

Forster Public School Annual Report



2018



1936

Introduction

The Annual Report for **2018** is provided to the community of Forster Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

As principal of Forster Public School I am very proud to report on the ongoing achievements and successes of the school. The 2018 school year was exceptionally busy and productive for the school as we continued to strive to provide a quality education for all our students.

There were many highlights along the way and these included;

- The development of a Student Representative Council across the school where students were nominated by their peers to be a voice for them at SRC meetings. This resulted in many student initiatives occurring throughout the year i.e new sun safe hats, more playground seats and tables, opening more areas for eating and playing, beautifying our playground, purchasing more bins for rubbish and introducing recycling, just to name a few.
- The introduction of the Kids Matter program where social and emotional wellbeing is a focus. The school had a breakfast launch for the community with over 200 community people attending. This launch resulted in students having a more positive a sense of belonging and giving them a higher level of engagement.
- The rejuvenation and revisiting of Positive Behaviour for Learning, with a new mascot being developed by the students and regular focus areas taught across the school every week.
- The continuation of our Kitchen Garden program ensuring our students are given the opportunity to refine their healthy eating skills, growing and preparing food from the school garden. This includes making delicious meals, herbal drinks, relishes, pies, salads and sweets, which I am lucky enough to sample from time to time.
- Our IT team introducing iPads to each classroom and a trolley of laptops for shared classroom use, the school being involved in educational Minecraft, coding and in borrowing the STEMshare kits consisting of robotics and virtual reality devices for all classes to use. All of these combined to enhance student knowledge and interest in technology.
- Forster Public School again conducting an enrichment program for its talented mathematicians. Focused on problem solving, the program was designed to equip students with a range of strategies to approach difficult mathematical problems and was offered to groups of students from Stage 1 to Stage 3. As part of the Stage 3 program, students were entered in the 'Challenge Stage' of the Australian Maths Trust's 'Mathematics Challenge for Young Australians', a competition style program involving thousands of students across Australia. Fourteen students in Years 5 and 6 successfully completed the 'Challenge Stage' with outstanding results being achieved.
- Utilising the expertise of a local Indigenous identity to promote awareness of the local Gathang language in the classrooms.
- The students raising \$10,000 in the annual Sportsathon which was used for new playground furniture.
- The school hosting a very successful Aboriginal Numeracy Competition (ANC) which was attended by many students from other schools. During the course of the event, teams of students rotated through a variety of engaging, stimulating mathematical challenges and STEM activities. The day proved to be extremely successful, with over 70 students participating and community members attending.
- The International Competitions and Assessments (ICAS) where our students achieved more Distinctions and High Distinctions than ever before in our history of participation.
- Our student leaders representing the school and its community at several important events including the ANZAC Day March and wreath laying ceremony, Remembrance Day Ceremony and NAIDOC celebrations.
- Over eighty students from Forster Public School participating in Shine On, which is a showcase of the performing art talents of students, Kindergarten to Year 12 from schools across the Great Lakes Learning Community. Our students were represented in the dance, band and choir and presented a dynamic performance based on Snow White.
- School Spectacular, which saw 13 of our students from Years 4 to 6 travel to Sydney to perform a dance routine. We were one of only ten regional primary schools selected to be part of the show. In total, over 5000 K-12 students across the state participated with less than 500 from regional areas.
- Our school being involved in Film by Pebble, which is an annual film festival hosted by Forster Public School that promotes critical literacy skills in creating short films and animation as part of our English and Arts syllabi. Students and their teachers spend many weeks in the planning and creating of original short films using a variety of techniques, such as: stopmotion animation, claymation, live action and greenscreening. The films were then showcased at Club Forster to an audience of students and their families. Over 25 films were shown from the seven schools that comprise the Great Lakes Learning Community.
- A wonderful music program consisting of many talented musicians tutoring students in a variety of instruments giving them the opportunity to learn a new instrument and fine tune their musical skills. Along with the music program we saw the development of budding singers in our school choir and talented musicians in our school

band.

- Our many sporting highlights (which are mentioned within the report) attest to the dedication of staff, students and families. We are proud of our students sportsmanship and success.
- The P&C continuing to work tirelessly to support our school, especially in the enhancement of resources. This key parent body is integral to the strong and productive connection the school has with its community and to the wider community. One of the highlights being the Colour Run which raised over \$4,000 for school resources.
- The Oakvale farm visit for Year 1 and the Billabong excursion Year 2. This happened to be the first excursion out of the school grounds for some of these students.

Our school has a strong and effective leadership team supporting a professional and dedicated staff. We recognise the challenges that 21st century education presents. However, we feel confident that we can continue to provide the quality educational experiences and opportunities that will equip our students to face the future as productive, effective and caring citizens of our nation.

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

Annie Everingham

Principal

School contact details

Forster Public School

Head St

Forster, 2428

www.forster-p.schools.nsw.edu.au

forster-p.school@det.nsw.edu.au

6555 6766

Message from the students

2018 was a great year for Forster Public school. Our leadership team consists of 12 students: Captains– Shana Coleman and Bailey Duffy, Vice Captains– Ella Stallworthy and Lachlan Drew and 8 school leaders– Milla Crabbe, Dylan Ceccato, Stevie McDonagh, Rory Falk, Kirra Cremin, Jake Barber, Lilly Foster and Josiah Flower.

We led many important ceremonies in our school, such as ANZAC Day, Remembrance Day and Gold Assemblies. We also ran the weekly Stage 3 assemblies. The entire leadership team also had the opportunity to attend a Group Leadership Day at Club Forster at the beginning of the year. We made connections with student leaders from other schools which improved our social skills and together we learnt how to become strong leaders.

This year we also had the opportunity to have an SRC team at our school for the first time. This consisted of a student from each class who was elected to represent their peers. Together we made decisions to improve the school. This included suggesting new school hats, improving our sports grounds and equipment, beautifying the retreat area and helping the environment by introducing recycling and composting bins.

At the SRC Induction Day, we were involved in fun team building activities that encouraged teamwork, cooperation, communication and problem solving. As leaders at our school, we always encourage good behaviour and respect from other students and we make sure all students are safe at all times.

Being a school leader has helped us to improve our social skills and our public speaking skills. It has given us greater confidence and taught us to work as part of a team. We look forward to building on our leadership skills in high school.

Shana Coleman, Stevie McDonagh and Kirra Cremin

School background

School vision statement

Forster Public School provides a quality teaching and learning environment. We engage with our community to develop the academic, social, emotional, physical and spiritual needs of each child. We promote equity, excellence and opportunities for all in an environment where all students are known, valued and cared for. High impact teaching strategies ensure measurable, observable progress is achieved for all students.

