



Frenchs Forest Public School

Young Minds Bright Futures



A N N U A L R E P O R T 2 0 1 3



Education &
Communities

Principal's message

The Frenchs Forest Public School students, staff and community enjoyed a highly successful year in 2013.

Our strong focus on literacy and numeracy continued to provide students with the foundations needed for academic success. Our comprehensive literacy programs in 2013 provided the basis for learning across all other areas resulting in outstanding achievements for students. Excellent numeracy programs continued to develop the skills children need to apply mathematical knowledge to real life situations.

Our planned program of teacher professional learning ensured that our staff remain at the forefront of innovative teaching, resulting in outstanding learning in all classrooms.

The sharing and understanding of values is an important part of life at Frenchs Forest Public School.

In 2013 the school, together with the community, continued to develop a shared understanding of the values and expectations we hold and nurture in our children. Explicit teaching of behaviour expectations has resulted in a happy and safe school environment where children can experience success.

At Frenchs Forest we welcome all parents into every aspect of school life and actively involve them in our exciting learning adventure. 2013 saw our parents support our school in many ways from sharing learning experiences in classrooms to celebrating student success. As a school we greatly value and appreciate our parents' involvement and support.

In 2013 we again offered an exciting and diverse range of programs in the creative and performing arts, sport and many other co-curricular opportunities enabling us to develop children's individual interests and talents whilst building their confidence and self-esteem.

Gail Smith

Principal

Student Representative's Message

On behalf of year 6 - I would like to recall some of the highlights we have shared over our time here at Frenchs Forest Public School.

We started in kindy - small and nervous with big eyes and bigger dreams. Our buddies met us at the stairs of the office and we held their hands as we started 'Big School'. Our buddies were amazing. Every Wednesday they did activities with us in the classroom, and every day they took us to the canteen and helped us in the playground until we felt settled. That didn't take long - thanks to all the activities we were involved with. What an amazing introduction to school life we had.

Our classroom learning always seemed to be hands on and included a dress up day, but then who doesn't love dressing as a queen or king - a pirate - or a disco dancer when you are in kindy! As a kindy choir, we sang at the shops and school events - because our amazing voices were simply irresistible - not to mention the fact that we had the cute factor. We had so much fun being involved in the Easter hat parades, charity fund raisers like Jump Rope for Heart and PJ Day. And, who could describe the pride we have felt to show case our school on open days, cultural Days and grandparents days.

Leading the school assembly with our class has always been a highlight. Speaking into the microphone was always a little stressful and then there was the height of the podium to deal with - needing to stand on a chair - then a stool and now for some, nothing at all. Then of course there was the joy at having your name called out for a blue, a silver, a gold and finally - a medal.

We were so excited when the day finally came for us to become buddies ourselves, for this year's kindies and we are proud of the job that we have done for them. Each one of us is quite sure that ours is the cutest. We feel like we have seen the world - well Canberra and Tea Gardens at least - by going on excursions and camps and we have all benefitted by completing our leadership training. This year we have all had opportunities to be library monitors, to be responsible for sport bins, the sign board and run hat lotto assemblies.

And how could we talk about our school experience without acknowledging the opportunities we have had in art, music, choir, band and sport? Exhibiting our work, singing and performing in amazing venues and being part of a team each Friday as we played together!

Over the years each one of our teachers has taught us different things. To read - to write - to spell - to solve problems - to think about the world scientifically and mathematically. To think of others less fortunate than ourselves and to think about Healthy Living with Harold. More importantly though - as we have grown older we have been taught to think about how we learn, to take ownership of our learning and to have the confidence to be who we are. We have been so lucky to have been at a school that values all these opportunities as well as our academic learning, because being able to balance them is part of the skills and lifelong lessons we need to have to be positive contributors in our communities.

So, I believe the past 7 years have prepared us to look forward with confidence and pride. We know who we are and have been encouraged to celebrate our unique abilities so that we can go on to be the best that we can possibly be. It is sad to be leaving - but we are ready to go too. We are ready to begin the next chapter in our lives - thanks to the great start that we've been given.

Madeline Davies

School Captain 2013

P&C message

It has been my privilege over the last 3 years to be P&C President. Every year I am amazed at how much our School Community accomplishes, not just with outstanding academic and sporting achievements, but the many other activities, programs and excursions our children have the opportunity to participate in. I think it's important to congratulate all of the children for trying their best all year and achieving great things, and for us to celebrate those achievements with them.

