The NSA hosted the school's ANZAC Day service, providing additional significance and connection for the community in attendance. |
| <p>Teachers to collaborate with teachers from other schools and academic partners to enhance learning and keep abreast of 'best practice' pedagogy.</p> | <p>\$8,000 Beginning Teacher Funding utilised for 4 teachers to join NTN network providing an external mentor to support, guide and develop early career teachers.</p> | <ul style="list-style-type: none"> • The Executive team collaborated with other teams from the Warringah Community of Schools to train in Visible Learning strategies, which they then delivered as professional learning modules throughout 2017. • NTN network for early career teachers. • Macquarie University– Growth Mindset connection. • Links with NSW Department of Education's |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| Teachers to collaborate with teachers from other schools and academic partners to enhance learning and keep abreast of 'best practice' pedagogy. | | 'Futures Unit' to provide PL for teachers in pilot projects. • Staff visits to other schools to view and evaluate flexible learning spaces. |
| Student voice to be an authentic and proactive voice in supporting student engagement and futures planning and engage with local community outside school. | | • Student Leadership attended the Warringah Community of Schools Leadership Camp to develop skills, ideas and links to related projects. • Student Leadership Team developed a connection with the 'Happy Days Village School' in Cambodia and responded to a need for bicycles by initiating a successful fundraiser and were able to fund 20 bicycles for the school. • The SRC and Student Leadership Team initiated a range of environmental improvement practices including Waste Free Wednesdays, a recycling system for sushi lunch containers. They also ran a "Crazy Hair Day" as a fundraiser for medical research, and led a variety of lunchtime activities for the younger students. |

Next Steps

- The STEAM Hub to be utilised as a centre for adult learning . Parents and local schools will be encouraged to join with FPS to further their learning in the STEAM domains of Science, Technology, Engineering, arts and Maths.
- To create several flexible learning spaces across the school to enhance student engagement in learning and inspire dynamic and innovative teaching.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$1,911 | <ul style="list-style-type: none"> Utilised to support Aboriginal student to attend Warringah Community of Schools sharing day. Additional indigenous resources. |
| English language proficiency | \$67,485 | <ul style="list-style-type: none"> A specialist teacher 2 days per week to support students in class and families. additional in-class support by SLSO. specialised resources and excursions for LBOTE students. additional day for 'New Arrival' students increased funding for teacher to 3 days per week. |
| Low level adjustment for disability | \$94,819 | <ul style="list-style-type: none"> Specialist Learning Support teacher 3 days per week. four SLSOs to work in class to support student needs and implement focused support in Multilit, Connecting Maths and Spelling Mastery. Release of teachers to attend external professional learning related to disability ; attend case meetings to plan Individual Education Plans with para-professionals and other stakeholders. |
| Quality Teaching, Successful Students (QTSS) | \$55,053 | <ul style="list-style-type: none"> Release of the Deputy Principal from teaching load to be Instructional Leader and mentor in ICT and futures focused education K-6. |
| Socio-economic background | \$8,431 | <ul style="list-style-type: none"> Enhancement of student access to a wider range of educational experiences and classroom support. |
| Support for beginning teachers | \$32,364 | <ul style="list-style-type: none"> Release of teachers to attend NTN professional learning; Warringah Community of Schools professional learning days; regular meetings with mentors as part of in-school programs; additional planning and reflection time. |
| Northern Sydney Support Classes | \$783 | <ul style="list-style-type: none"> Funds contribute to the release of teachers for parent review meetings. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 347 | 370 | 379 | 383 |
| Girls | 323 | 316 | 327 | 322 |

Student numbers remained steady . Due to a significant gender imbalance in Year 2 it was to form an 'all boys' class to enable a unique teaching and learning opportunity for 20 boys, and enable a better balance in the four remaining Year 2 classes. Positive feedback from all stakeholders validated the student arrangement for the 12 month period.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 97.3 | 96 | 95.6 | 96.4 |
| 1 | 96.4 | 96.5 | 96.1 | 96 |
| 2 | 96.9 | 95.7 | 96.3 | 96.1 |
| 3 | 97 | 95.8 | 96.1 | 96 |
| 4 | 96.5 | 94.9 | 97 | 94.8 |
| 5 | 96.7 | 95.3 | 96.3 | 96 |
| 6 | 96.6 | 96.6 | 95.8 | 96 |
| All Years | 96.8 | 95.8 | 96.2 | 95.9 |
| 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

School attendance has remained consistent at a high level. Attendance is recorded daily and is regularly monitored by teachers and the school leadership team. Non-attendance is promptly followed up with parents and carers, firstly by the classroom teacher, and supported by school leadership team if necessary.