School context

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

At Forster Public School we:

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our focus area has been *Wellbeing*. There is a whole school approach to wellbeing through Positive Behaviour for Learning (PBL), Bounce Back, KidsMatter and the use of an Effective Learning and Support Team. There is a consistent use of language to communicate expected behaviours across all school settings. Teachers regularly engage in explicit micro lessons to teach students the expected behaviour and how to manage and care for themselves in a positive school environment.

In the domain of Teaching, our focus area has been *Data Skills and Use*. Professional learning in the school is linked to school priorities and individual learning needs. There has been a large focus on Literacy and Numeracy Learning Progressions and the use of data to plot student growth. Teachers were provided professional learning about the *Spiral of Inquiry* which led to a deeper look at student data and how this drives individual student learning and curriculum outcomes. Regular professional learning sessions were run within the school, utilising the skills of the Executive Staff.

In the domain of Leading our focus areas have been *Instructional Leadership and School Resources*. The leadership team has led targeted and purposeful professional learning in the areas of Literacy and Numeracy. Data was analysed and specific areas of need focussed on. There has been an emphasis on whole school improvement (staff working collaboratively to increase all student outcomes) to support a culture of high expectations for learning.

To support the effective implementation of quality literacy and numeracy programs an audit of resources took place which identified the need for more guided reading books, quality rich texts, home reading books and a range of mathematical equipment. The Student Representative Council recognised the need for a more engaging outdoor area. From this more seating was provided for students in the playground and a range of projects were carried out to make the grounds more visually appealing for everyone.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Evidence Based Quality Teaching

Purpose

To provide equal opportunities for all students to thrive and maximise impact on student learning outcomes. Forster Public School is committed to providing a quality teaching and learning environment where teachers are reflective practitioners and there is consistent, evidence-based pedagogy. This enables students to become active, engaged learners who strive to challenge and stretch their personal best.

Overall summary of progress

This year in Strategic Direction One we have focussed on the processes of School Professional Learning and Visible Learning.

School Professional Learning

These learning sessions focussed on collaborative small group professional learning to develop deep understanding of explicit teaching in English and Mathematics inclusive of Visible Learning principles. Teachers engaged in collaborative learning to enhance knowledge of the syllabus and links with the Literacy and Numeracy Progressions. Teachers developed their capacity to use and analyse data through the use of work samples, assessment and student data. Teachers aimed to reflect on the impact that their teaching practice had on student outcomes.

Visible Learning

Visible Learning is the result of the research undertaken by John Hattie to understand what provides the most success in learning. It is based on over 68,000 studies and 25 million students. John Hattie defines Visible Learners as students who can:

- articulate what they are learning;
- explain the next steps in their learning;
- set learning goals;
- see errors as opportunities for further learning;
- know what to do when they are stuck; and
- seek feedback

Staff have engaged in professional learning led by the Corwin group, using a three-tiered approach:

- tier One: All teaching staff participated in two full day professional learning sessions;
- tier Two: The school leadership team attended an additional two days training in gathering evidence to formulate an action plan; and
- tier Three: Five senior executive attended a full day session on Impact Coaching.

Whole school and Grade Based professional learning sessions were also conducted to build capacity with the use of learning intentions and success criteria. Staff from Corwin completed a School Capability Assessment, identifying school-wide baseline data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
8% increase of students in top two NAPLAN bands in reading, writing and mathematics 90% of students at or above minimum standard in NAPLAN in reading, writing and mathematics •	\$60 000 Quicksmart SLSO	See NAPLAN results
Visible Learning school capability assessments and Evidence in	\$33 000 (approximately) Visible Learning	The School Capability Assessment indicates that some aspects of Visible Learning are already

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Action plan indicate significant growth from baseline	\$10 000 (approximately) PAT tests	evident within the whole school context, though these are not yet widespread. The data collated in the 2017 assessment establishes the school's baseline data.

Next Steps

- Utilise knowledge gained from 'Leading and Sustaining a Quality Learning Culture' will drive collaborative professional learning based on a spiral of enquiry. Teachers will engage in professional learning through a new format of – learn (participate in the professional learning), do (put the learning into action within the classroom) and reflect (reflecting on the impact for students).
- The school will continue their partnership with Corwin to build teacher capacity in the areas of Visible Learning. PAT tests will be utilised to determine the amount of student growth within a year.
- Learning walks will be conducted across the school to view the impact of Visible Learning across the school. Expertise from the Department of Education will be utilised to support this initiative.

Strategic Direction 2

Growing a Performance Development Culture

Purpose

To develop a collective efficacy focused on continuous improvement. Staff are empowered to develop a shared responsibility for improving student outcomes through quality teaching practice. A balance of collaborative and personalised professional learning builds staff capacity.

Overall summary of progress

This year in Strategic Direction Two we have focussed on the processes of the Performance and Development Framework and mentoring through collaboration.

Performance and Development

At the beginning of the year all teachers participated in professional learning to gain a greater understanding of the Performance and Development Framework. Examples on how to construct quality professional goals, linking professional learning needs and examples of evidence were given. How to use the Australian Professional Standards for Teaching (APST) and the school plan to guide the development of professional goals was demonstrated.

Teachers then had opportunities at a later date to sit with supervisors and discuss their goals and how they directly link to the APST and the school plan.

Mentoring Process

Mentoring has been occurring throughout the year with Instructional Leaders and Assistant Principals continuing to build Teacher capacity. Whilst there is no official structure within the school for teachers to mentor other teachers, this has been occurring sporadically through lesson observations and team teaching. A teacher was released from class approximately two days a week to build teacher capacity in coding and robotics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers effectively use the Australian Professional Standards for Teachers to demonstrate professional growth.	NA	88% of staff reported that the professional learning was worthwhile in supporting them to reflect on the APST and write quality professional learning goals. 100% of staff have linked their PDP goals with the APST and the school plan.
All teachers engage with the mentoring process to show professional growth.	\$58 000 IT teacher	All students were exposed to robotics and coding lessons

Next Steps

- Strong Start, Great Teachers will begin on alternate weeks to support teachers within their first five years of teaching.
- A Professional Learning opportunity for aspiring leaders will begin alternate weeks, focussing on leadership skills and roles and responsibilities of leadership within the school.
- Targeted whole school professional learning will be strongly tied to the Australian Professional Standards for Teachers.
- Utilise QTSS funding to support teachers working alongside Instructional Leaders to co plan, co teach and co reflect.

Strategic Direction 3

Connect, Succeed, Thrive and Learn

Purpose

To ensure all students are known, valued and cared for and develop the skills and resources for future success and well being. Positive relationships are strengthened to build a sense of belonging, connecting with students, parents, carers and the wider community.

Overall summary of progress

This year in Strategic Direction Three we have focussed on evaluating and reviewing our processes of Positive Behaviour for Learning (PBL), KidsMatter and the Learning and Support Team structures. We worked to ensure the foundations were in place to gain optimal impact from our work on the quality of the learning environment. As well as reviewing in-school processes we focussed on positive relationships between staff and students to build a sense of belonging, and connecting with students, parents, carers and the wider community.