I want to thank Mrs Smith, our teachers and staff for their continued support of P&C activities and their efforts to give our children every opportunity to thrive. Thank you also to those who held executive positions on the P&C this year, our sub-committee conveners and all of the amazing people who volunteer their time in whatever way they can to ensure that the services we offer our school community run smoothly and that our fundraising efforts are supported so well.

We had our inaugural P&C run trivia night earlier in the year which was a great success and continues the trivia night tradition. Our fair this year surpassed all traditions by staying sunny and hot ALL day. We thank our local church groups for supporting us again this year, along with Tonya Richards and the many wonderful fair volunteers. We raised over \$16,000 towards our grand total of \$32,042.

Our P&C AGM in December saw some changes to sub-committee positions and our executive for 2014. We thank Kim Beauchamp, Pam Holland and Neroli Greenland for their outstanding contributions to Uniform Shop, Band and Canteen respectively. Between them it's over 15 years of volunteering for our community. We welcome Deb Hishon to the position of uniform shop co-ordinator. The other positions for now remain vacant. Melissa Johnson and Fiona Caden will remain as secretary and treasurer. I would like to thank both Leanne Broadhead and Sandie Docker for taking on the role of vice-president during the year. I will take on the role of vice-president in 2014. I would like to congratulate Sandie Docker and thank her for volunteering for P&C President for 2014.

On behalf of the P&C I would like to congratulate our graduating classes this year, our Kindies for 'graduating' Kindergarten and our Year 6 students as they complete their primary education. To all of our year 6 students and their families, from the families who leave us after many years of involvement in our school community to those who may have only recently joined us, you are all our "hidden gems" and we wish you well.

And finally, what I take with me from this year and from my 3 years as P&C president is that our school community is not only supportive, caring and inclusive, we've shown we can work together and adapt as the needs of our school change and we are very lucky to be The Best School in the Universe!

Mishell Currie

P&C President

School Context

Frenchs Forest Public School provides a nurturing, resourceful, and inspiring environment to enable each individual to excel academically, emotionally and socially.

Intellectual and Emotional Excellence: Through innovation in teaching and technology tools we promote resourceful and confident student attitudes. Opportunities for students, including leading assemblies, peer mediation and student representative council, promote self-confidence and inspire young minds.

Freedom to excel: Students engage in specialist lessons in music and visual arts and are offered opportunities to participate in choirs, bands and dance programs. Students participate in external competitions where they excel. In classrooms, teachers facilitate student directed learning across a range of curriculum areas offering group and individual opportunities where students can work at individual levels.

Inspiring Young Minds: Our highly qualified teachers share their expertise and passions across a range of fields including science, environmental education, dance, sport, art, writing, chess, mathematics and English literature, enabling students to experience success beyond the curriculum. We have a strong student leadership program which includes a buddy program for kindergarten students and leadership opportunities across all grades.

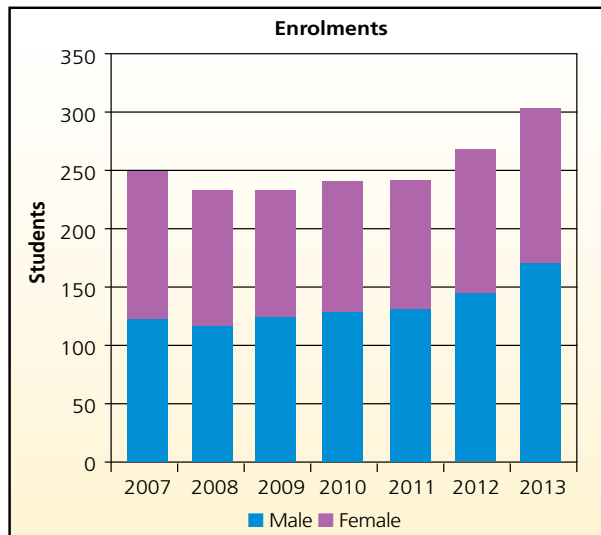
Enriching Futures: The school is proud of our strong focus on the values of respect, responsibility, co-operation, acceptance and perseverance, which underpin our student welfare policy and our enrichment and support programs.

Embracing our Community: We are an inclusive community of students, parents and teachers who respect and accept each other and our community values. We have a strong committed P&C group who work together with the school to contribute ideas, make decisions and look at future directions. Our parents offer their expertise to develop, improve and improvise projects within the school in a range of fields including environmental education and technology. We are proud members of the Warringah Community of Schools which brings local primary schools together in academic and social pursuits.