Written explanations as to a student's absence from school are requested in line with Department of Education guidelines. Reports on student attendance are included in student reports to parents each semester.

The use of the FPS App has facilitated and improved prompt explanation of student absence from school. "Late arrivals" to school and "early departures" from school are monitored and recorded. In 2017 the Home School Liaison Officer was engaged to add support to families with ongoing attendance issues.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 27.13 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.6 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 0.4 |
| School Counsellor | 1 |
| School Administration & Support Staff | 6.47 |
| Other Positions | 0 |

*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on the Aboriginal composition of their workforce. In 2017 one staff member identified as being of Aboriginal or Torres Islander background.

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 | 40 |

Professional learning and teacher accreditation

Staff at FPS engaged in a comprehensive professional learning schedule to meet the needs of teachers at different stages of their learning and career. Professional learning reflected the mandatory requirements of the Department of Education, the needs identified by the FPS school plan and those personal goals identified by individual teachers. Some professional learning was done on-line, some led by FPS teachers sharing their knowledge and best practice pedagogy, and some were off site delivered at a local or regional level.

Three permanent beginning teachers commenced their teaching career at FPS in 2016, and were supported through a mentor relationship and a New Teachers Network as they worked towards accreditation through BOSTES (Board of Studies Teaching and Educational Standards).

Four New Scheme teachers, both permanent and temporary teachers were working towards accreditation at BOSTES Proficient level and completed this accreditation by the end of 2017.

The non-teaching staff engaged in a rigorous schedule of LMBR training throughout 2017, resulting in a successful transition to the new business systems in September 2017.

Teachers participated in whole school professional learning sessions that were designed to meet Department of Education and school based needs. These included:

- Mandatory training in CPR ; Anaphylaxis/Asthma; Child Protection; Code of Conduct; Work Health & Safety.
- Growth Mindset and Visible Learning.
- 5 members of staff attending Edu-tech international conference.
- Externally provided training sessions- eg Behaviour; Critical and Creative Thinking.
- Guest providers for in-school training related to school priorities eg Spelling best practice; Minecraft Education.
- In school experts to train staff in Big Writing; Google Drive; Critical and Creative Thinking; Project Based Learning.

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 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 564,949 |
| Revenue | 5,754,293 |
| Appropriation | 5,161,391 |
| Sale of Goods and Services | 21,571 |
| Grants and Contributions | 562,124 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 9,207 |
| Expenses | -5,678,472 |
| Recurrent Expenses | -5,678,472 |
| Employee Related | -4,884,626 |
| Operating Expenses | -793,846 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 75,821 |
| Balance Carried Forward | 640,769 |

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 | 4,412,980 |
| Base Per Capita | 109,210 |
| Base Location | 0 |
| Other Base | 4,303,771 |
| Equity Total | 172,646 |
| Equity Aboriginal | 1,911 |
| Equity Socio economic | 8,431 |
| Equity Language | 67,485 |
| Equity Disability | 94,819 |
| Targeted Total | 339,485 |
| Other Total | 159,547 |
| Grand Total | 5,084,658 |

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

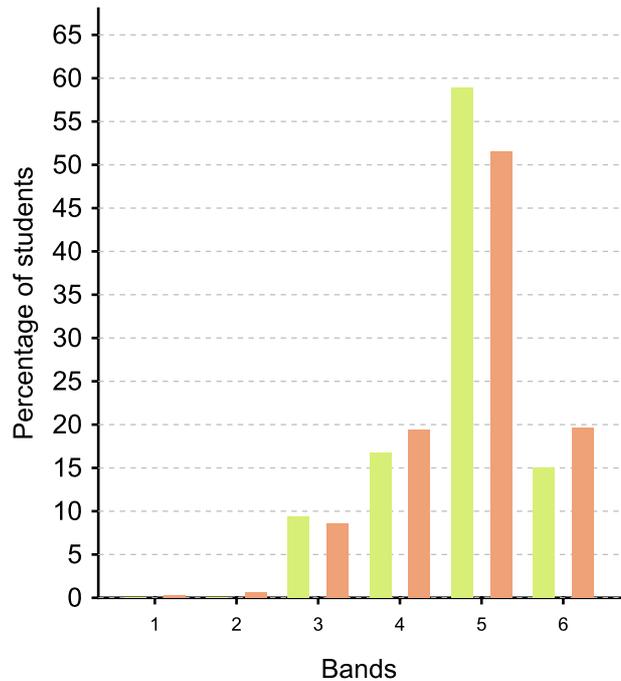
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Both Year 3 and Year 5 Reading results remain steady with the average percentage of students in the top two proficiency bands over the past three years at 70% for Year 3 and 60% for Year 5. Both of these averages are 25–30 points above the state averages.