Positive Behaviour for Learning

PBL is an evidence-based whole school process to improve learning outcomes for all students. A PBL team was established and participated in Universal Training. From here an action plan was created and the following targets were met:

- reviewing and updating the matrix of expected behaviours;
- relaunching PBL by having a student mascot competition to create a new school PBL mascot;
- new lessons (reflective of school data and the behaviour matrix) developed and distributed weekly to teachers;
- changes to the RFF timetable to ensure teachers have a two hour block which will be less disruptive for the class;
- altering the bell times during the day to allow for more numeracy time and a shorter afternoon session;
- introducing a Reflection Room to allow for immediate follow up of incidents; and
- fluoro vests for all staff members on the playground to enable easy identification of staff.

KidsMatter

KidsMatter is a mental health and wellbeing framework for primary schools. KidsMatter provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. This year the KidsMatter team have:

- trained staff to complete training of Component 1, KidsMatter. This resulted in the collection of staff surveys and data which drove the introduction of a Student Representative Council (SRC);
- SRC has since been established with a community induction ceremony. The SRC have implemented changes within the school environment eg new playground tables and chairs, recycling bins and recycling procedures across the school, new sun safe hat and opened more areas in the school for play at breaks;
- hosted a community breakfast launch which attracted approximately 200 school community members. Local businesses engaged with our launch by either making donations or providing services for the school on the day. During the launch surveys were completed allowing baseline data to be collected; and
- conducted a student survey, which depicted how they perceive our school. This baseline data has been collated and will be used to drive future planning.

Learning and Support Team (LST)

The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met. The LST self-assessed against the Learning and Support Team Matrix. The results indicated that the school currently is working within the Foundation level across the four focus areas. Staff were also surveyed to gather baseline data into structures and practices. This data was used to identify priority focus areas. The LST have:

- created a new referral form to ensure that all referrals contain relevant information to guide the team response;
- realigned meetings to focus on an individual stage each meeting and support participation of Assistant Principals and teachers when appropriate. A stage based filing system was created to match the new meeting structure; and
- investigated new wellbeing programs to support students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School-wide Evaluation Tool (SET) indicates that 80% of the Positive Behaviour for Learning (PBL) elements are in place. Effective Behaviour Supports Survey (EBS) indicates growth across targeted settings.	\$ Universal Training Professional Learning for the PBL team	The School-wide Evaluation Tool (SET) indicated that 77.3% of the PBL elements are in place.
Students report an increasing sense of belonging as measured through KidsMatter and Tell Them From Me student surveys. All teaching programs contain evidence of the 8 Ways of Learning.	NA	The KidsMatter survey was taken for the first time this year and will be used as the benchmark for 2019.
Learning and Support Team Matrix indicates movement from Foundation Level to Level 2.	NA	See above

Next Steps

Positive Behaviour for Learning

- Evaluation of current reward system and alignment to the PBL ethos.
- The PBL SET revealed our three top priority areas as:
 - Consequences for unproductive behaviours are defined clearly (79%);
 - Unproductive behaviours are clearly defined (76%); and
 - Expected student behaviours are taught directly (70%)

KidsMatter

- The KidsMatter survey completed by students and parents indicated the need for:
 - opportunities for community engagement on school grounds;
 - information around building resilience;
 - information and strategies for challenging behaviours; and
 - information around mental health and mental wellness.
 - These findings will drive future directions for parent workshops, linking with outside agencies and supporting families.

Learning and Support Team

- The LST will:
 - continue to reflect on procedures and implement changes to strengthen administrative tasks;
 - continue to support teachers to implement appropriate adjustments in class for students;
 - continue to investigate wellbeing programs to support students and families; and
 - introduce procedures for external service providers to work within the school environment supporting students to meet educational outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$141 870	<p>* An Aboriginal Education Officer and Aboriginal Education Worker embedded culture throughout the school for all students. Introduced cultural lessons which encompassed Worimi language, cultural walks and outside learning.</p> <p>* SLSO employed supporting students Literacy and Numeracy progress through individualised programs.</p>
English language proficiency	\$6568	<p>* 8 EAL/D students of varying developmental phases received support to enable them to access the curriculum.</p>
Low level adjustment for disability	\$333 095	<p>* Intervention teachers were employed resulting in targeted students receiving additional individualised support in English and Mathematics.</p> <p>* SLSO employed supporting students Literacy and Numeracy progress through individualised programs.</p>
Quality Teaching, Successful Students (QTSS)	\$140 700	<p>* Assistant Principals received one day per week to support and mentor teachers in their stages. Specific areas being targeted were Literacy and Numeracy, Visible Learning, behaviour expectations and learning adjustments.</p> <p>* A teacher was employed to mentor staff in robotics, coding and integrating technology into all curriculum areas.</p>
Socio-economic background	\$466 196	<p>* Staff were employed to run the Stephanie Alexander Kitchen Garden Program (see other school programs).</p> <p>* Additional staff were employed in the office to promote community engagement, monitor attendance and co ordinate the school newsletter and website.</p> <p>* Deputy Principals were released from class to monitor student attendance, support student wellbeing, support Positive Behaviour for Learning and implement other initiatives supporting student success.</p>
Support for beginning teachers		



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	400	391	388	356
Girls	357	370	377	377

Census data shows the grade group with the largest enrolment in 2018 was grade 4 with approximately 115 students.

The smallest year group was Kindergarten with 85 enrolments.

This is the first year since 2014 that the school has more female students enrolled.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92	93.6	92	93.7
1	92.2	92.4	92.5	90
2	92.9	91.5	91.9	91.6
3	92.9	92.1	92.7	91.3
4	91.5	93.3	91.6	90.9
5	91.6	92.8	92.1	90.1
6	92	92.2	91.9	88.7
All Years	92.1	92.5	92.1	90.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

A range of strategies are used to monitor student attendance to encourage full day attendance by all. Classroom teachers mark rolls daily and make contact with parents and carers if absences are not

satisfactorily explained. Reminder letters are mailed weekly for parents to contact the school if their child was away or late with no explanation given. The Deputy Principal meets with the Home School Liaison Officer fortnightly to review attendance of students who are falling below 85%. From this meeting, students whose attendance is of concern are identified and communication with parents and carers occurs directly. The Lateness and Attendance Monitoring Program might be initiated by the class teacher to closely track individual student attendance. Parents and carers are able to provide explanations for absences via the Skoolbag App, phone calls, emails, meetings with the teacher or handwritten letters. If satisfactory explanations are not received a referral to the Home School Liaison Officer is made and strategies are developed in consultation with parents and carers to improve student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	30.23
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
School Counsellor	1.5
School Administration and Support Staff	10.47

*Full Time Equivalent

In 2018 Forster Public School had one Aboriginal Education Officer employed, for part of the year there was also an Aboriginal Worker employed to support all students to learn about the local Worimi culture. One permanent class teacher identifies as Aboriginal.