Frenchs Forest Public School – *Young Minds, Bright Futures!*

Student information

In 2013 the school maintained strong links with our local preschools, particularly Making a Difference, our on-site pre-school. This ongoing collaboration has resulted in increased enrolment enquires for Kindergarten places. Our informative school website also resulted in increased enquiries and school tours were advertised and conducted regularly. Enrolments in each school year are indicated below.



Attendance

Attendance is highly valued by the Frenchs Forest community. The student attendance graph indicates that the level of student attendance in 2013 was comparable with the region and above state level.

Workforce Information

Workforce composition

Position	Number
Principal	1
Assistant Principals	3
Classroom Teachers	10
Teacher Librarian	0.6 = 3 days per week
Learning and Support Teacher	0.5 = 2.5 days per week
Teacher of Visual Art (school initiative)	0.4 = 2 days per week
Teacher of Music (school initiative)	0.4 = 2 days per week
Counsellor	0.3 = 1.5 days per week
School Administrative Support Staff	3
School Learning Support Officers	1
General Assistant	1

Teacher qualifications

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	7
NSW Institute of Teachers accreditation	50

	Year	2008	2009	2010	2011	2012	2013
SCHOOL	K		96.9	97.0	96.7	96.5	96.5
	1		96.5	95.7	97.0	95.5	94.0
	2		95.7	96.6	94.2	96.6	95.6
	3		96.2	96.1	93.8	94.3	96.2
	4		95.0	95.7	95.3	96.2	96.2
	5		95.9	96.0	95.6	94.4	95.3
	6		96.7	93.8	95.1	96.4	95.6
	Total		95.0	96.2	96.0	95.4	95.7
REGION	K		96.1	96.0	96.3	95.8	96.5
	1		95.6	95.8	95.7	95.5	96.0
	2		95.8	95.9	95.7	95.6	96.0
	3		95.8	96.1	96.0	96.0	96.3
	4		95.8	96.0	95.8	95.9	96.1
	5		96.0	96.1	95.9	95.9	96.1
	6		95.4	95.7	95.2	95.1	95.5
	Total		95.7	94.7	96.0	95.8	95.7
STATE DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total		94.1	92.1	94.4	94.3	94.2





Financial summary

The information provided in the Financial Summary is current at the date shown. This is the latest financial information available for 2013, prior to the change-over in financial systems for our school.

Income	\$
Balance brought forward	195123.96
Global funds	170593.02
Tied funds	72673.05
School & community sources	326088.09
Interest	6030.64
Trust receipts	14205.90
Canteen	0
Total Income	784714.66

Date of financial summary 6/11/2013

Expenditure	\$
Teaching and learning	
Key learning areas	46734.34
Excursions	64183.29
Extracurricular dissections	125332.42
Library	2511.06
Training & development	5117.00
Tied funds	99372.48
Casual relief teachers	37632.07
Administration & office	63459.03
School operated canteen	0
Utilities	46575.65
Maintenance	257620.89
Trust accounts	14895.32
Capital programs	0
Total expenditure	531575.55