The Year 3 Writing results reflect a significant improvement with 73.9% of students achieving in the top two bands. The state average is 53.2%.

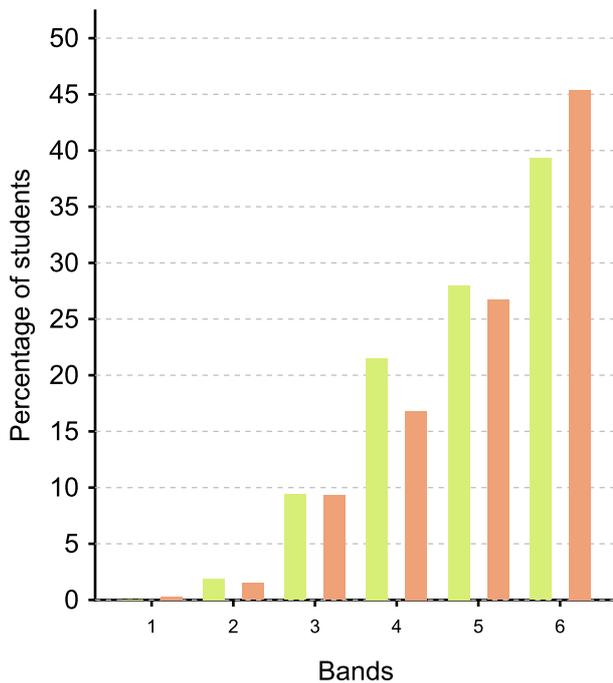
Percentage in bands:

Year 3 Writing



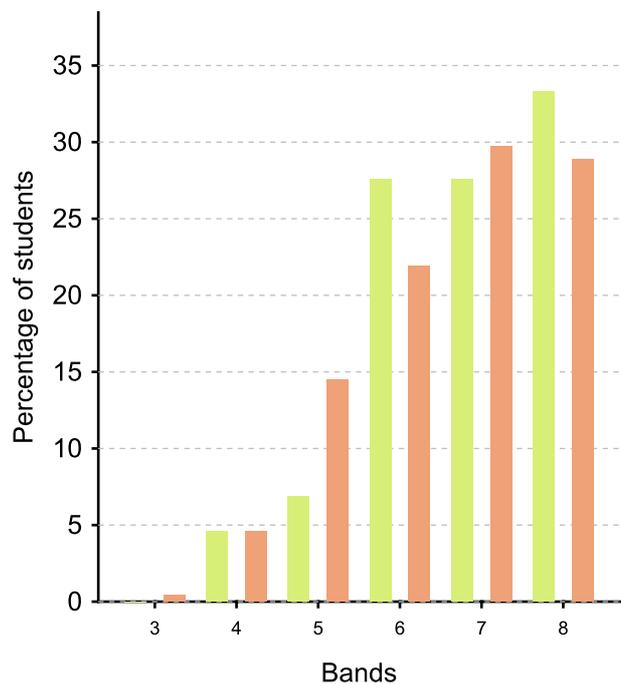
Percentage in bands:

Year 3 Reading



Percentage in bands:

Year 5 Reading



Both Years 3 and 5 results reflect marked improvements in 2017, with a 9.8% improvement in Year 3 from 2016, and 5.6% in Year 5. A strong focus in targeted support programs with systematic and explicit teaching has aided this improvement.

Parent/caregiver, student, teacher satisfaction

PARENT SATISFACTION SURVEYS

Two parent surveys were implemented in 2017.