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	20

Professional learning and teacher accreditation

Forster Public School is committed to the strengthening of a performance development culture and as such all teachers engaged in significant focused professional learning throughout 2018. Teacher Professional Learning (TPL) took place throughout the year during:

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

Main topics covered this year were:

- Mandatory Training such as; Code of Conduct, Child Protection, CPR, Anaphylaxis;
- Visible Learning;
- Growth Mindset;
- PBL– inclusive of developing a consistent school wide behaviour management strategy;
- KidsMatter;
- Disability Discrimination Act;
- Arithmetical Strategies (Mathematic Number strand);
- Literacy and Numeracy Learning Progressions;
- Spiral of Inquiry
- Management of Actual or Potential Aggression (MAPA)

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	741,196
Revenue	8,364,259
Appropriation	8,104,948
Sale of Goods and Services	7,967
Grants and Contributions	245,641
Gain and Loss	0
Other Revenue	0
Investment Income	5,703
Expenses	-8,607,662
Recurrent Expenses	-8,607,662
Employee Related	-7,933,521
Operating Expenses	-674,141
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-243,403
Balance Carried Forward	497,794

Areas of additional expenditure included:

* beautification of school grounds– table and chair sets for students, painting, new fences, gardens and doors to open the staffroom;

* an Assistant Principal off class to support Student Wellbeing and school promotion;

* library furniture to support future focussed learning pedagogy; and

* additional SLSOs and Intervention teachers to support student outcomes.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,698,290
Base Per Capita	156,076
Base Location	8,335
Other Base	4,533,879
Equity Total	947,730
Equity Aboriginal	141,870
Equity Socio economic	466,196
Equity Language	6,568
Equity Disability	333,095
Targeted Total	1,208,890
Other Total	1,019,240
Grand Total	7,874,150

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Forster Public School aimed to increase the number of students in the top two NAPLAN bands in reading, writing and numeracy by 8%. Our school also aimed to have 90% of students at or above minimum standard in NAPLAN in reading, writing and numeracy, determined by students achieving in the five highest bands.

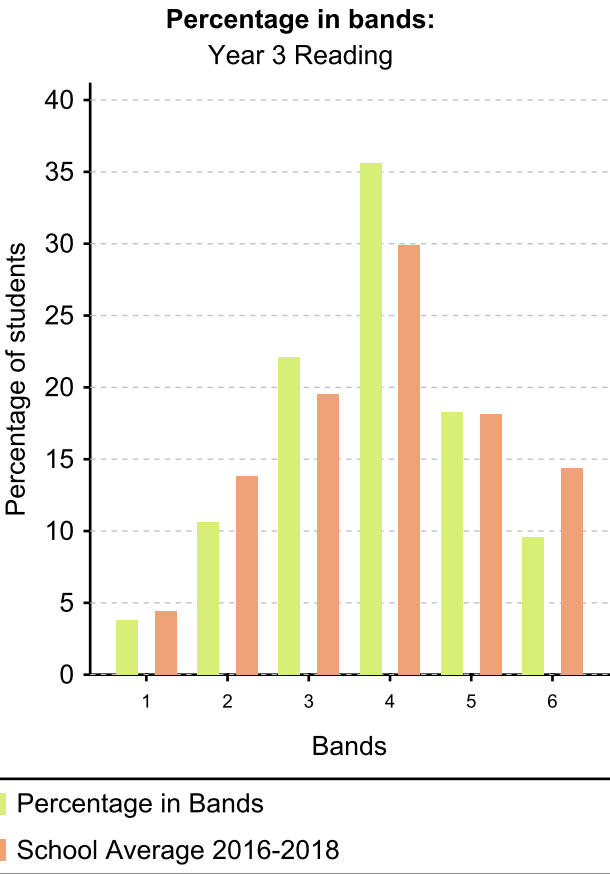
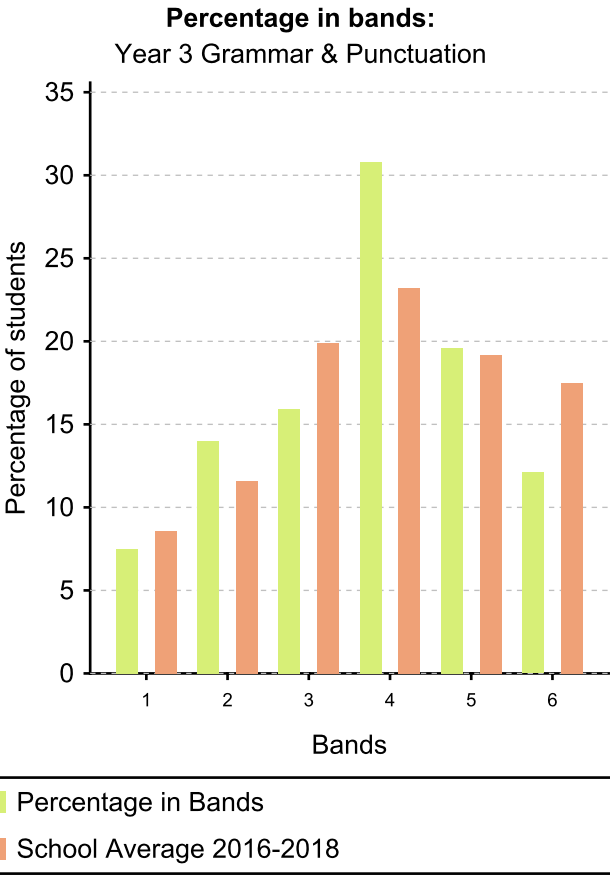
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