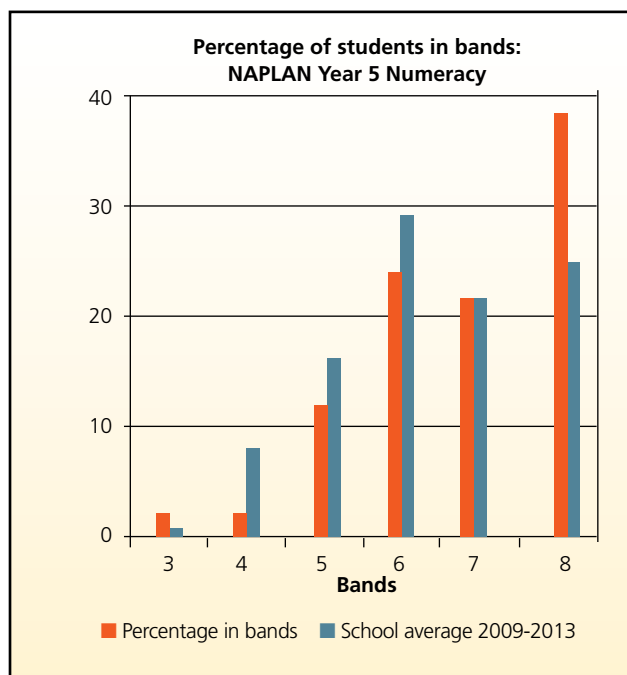
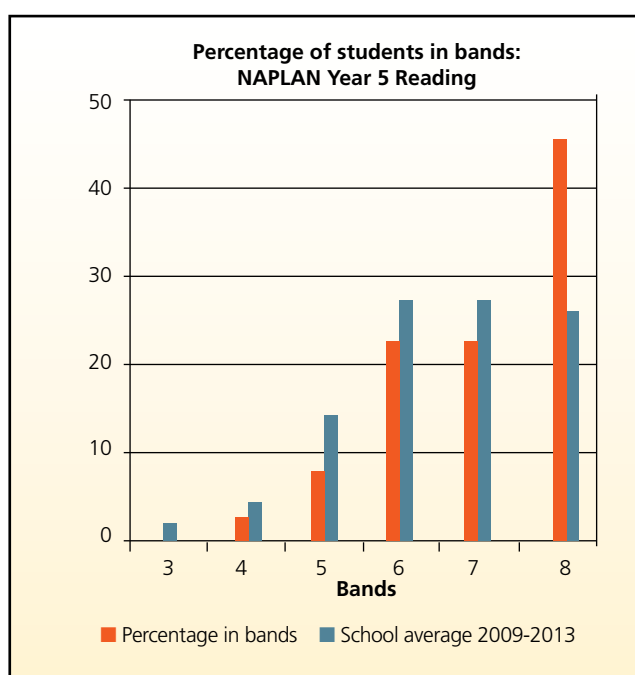
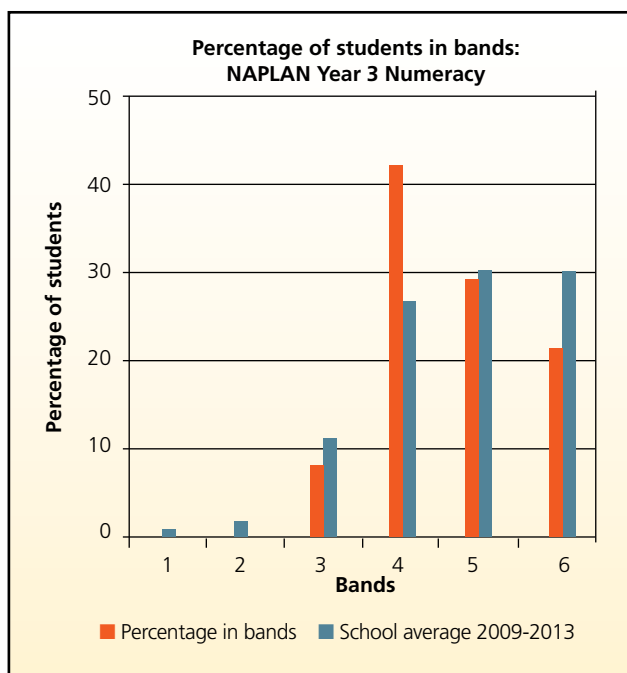
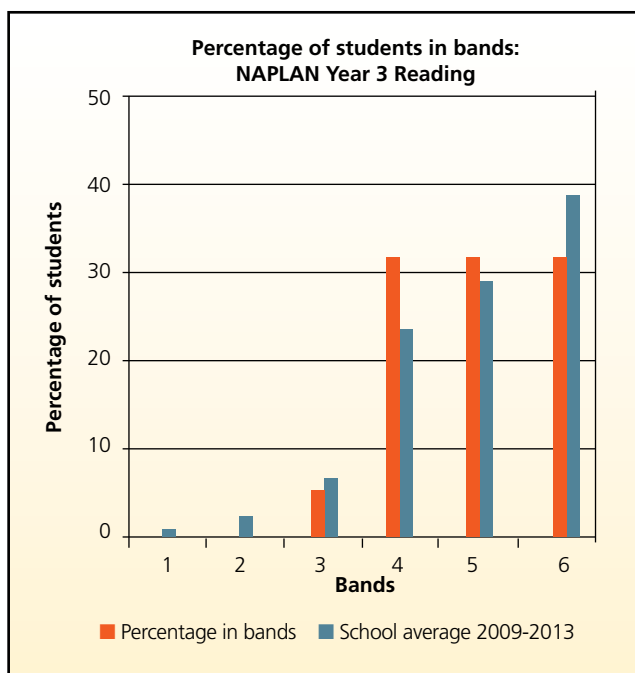
Achievements

SCHOOL PERFORMANCE

Academic achievements

The My School website provides detailed information and data for our national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school and select GO* to access the school data.