One sought to gain feedback about the satisfaction levels of parents in regard to strategic direction of the school plan in terms of the Visible Learning Project and its effect on students' attitudes to learning, engagement and feedback. 181 families responded to the survey. The Learning Bar survey tool was utilised. This survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

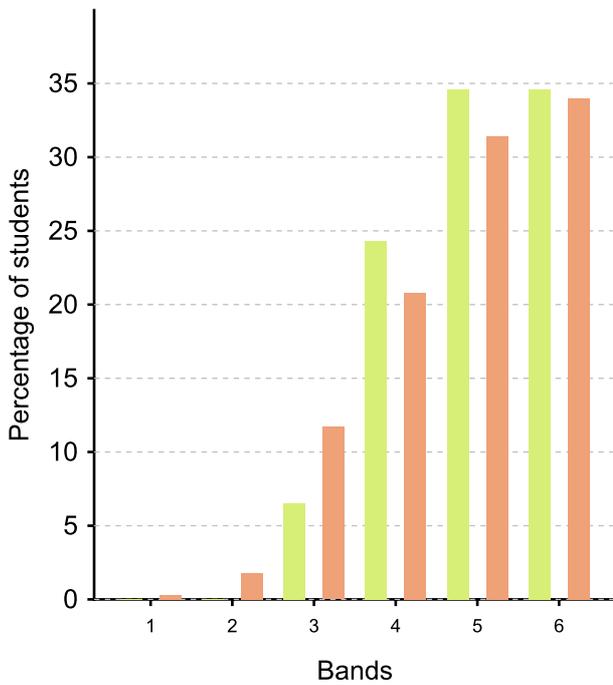
Findings from the survey indicated that 47% of parents talked to their child's teachers 2–3 times per year with 38% doing so more than 3 times a year. 83% of parents attended meetings at school at least 2 or 3 times a year. These results are pleasing and reinforce the strong support the school receives from parents and carers. Parents acknowledged the school's positive approach and support of positive behaviour across the school.

The second source of feedback was led by the " First Class " infrastructure team, that conducted a needs analysis to seek ideas to guide direction for the school's learning environment to best equip students for future learning. The possible future projects that arose from the consultative process included:

- Flexible Learning Space(s). Funding to conduct a pilot program and roll-out new learning facility
- School oval upgrade and expansion of facility, equipment and training opportunities
- Covered walkways to provide interconnected links between key school precincts
- Environmental upgrades including the review of solar energy potential and passive solar design
- Partnerships with tertiary providers to enable mentoring, potential tertiary pathways and scholarships
- Information technology to ensure current IT platforms for all students are reliable fast and consistently available across the campus ; projects that embrace innovation and "cutting edge" projects
- Signage & way-finding to improving connectivity through visual markers and information destinations.

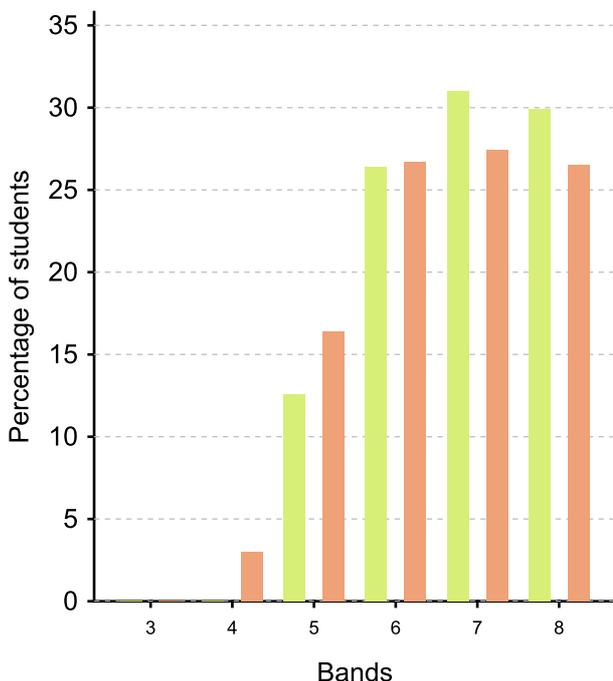
These ideas are all considerations and will guide future planning for the school.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

TEACHER SATISFACTION

Feedback from teachers and other staff members is sought regularly through stage and team meetings. Issues raised are responded to promptly and proactively.

This is evidence by outcomes indicated in the Tell Them From Me survey of teachers. 31 teachers responded to the survey. The survey seeks information of the 'eight drivers' of student learning which are related to dimensions of classroom and school practices. It is based on the learning model followed by the Outward Bound program, hailed as an effective model of teaching practice. The three areas Forestville staff members scored very highly in are Collaboration, Inclusivity and Learning Culture.