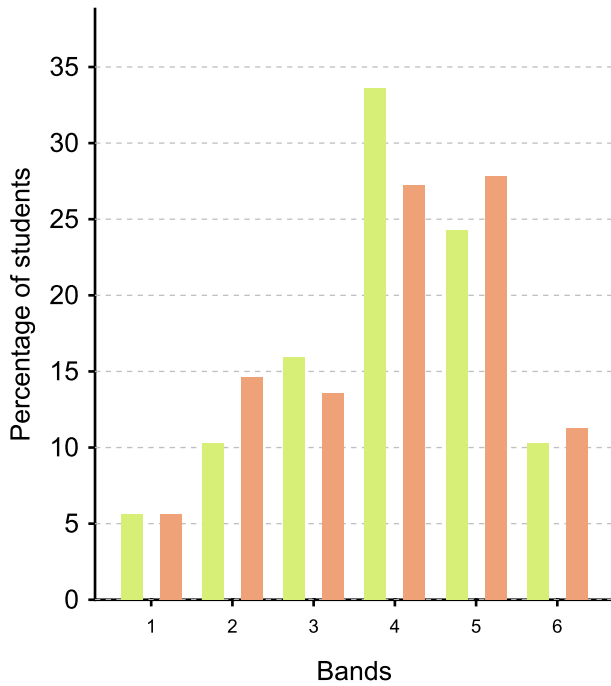
NAPLAN writing results in Year 3 indicated a substantial growth in the percentage of students in the top two bands from 36% in 2016 to 51% in 2017. In 2018 there was a decline resulting in 44% of students achieving in the top two bands; however, this matched the state average for the percentage of students achieving in the top two bands. Although overall we are still below state average in writing, there has been a reduction in the number of students in the bottom two bands. In Year 3, Aboriginal students outperformed non-Aboriginal students in spelling by an average of 10 marks and are on par with non-Aboriginal students in spelling in Year 5. Year 5 have demonstrated little change in the number of students in the top two bands in writing, remaining at around 10%. In writing, 94% of students in Year 3 and 89% of students in Year 5 performed at or above minimum standards.

In reading, Year 3 showed a decline from 35% of students in the top two bands in 2016 to 28% in 2018. Although the results indicate we are still below state average in reading, the percentage of students in the bottom two bands has halved from 2014 to 2018. Year 5 NAPLAN reading results have demonstrated little change in the number of students in the top two bands remaining at around 24%. Year 5 reading results indicate a positive incline towards the state average although still marginally below. Year 5 reading results shows little disparity between Aboriginal and non-Aboriginal students, and historical data indicates the closing gap. NAPLAN data indicated 96% of Year 3 students and 90.8% of Year 5 students performed at or above minimum standards in reading.

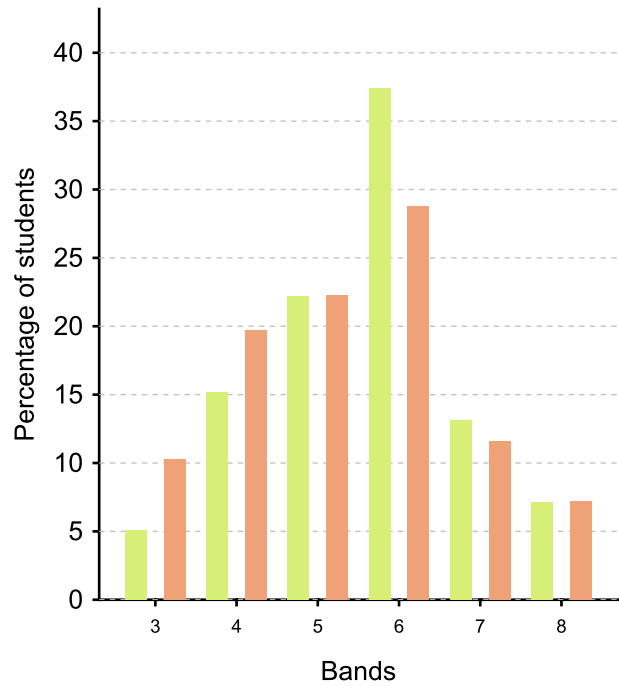
In 2018, NAPLAN trend growth data indicated on average the percentage of students who achieved above or at expected growth from Year 3 to Year 5 was 62% of students in reading, 55% of students in writing, 57% of students in grammar and 45% of students in spelling.



Percentage in bands:
Year 3 Spelling



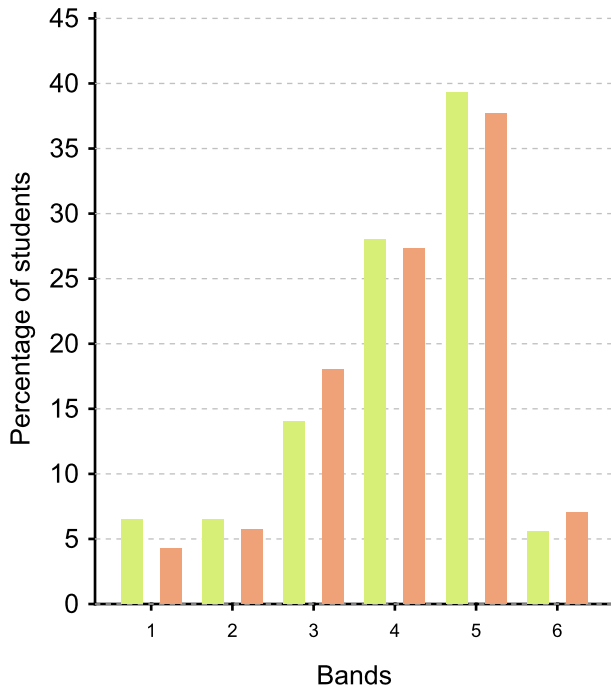
Percentage in bands:
Year 5 Grammar & Punctuation



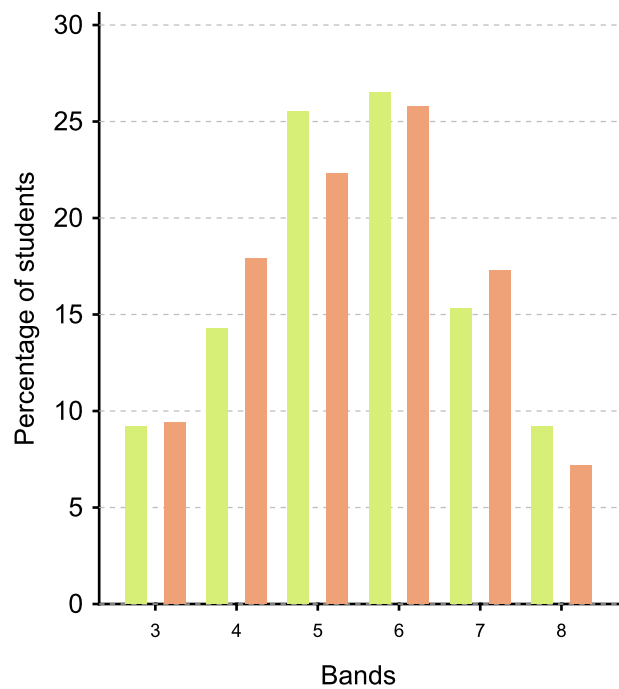
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