COMPETITIONS

Students across years 3 -6 were offered the opportunity to participate in academic competitions in English and mathematics during 2013. Students from Years 3 to 6 gained high distinctions, distinctions, and credits in the ICAS English and mathematics competitions.

Students were offered the opportunity to participate in the NSW junior chess championship, the regional one day chess championship and the school chess championship.

The Maths Olympiad is a very challenging competition aimed at the brightest maths students throughout the country. Our school gives students in Years 5 and 6 the opportunity to participate in this competition. In 2013 two students were placed in the top 10% of the country and two in the top 25%.

THE ARTS

Visual Art

The Visual Arts program provided ongoing opportunities for all students to develop their artistic talent as well as their appreciation of artworks. All classroom experiences and activities were targeted to enhance the students' artistic abilities and creativity.

In 2013 students participated in several art competitions including Operation Art. Three entries were chosen to be exhibited at the Armory Gallery, Sydney Olympic Park and one of these was selected as a winning artwork that was displayed in an exhibition at Sydney Art Gallery and will be displayed long term at Westmead Children's Hospital.

Music

The music program continues to allow all students to perform and appreciate many styles of music from different cultures and different times. Visits from professional musicians taught the students about the instruments and cultures of different countries. During Kindergarten lessons, students learned to sing in a sweet, high voice. Then in years 1 and 2, they learned basic theory and recorder skills that can assist them when they move up to band in year 3. During year 3 and 4 all students learned to play melodies and chords on the guitar. Students with special learning needs are catered for by the use of xylophones and percussion instruments as well as a computer program that teaches all the elements of music. By years 5 and 6, students are able to make choices about whether to continue with singing, recorder, guitar or composition during their music lessons. Many students joined the school choirs and had opportunities to sing at the Opera House and the Town Hall. Year 6 boys and girls were given opportunities to conduct the whole school in singing at weekly assemblies.

Band

The band program has again had another year of growth and development! They again had many opportunities to perform at community events including our own school fair. The visiting Navy band was a major highlight of the year! The annual band camp at Camp Kedron was a huge success as has been the development of excellence within the program. Next year we are excited to be able to offer a third band to the program which will be an audition based performance band to continue to extend the children who show dedication and a high level of proficiency.

Sport

In 2013, Frenchs Forest students enjoyed participating in a wide range of sporting activities. In terms one to four, Sportspro conducted lessons with students focusing on sporting skills, athletics and gymnastics. In term three students in years 1-3 participated in a swimming program and students in years 4-6 took part in a surf skills program. Throughout terms two and three, all classes participated in the Premier's Sporting Challenge which encouraged children to get more active, more often.

On Friday mornings, many students represented our school at Warringah Zone PSSA competitions. These included cricket, softball, T-ball, eagle tag, soccer, netball & AFL. Students also had the chance to be selected in teams for the local eagle tag gala day. Across all sports, Frenchs Forest produced some fantastic results.

Several students were also selected to represent the school at the Zone Athletics, Cross Country and Swimming carnival. From here, we had further success with 10 students going on to represent our zone at the area carnivals, and 2 students progressing to the highest level and representing our area at the state carnivals, one in swimming and one in athletics. This was an outstanding achievement and all our students enjoyed celebrating in their success.

School Programs and Initiatives

Empowering Local Schools National Partnership

In 2012 Frenchs Forest Public School was selected to be part of the 229 Empowering Local Schools National Partnership (ELSNP). This Australian government initiative aimed to empower participating schools to make decisions at a local level, supporting them to better respond to the needs of students and the school community and provide services designed to assist their students to achieve their best educational outcomes.

Throughout 2013 the focus was on increased decision making in three areas considered important in enabling schools to make decisions about how to improve teaching and learning:

- Governance – strategic planning, school operating structures
- Funding and infrastructure – resources, maintenance
- Workforce – staffing, recruitment, performance management

With the help of a funding grant the school community (staff, parents and students) benefited from this initiative in the following ways throughout the year:

- The principal engaged in professional learning around strategic thinking and planning, managing change and industrial and HR requirements
- The school strategic plan was revised to ensure the ELSNP funds were used to better the students educational outcomes
- The principal and administration staff engaged in professional learning around the use of new management tools, including LMBR (Learning Management and Business Reform), SAP (School Administration Finance) and SALM (Student Administration Learning Management) and WHS
- The school executive team attended professional development around effective school leadership
- The school employed a supplementary teacher for one day a week to work with classroom teachers on literacy initiatives



- The school was able to fund the release of all teaching staff to plan quality teaching and learning programs
- The school was able to upgrade and expand their technology including the purchase of Smartboards, Thinkpads and printers

The ELSNP was an exciting initiative to be involved in and Frenchs Forest School is proud to be able to lead the way forward as we move towards "Local Schools, Local Decisions".