Areas requiring a stronger focus for improvement in 2017 include technology and the embedding of data to inform practice. This should prove to be a natural flow on from the professional learning project staff engaged on in 2016. The leadership of a new deputy principal in 2017, sourced for her expertise in technology and innovation, will be a key factor in the development of these identified areas.

STUDENT SATISFACTION

The students utilise a regular feedback stream via the SRC (Student Representative Council). Concerns raised are presented to the school executive team and are addressed as proactively as possible. More formal feedback was sought twice throughout 2016 using the 'Tell Them From Me Survey' tool.

When questioned about positive relationships at school, the students at FPS indicated they have friends at school they can trust and who encourage them to make positive choices. 93% of students had positive relationships. The NSW Govt norm for these years is 85%. Years 4,5, and 6 (230 students) responded to the survey. 94% of the girls and 92% of the boys in our school had positive relationships. The NSW Government norm for girls is 88% and for boys is 83%.

The response from FPS students about their own behaviours was that 95% of students do not get in trouble at school for disruptive or inappropriate behaviour. The NSW Government norm for these years is 83%. 97% of the girls and 93% of the boys in our school believe their behaviours are positive. The NSW Government norm for girls is 91% and for boys is 75%.

The survey looked at Effective Learning Time. Questions focused on whether the students felt important concepts were taught well, class time was used efficiently, and homework and evaluations supported class objectives. In our school, students rated Effective Classroom Learning Time 8.2 out of 10. The NSW Government norm for these years is 8.2. In this school, Effective Classroom Learning Time was rated 8.4 out of 10 by girls and 8.1 out of 10 by boys.

Another series of questions related to Relevance. Students' opinions were sought as to whether they found classroom instruction relevant to their everyday lives. In our school, students rated Relevance 8.2 out of 10. The NSW Government norm for these years is 7.9. In regard to the rigour of lessons.

Students found the classroom instruction was well-organised, with a clear purpose, and with immediate and appropriate feedback that helped them learn. In our school, students rated rigour 8.3 out of 10, which reinforces the school focus of meeting student learning needs and keeping students challenged (The NSW Government norm for these years is 8.2.)

Policy requirements

Aboriginal education

In 2017, the class teaching programs reflected Aboriginal perspectives and an understanding of Aboriginal culture, celebrations and stories as mandated by the syllabus.

The school consulted with local AECG (Aboriginal Educational Consultative Group), the Department of Education's Aboriginal Education consultant, and local family members in regard to the school concert script, costuming and music for the performance items.

The school enjoyed the provided real world contact with culture and country through the 'Descendance Aboriginal & Torres Strait Islander Dance Theatre Group' who provided a smoking ceremony to commence a day of engaging dance, music and storytelling of culture.

Two students with Aboriginal background attended the Warringah Community of School's camp and appreciated the opportunity to interact with other local students and the representatives of the local AECG (Aboriginal Education Consultative Group), and two staff members are actively engaged with the Warringah Community of Schools Aboriginal Education Reference group. These contacts inspired the student leadership team to work with staff to develop a Forestville Acknowledgement of Country, reflecting the traditional owners of the 'Forest land' of our local area.

Multicultural and anti-racism education

Multicultural aspects were integrated into teaching and learning programs throughout the year. The considered inclusion of a range of multicultural content in the performance groups, particularly drumming and choir groups, has added richness to the performing arts programs at the school.

Multiculturalism was celebrated at school on Harmony Day and is recognised as a rich and positive part of students' lives. It fosters an appreciation of cultural diversity. Students wore their national costumes or the colour orange and a variety of learning activities were

organised to promote cultural awareness and inclusiveness.

The students from Years 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition to present inspired speeches linked to a range of topics relating to multiculturalism in Australia, with stage winners participating in the regional finals.

The high level of expertise and collegiality of the school's LBOTE teacher ensures multicultural families are kept well informed and connected to the Forestville school community. This teacher has facilitated a network of support to newly arrived families; engaged a Japanese parent to assist Japanese students with support literacy programs in school, and worked with outside agencies to assist individual students and families.

The school has a teacher who is appointed as the Anti-Racism Contact Officer (ARCO) who is the first contact in dealing with any allegations of racism.