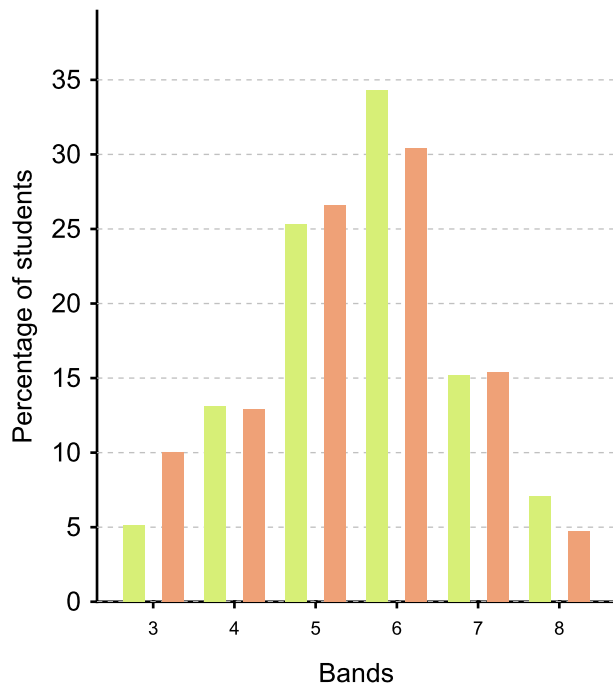
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

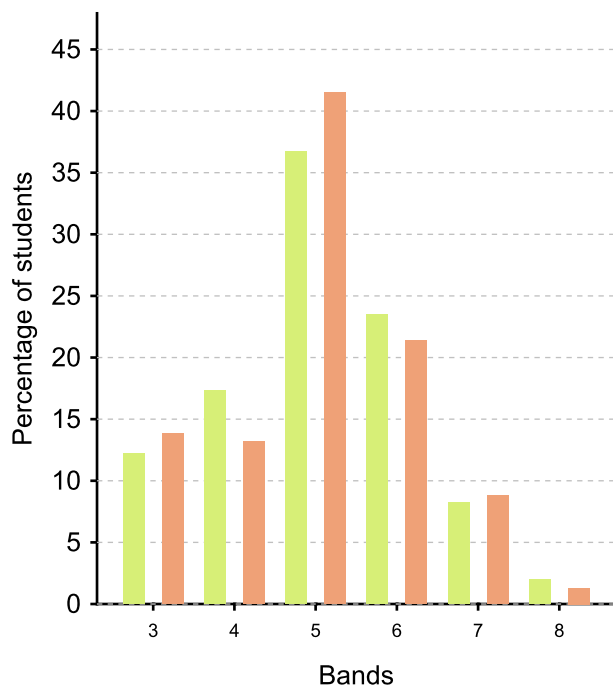
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

NAPLAN data indicated 98% of students in Year 3 and 94% of students in Year 5 achieved at or above minimum standards in numeracy. Year 3 NAPLAN numeracy results showed a decline from 24% of students in the top two bands in 2016 to 14% in 2018. Year 5 data indicated a slight increase of students in the top two bands from 12% in 2016 to 16% in 2018. In 2018, NAPLAN trend growth data indicated on average the percentage of students who achieved above or at expected growth from Year 3 to Year 5 was 45% of students. Numeracy results indicate that there are a higher percentage of kids in the bottom and middle bands, and a lower percentage in the top two bands than State in both Year 3 and Year 5. Aboriginal students are on par with our non-Aboriginal students in numeracy.

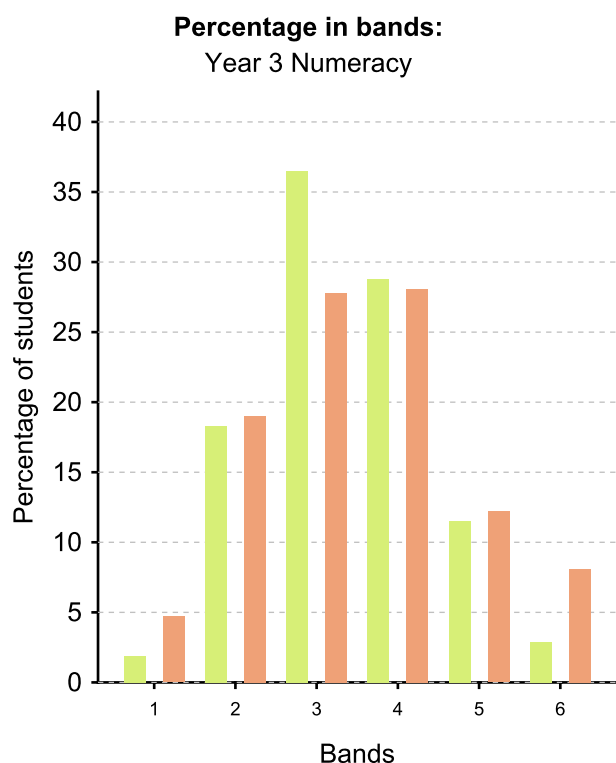
Percentage in bands:
Year 5 Writing



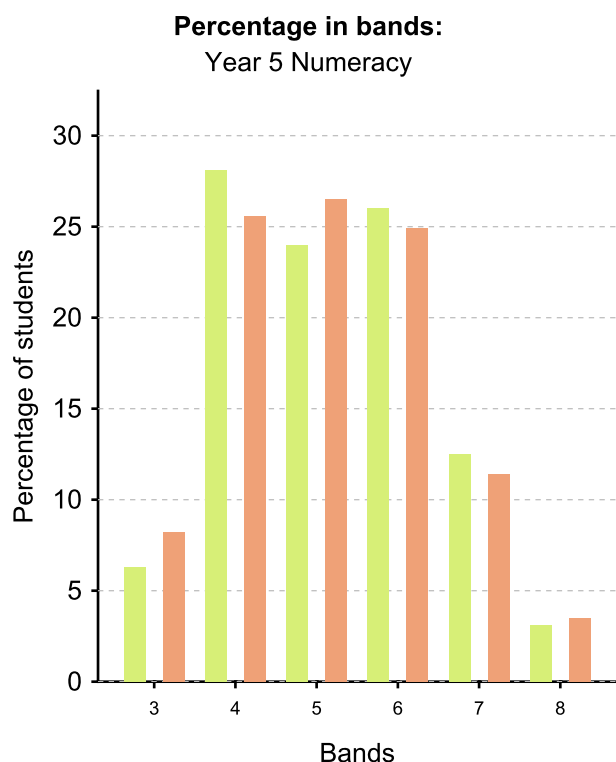
Percentage in Bands
School Average 2016-2018

results in the top two bands.

15% of Aboriginal students reached the Premier's Priority target of Reading and Numeracy results in the top two bands. This is an improvement of 10% from 2017.



Percentage in Bands
School Average 2016-2018



Percentage in Bands
School Average 2016-2018

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.>

20.65% of Year 3 and Year 5 students reached the Premier's Priority target of Reading and Numeracy

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The Tell Them from Me (TTFM) surveys have been conducted for 3 years. The survey collects data from three groups – students, parents and teachers. The data is collected from Forster Public School students Years 4 to 6.