ENRICHMENT

Mathematics

Enrichment maths was held weekly throughout the year for students in years 5-6 performing at the top of their cohort in mathematics. The Stage 3 group worked primarily on completing the Maths Olympiad competition and developing the necessary problem solving techniques to be successful. Two students were placed in the top 10% of the state and two in the top 25%.

Speak Out

Public speaking is an important skill for life as well as being an integral part of the Talking and Listening strand of the English curriculum. We recognise these facts with *Speak Out*, an annual competition involving every child in the school. Students prepare a short speech on one of a selection of topics and all students present their speeches in class. A small number are chosen to advance to *Speak Offs* when they present either to all K-2 or 3-6 classes. From here, grade medallists are chosen by staff and speak at a special assembly in front of the whole school and a judging panel from The Forest High School. The final stage is the choice of two trophy winners from amongst those heard at the

assembly. The competition was a resounding success in 2013 and has become an important fixture on the School Calendar.

Writers' Award

Similarly to *Speak Out* we hold *Write Now!* at FFPS, an annual whole school writing competition. In 2013, we decided to choose the literary art of poetry as our genre. A short teaching and learning program was implemented with all classes listening to poetry, watching poetry on DVD, websites and YouTube, reading poetry and indeed writing poetry. The dividends were clear with imaginative and skilful finished poems and genuine and widespread student engagement in class. Students deeply enjoyed the experiences and felt the very real satisfaction of creating a successful piece of writing. The importance of this success cannot be overestimated as writing is probably the most difficult writing task we need our children to master in primary school.

I wanted to let you know how much Alex has been inspired by creative writing this year and in particular the poetry work. Alex has been coming home, bursting to tell me about his latest writing efforts at school. He has always been interested in reading, and drawing funny comics. It is great to see him so excited about writing too now. Funnily enough he felt that his winning poem was not his best poem, but I was so pleased to see his efforts recognised. He always makes an effort to do his best, and puts real thought into his work, so for this to be appreciated by others is really satisfying for him, and will certainly give him confidence with his writing. (parent comment)

Senior students

Throughout the year, four year 6 students attended an enrichment program at Northern Beaches Secondary College – Cromer Campus. During this 18 week program, students enjoyed a variety of enrichment activities based around the areas of science, history, woodwork, copper work, cooking and art. All students involved enjoyed the diversity of the program, not only for the educational learning, but also the social aspect of meeting age peers who will move onto a variety of high schools with them in 2014.

STUDENT LEADERSHIP

Student leadership is highly valued at Frenchs Forest School. It allows students to develop their individual capacity to lead and influence others in a responsible manner. Student leadership activities link strongly with learning about citizenship and the process involved in democracy.

Students from all grades Kindergarten –Year 6 were given an opportunity to nominate for class captain each term. The election of class captain is supported by discussions around the role and responsibility of leadership and is a valuable learning opportunity for all students.

Students from Years 2-6 were elected to represent their peers on the Student Representative Council (SRC). The SRC organized exciting fund raising events for local and worldwide charities.

All year 5 students participate in a leadership program as part of the PD H PE curriculum. This program allows students to learn about, and exercise rights and responsibilities of participating in our school community. In 2013 students were given the opportunity to interact with parents who led discussions around their own personal leadership in their workplace. This proved to be a most engaging and valuable opportunity for students. At the completion of the program students elected to stand for leadership positions within the school providing opportunities for them to apply their learning in decision making that affects them and their peers in the school environment.

STUDENT WELLBEING

2013 saw Frenchs Forest Public School continue to develop as a PBEL (Positive Behaviour Engaging Learners) school. PBEL has allowed us to strengthen the way we incorporate our five values of *co-operation, respect, responsibility, acceptance and perseverance* into our school. Staff reinforced the consistent use of the values across the whole school, in classrooms and on the playground. In 2013 we continued to develop consistent behaviour expectations by working together to gain a common understanding of the expectation *respectful, responsible learner*. Behaviour expectations at FFPS are explicitly taught, with staff and students sharing common understandings and language. Staff commitment to PBEL has led to a safe, supportive and inclusive environment that builds and nurtures successful relationships.

ENVIRONMENTAL EDUCATION FOR SUSTAINABILITY

This year students from Frenchs Forest Public School have

continued to display their keen interest in environmental education and sustainability. Many students with very green thumbs enjoyed participating in the weekly garden club growing a variety of vegetables and flowers. The students cared for and harvested the produce, working closely with the school canteen which used the variety of fresh fruit and vegetables as part of the healthy menu. The school has continued to engage in sustainable energy programs including the use of water tanks to irrigate the vegetable gardens and flush toilets and solar panels supporting our electrical energy use.

KINDERGARTEN PROGRAMS

The Kindergarten orientation and transition program continued successfully in 2013. At orientation and transition we welcomed many new families to our community. The children were inducted into big school through time spent in the kindergarten classroom with the kindergarten teachers.

Parents were given information about the school culture, policies and procedures through a series of talks at orientation. The assistant principal K-2 presented a talk about Quality Teaching in the Kindergarten Classroom at the first transition. The primary focus of Transitions 2 and 3 were building friendships between the kindergarten 2014 families.

Our dedicated year 5 students displayed their new leadership skills when they met their buddy for the first time at Transition 3. A lovely afternoon buddy picnic on the school oval further cemented the bonds. The program ended with kindy students and their families excited about the educational and community based opportunities at Frenchs Forest Public School.

BEST START

In 2013 students took part in the Best Start kindergarten assessment. The purpose of these individual assessments was to help the teachers gather information to guide the teaching of the children. The teachers looked at the child's early reading and writing, their ability to communicate with others and how they recognised and worked with numbers, groups and patterns. Parents were given feedback from the assessments and invited to discuss the results with the teachers. The assessments allowed the Kindergarten program to be richly embedded with explicit learning experiences that were based on the accurate analysis of the children's needs. Throughout the year Kindergarten and Year 1 staff were engaged in ongoing professional learning looking at linking the assessments to early literacy and numeracy syllabus requirements and student learning. Teachers were given an opportunity to reflect on their practice and implement changes to cater for students' learning needs.

TRANSITION TO HIGH SCHOOL

In 2013 Frenchs Forest Public School conducted a successful transition program for year 6 students. The program was designed to support students moving from year 6 into year 7 following research that says that a transition program implemented in this phase of a student's education "sets the tone for the following years in high school" (Silverthorn 2005). Students are mostly excited about the change but are

concerned about homework, friendships, getting lost and lots of teachers and subjects. The program aims to ease the students' anxiety about starting high school by familiarizing them with the high school environment and contact people including the year adviser, front office and school counsellor. Students at this age become more self-aware and self-conscious. They look for acceptance from their peers; they need to become independent yet still rely on adults for support. Time management and the ability to stay on task become important for success as do appropriate social skills.

Our school invited the local high school Learning and Support Teachers to join us for an afternoon of getting to know you, which was very successful. The students made contact with a familiar face and were able to ask all sorts of questions about high school, alleviating many of their anxieties about the transition into year seven.

LIBRARY RESOURCE CENTRE (LRC)

2013 has been eventful and busy. Highlights include;

- Continuing collaborative work with teachers in the LRC and classrooms. We have covered all aspects of literacy and the LRC continues to be embedded in the school's English programming and teaching.
- Continuation of school -wide writing and Public Speaking competitions both involving colleagues at The Forest High School.
- Successful participation in the Premier's Reading Challenge with a record 294 children completing the task. This total equates virtually to 100% of our students who started in January 2013
- Successful participation in the Premier's Spelling Bee including again hosting a Regional Final.
- A wonderful Book Week visit by returning author John Heffernan who had made a huge impact in 2010 and repeated the success this year
- Exploring, sourcing and processing a large number of new texts to support Literature Circles program
- Video conferencing events in the connected classroom providing extended teaching and learning for children and Professional Development for staff.
- Generous support from school and P & C community allowing us to maintain a strong, varied and current collection both of library resources and also rich literary texts
- A highly successful Book Fair where, thanks to the school community, takings were in excess of \$5,800 which earned the LRC \$1200 in books and commission
- A popular and well -supported Grandparents' Day Donate -a -Book
- A popular and well supported Great Book Swap which raised funds for the Indigenous Literacy Foundation

SPECIAL RELIGIOUS EDUCATION

In 2013 we were delighted to have had many dedicated volunteers teaching our SRE program. With teachers for Protestant, Catholic and Baha'i classes we catered for a range of denominations within our school. It has been a successful year working in partnership with them and the school.