Student Results

Three key findings for student responses included:

- student responses were below the state responses for feeling accepted and valued by their peers and others at the school (positive sense of belonging);
- student responses indicated that we are below the state average for students who are victims of bullying – physical, verbal and/or over the internet; and
- the school mean was only 0.1 below the state norm for students feeling classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them learn.

Parent Results

Three key findings for parent responses were:

- below the state norm for teachers having high expectations for their child to succeed;
- below the state norm for teachers taking account of my child's needs, abilities and interests; and
- above the state norm for my child is clear about the rules for school behaviour.

Teacher Results

Three key findings for teacher responses were:

- higher than the state norm setting high expectations for student learning;
- lower than the state norm for school leaders providing useful feedback about teaching; and
- slightly above the state norm for monitoring the progress of individual students.

Forster Public School has an enthusiastic Aboriginal Education team who continue to work extremely hard to ensure all students receive the best possible education. Staff representative regularly attend AECG meetings. Targeted projects have supported Indigenous students throughout the year. Examples include:

- enhancing school transition points;
- a strong focus on attendance, engagement, high expectations and self-regulation;
- implementation of successful programs such as Quick Smart Mathematics and Tutor Reading Programs which supported specific interventions for both literacy and numeracy improving student confidence, skills and capacity with reading strategies, comprehension and automatic recall of number facts;
- personalised learning plans were in place for all Aboriginal Students with specific goals to improve learning outcomes;
- girls and boys groups which ran with the support of local Indigenous community members. These groups provided the opportunity to build cultural awareness through a mentoring structure to students from Years 4–6; and
- the expansion of mGoals, enabling Aboriginal students in our school to upload special information about projects, performances and local cultural knowledge.



Multicultural and anti-racism education

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



Policy requirements

Aboriginal education

Other school programs

Band and Choir

Forster Public School has two bands, the training band and the concert band. Approximately forty students engage in the band program. It has been a year of transition as two new conductors stepped up to take on the challenge of this exciting school program. In Semester 1, the Concert Band continued to learn new pieces and increase musical skills. They also performed at several important assemblies and events such as Education Week, Grandparents Day, Gold Assemblies and aged care facility tours. The band received a highly commended at the Taree Eisteddfod. The training band learnt to read music and play an instrument with a choice of instruments such as, the flute, clarinet, saxophone, percussion, trumpet, cornet, keyboard and euphonium. The two bands attended several workshops with students from other local schools. These workshops have been well received amongst band members and have been an excellent learning opportunity for the students and teachers. They are planned to occur each term in 2019. In Term 4 the bands combined together in preparation for 2019. The conductors attended workshops to increase their skills and to help guide future direction of the band. They also recently joined the local community band and are committed to creating community links so that band members can have musical opportunities beyond primary school. In 2019 Elizabeth Berry will be taking over the management and conducting of both bands.

The primary choir consists of students from Years 3 to 6. They practice each Tuesday, showing commitment by attending during their lunch break for rehearsal. These sessions include a routine of physical, vocal and breathing warm ups before the choir move onto new pieces. The choir have had many opportunities to perform through assemblies, school events such as Grandparents Day, pop-up playground performances, Education Week, NAIDOC week and aged care facility tours.

Mathematics Enrichment

This year Forster Public School again conducted an enrichment program for its talented mathematicians. Focused on problem solving, the program was designed to equip students with a range of strategies to approach difficult mathematical problems and was offered to groups of students from Stage 1 to Stage 3. As part of the Stage 3 program students were entered in the 'Challenge Stage' of the Australian Maths Trust's 'Mathematics Challenge for Young Australians', a competition style program involving thousands of students across Australia.

Fourteen students in Years 5 and 6 successfully completed the 'Challenge Stage' with outstanding results being achieved.

From these students three were identified to attempt the extremely challenging 'Enrichment Stage' program with the Australian Maths Trust. This program involved

mathematical problems over sixteen weeks. At the end of a chapter each student had to complete a test problem related to the relevant chapter. Each problem often took several hours to work through using a range of strategies. Many hours of frustration ensued as the students found themselves down dead ends, having to backtrack over pages of calculations to find errors, or even abandon their approach and attack the problem from a new and different angle. Apart from problem solving skills the students developed patience and persistence!

All students involved deserve congratulations for their outstanding performance.

Writing Enrichment

A Writing Enrichment Program was undertaken for Year 1, Year 2, Stage 2 and Stage 3 with a total of 51 students (10, 11, 16 and 14 respectively) participating in the program during Terms 2 and 3. This course provided talented and enthusiastic writers the opportunity to develop their writing skills in an environment of supported development. Students were exposed to the organisation of the structural components of persuasive texts in an appropriate and effective text structure. Writers learnt to use a range of persuasive devices to enhance the writer's position and persuade the reader. The range and precision of contextually appropriate language choices was also explored. Older writers became aware of the multiple threads and relationships across their writing. All writers enthusiastically embraced this opportunity and used their knowledge to improve on each marking criterion for their level.

Connected Learning

During the year we have purchased an additional 34 iPads for classroom use, this purchase means that each classroom has an allocation of 3 iPads. Our 2018 Technology for Learning allocation allowed us to acquire 7 desktop computers for use in classrooms with interactive Whiteboards (replacing out of warranty machines) and 35 notebook computers. The notebook computers have been allocated in the following manner, 8 to classrooms, 8 to the library and 19 for a mobile bank of notebooks for classroom borrowing. In addition the school has purchased a Mac mini which acts as a caching server. Our robotics program began in term 1 and has continued through until the end of term 3. Classroom teachers booked their class in for robotics team teaching lessons that introduced the students to the concept of robotics and allowed them to engage with the robots at the ratio of 2 students per robot. The school was successful in its application to be part of the Minecraft Education Edition Early Access Program. The program provided the school with sufficient licences for 4 classes to be part of the program which involved integrating Minecraft into the Key Learning Areas of Geography, History, Science, Mathematics, English and the Visual Arts. The culmination of the program was the development and submission of a unit of work which is now available to teachers around the world via the Minecraft Education Edition website.

Early Action for Success

Early Action for Success is now in the fifth year of implementation. The main aim of the initiative is to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. It aims to ensure that every student leaves Year 2 achieving stage appropriate outcomes, particularly in reading, writing and numeracy.

Key features of Early Action for Success include:

- * instructional leadership;
- * personalised learning;
- * assessment for learning;
- * targeted interventions; and
- * high quality professional learning with a focus on the early years of schooling K–2

This year the National Literacy and Numeracy Learning Progressions have been launched. These documents replace the Literacy and Numeracy Continuums and teachers have engaged in professional learning to support the implementation. Teachers have worked collaboratively to develop a deeper understanding of these documents, particularly in Numeracy. Together, teachers have assessed students, planned and implemented lessons addressing targeted areas of need. Student progress was then mapped using the Numeracy Continuum.

K–2 staff have also engaged in the Language, Learning and Literacy (L3) program, enhancing the teaching of balanced reading and writing sessions. This is a two year professional learning course with ongoing professional learning for staff after completing the initial two years. One teacher commenced training in the Early Stage 1 component in 2018. Three teachers commenced training in the Stage 1 component. Three teachers graduated from the Stage One 2 year professional learning this year.

Five weekly data analysis is an important component of the Early Action for Success Initiative. This regular data analysis informs classroom practice. Students who require additional support are identified and tailored programs to meet students' specific needs are implemented. Approximately 75 students across Kindergarten to Year 2 accessed tiered intervention programs throughout the year.

Support Unit

The Support Unit has continued busy operation with five support classes. Through robust reflection the school has rebadged one IO/IS class to an IO/AU class. This will ensure we can maximise our ability to thoroughly support the increasing volume of students with Autism Spectrum Disorder in our school. Technology is integrated into all aspects of the teaching and learning programs in the Support classes. Teachers have been able to expose students to Robotics, Mine Craft and Virtual Reality technology.

iPads for each class, enable students to work in small groups with new Apps to further develop literacy, numeracy and communication skills. High support needs students have access to the latest technology such as the Tobi Eye Gaze device. This bridges the gap for communication and provides a medium for students to make active choices in their education.

Teachers continue to provide comprehensive Personalised Learning and Support Programs (PL& SP's) for all students. Visible Learning has been incorporated into this process with goals collaboratively developed being displayed in classrooms as SMART goals. 100% of students have been able to reach their goals.

Students are encouraged to access mainstream classes for integration. They are supported to access learning in identified Key Learning Areas by all staff. A clear system of transition is developing to support the seamless integration of students. Integration enables promotion of positive relationships between students and an increased understanding of students with disabilities. Many of our students access NDIS therapist within the school setting. We are supportive of the complimentary therapies and seek ongoing advice and support to best meet the educational needs of the students.

There has been a revival of PBL, to build resilience and self-regulation in various settings across the school. This has resulted in all students being accepted and supported irrespective of disability.

All students continue to take part in whole school activities such as sport, assemblies, excursions, intensive swimming programs and the school merit system. The school's buses enabled students to access a range of activities in our community and helped students with disabilities to learn vital life-long skills. In 2018, support students represented the school at the Regional AWD Athletics. Five students qualified for the State Athletics Carnival at Homebush in October. Two students went on to represent the school at the National Pacific Games. Five students represented at zone cross country, in Wingham. One student was successful at the zone swimming and represented at the State swimming championships.

Transition programs from early childhood settings to school and from Year 6 to Year 7 ensured students and families were supported and had a better understanding of their new setting. Both buses continue to aid students in the Support Unit, but also students across the whole school to take part in sporting activities and interest groups. We are very proud of the perseverance and resilience all students in the support classes display. Staff regularly communicate with families. Together we celebrate the achievements of all students and collaboratively plan for their ongoing success now and into the future.

Learning and Support Team

The Learning and Support Team is made up of a group of teachers, executive and School Counsellors who meet weekly and use a range of strategies to improve

outcomes of individual students. Other experts from outside agencies and parent/carers become part of our team as needed, working to provide timely and flexible support to students and families. The Learning and Support Team work closely with classroom teachers and executive staff to improve individual outcomes by supporting both students and teachers.

This year the Learning and Support Team has overseen a variety of programs to support student learning and social skill development. This included liaising with outside agencies and parents, coordinating and monitoring volunteers, individual and small group programs, supporting delivery of classroom programs, collecting and compiling data, transition to school and high school, supporting students with disabilities as well as supervising / providing specific social skills programs.

Kitchen/Garden

From humble beginnings with a few like minded parents and garden pots in 2006 to being officially launched as a Stephanie Alexander Kitchen Garden Program in 2010 the program has grown exponentially. We are currently in our ninth year of operation within the school with the program involves over 400 children across Stage 2 and Stage 3. The aim of the Kitchen Garden Program is to engage and educate young children in the growing, harvesting, preparing and sharing of healthy food and at the same time being environmentally aware and responsible. As a school we believe these skills and understandings are essential to the development of life long healthy habits as well as highlighting environmentally sustainable practices.

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

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

This invaluable program is funded from within the

school and we are always searching for new ideas raise funds to help sustain the program. This year with the implementation of "return and earn" recycling scheme we have introduced new recycle bins within the school for the children to place their cans/bottles/recyclable drink containers. A team of children are responsible for the distribution of the bins around the school in the playground for collection. The Kitchen Garden team then returns these to the Return and Earn depots to recycle and monies go directly into the program. To date we have collected more than \$ 1200 worth of recyclables that would have otherwise gone into landfill. This endeavor is beneficial twofold. Not only does it teach the children to be environmentally responsible it also helps the Kitchen Garden Program to fund their ongoing needs of equipment, plants etc. We have also introduced compost buckets into each classroom so that the children will learn to recycle their food scraps into our garden compost to be transformed into garden soil. With over 75% of household rubbish being made up of food waste this is a very basic but essential environmental lesson for all children to learn.

We are still seeing the positive flow on effects of the program from school to home. Families are building garden beds and growing fresh vegetables and many children are now active participants at home for the preparation of fresh, healthy household meals. Also due to the many types of fruit, vegetables in The Garden, and the wide variety of different prepared dishes the children are exposed to in The Kitchen, the children are also finding the confidence to sample foods that they wouldn't have even dreamed of trying before. The parent helpers comment that they find that their children trying and liking foods that they have previously refused.

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

The program continues to be actively supported by the local businesses and local community members with the donation of goods and services. These partnerships foster long term relationships with the school which are also very mutually beneficial. Without these supporting partnerships the program would not be able to be run so successfully.

Sport

In 2018 Forster Public School participated in a wide range of Primary Schools Sports Association (PSSA) state knockouts. Many individuals won selection in representative teams or represented as individuals in tennis, touch football, soccer, netball, rugby league, swimming, athletics, cricket and cross country.

Highlights of 2018 included:

- * three students represented the Hunter Region in swimming;

- * fourteen students represented the Hunter Region in athletics
- * five students represented NSW in athletics, including the Senior Girls relay team;
- * two students represented the Hunter Region in cross country;
- * eight students represented the Hunter Region in Athletes with Disabilities (AWD) athletics;
- * two students represented NSW in AWD athletics;
- * two student represented in AWD national athletics;
- * PSSA tennis team were Hunter Champions and made it to the ¼ finals in NSW;
- * one students represented in State rugby league;
- * six students represented the Hunter Region in rugby league;
- * boys rugby league won the Mid–North Coast finals;
- * girls rugby league team was runner up in Northern NSW finals;
- * one student represented the Hunter Region in netball; and
- * futsal won the Camden Haven Championships.

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