ABORIGINAL EDUCATION

In line with the Aboriginal Education and Training Policy; *Turning Policy into Action*, Frenchs Forest Public School believes in a strong commitment towards the educational support of their indigenous students through setting educational goals that will match or better that of the broader student population.

Working in collaboration with members of the aboriginal community we have been supporting our students in literacy and numeracy through a unique program funded by the local Jewish community, accessing volunteers (often retired teachers) to support our students, under the supervision of the classroom teachers. This program ensures our Aboriginal students remained engaged and connected to their learning. Attendance of our Aboriginal students is in line with other student attendance and we pride ourselves on our close partnerships with our Aboriginal parents.

This year we provided an indigenous experience for the whole school that involved a program developed by experienced Aboriginal teachers; it encouraged student engagement, allowing students to make cultural connections and identified proudly with their culture. It also built on all of the students learning of the subjects of "living land" and "identity" through art making and storytelling. The students also participated in a workshop activity looking at the didgeridoo.

MULTICULTURAL EDUCATION

Multicultural education is integrated successfully into our teaching and learning programs, in particular HSIE and English. In 2013 staff and students enjoyed a cultural connections day, where students wore their national dress to school as a celebration of units of work done in classrooms.

ENGLISH AS A SECOND LANGUAGE (ESL)

In 2013 our school employed a part-time ESL teacher to work intensively with students requiring English language support. With small numbers of ESL students the support given was highly successful and students moved quickly through the phases of proficiency enabling them to attend to their classwork successfully. ESL students achieved satisfactory results in their end of year literacy assessments. A strong partnership was maintained with our ESL families, enabling the students to fully access school events and activities.

PROGRAMS FOR STUDENTS WITH ADDITIONAL EDUCATIONAL NEEDS

At Frenchs Forest school we have one Multicategorical Class (MC) which caters for students with additional support needs including autism and intellectual disabilities. Students come from across Northern Sydney Region to join the class. A strong feature of the MC class is the integration of the students in the day to day operation of the school.

An individual Education Plan (IEP) is developed for each student focussing on academic learning, personal well-being and social skills. This involves a collaborative partnership with parents and school staff. The class runs activities including cooking, gardening, social skills, creative arts, music and sport, to ensure the school experience is both challenging and rich.

School Planning and Evaluation 2012-2014

SCHOOL PLANNING AND EVALUATION

Strategic direction 1: Organisation leadership and culture

Purpose: To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and shared organisational practices

Category: Whole school approach

People and processes: Executive and Principal explicitly explained to parents about the processes the school is undertaking to achieve the schools strategic directions through P&C meetings, newsletter information and explicit chat sessions

Evaluation plan: Principal and executive gathered qualitative data (observed but not measured) from the school community through parent feedback. Feedback was sought through surveys, invitations (via the newsletter) to email the Principal and informal chatting

Product and practices: Parents and community members developed an understanding of quality practices across the school

Strategic direction 2: Educational quality

Purpose: To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, quality teaching and learning programs that ensure every student is given opportunities to reach their full potential. Teaching and learning programs will be personalised and differentiated.

Category: Building staff capacity

People and processes: Principal and executive teachers provided direction for the school targets through quality professional learning, focussed team meetings, sourcing expert teachers, team teaching, mentoring, development of quality programs, development of authentic assessment tasks and sourcing quality resources

Evaluation plan: Quantitative data was collected from NAPLAN, student assessments and student report grades. Qualitative data was collected from teacher dialogue, teacher observations and informal feedback

Product and practices: Teachers engaged in frequent and informed professional dialogue around quality teaching and learning. Teachers developed and maintained quality literacy programs. Explicit teaching sessions were expected, valued, monitored and discussed. Teachers further developed a culture of sharing excellent teaching practices

Strategic direction 3: Student engagement and achievement

Purpose: To ensure engagement in learning for all students, through a school-wide focus on well-being and innovative teaching and learning programs. To give students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

Category: Building student capacity

People: Executive teachers provide direction for the school targets by facilitating grade teams to assess, plan, teach and evaluate student learning, by facilitating team meetings to develop strategies as needed following student assessment, team teaching in classrooms focussing on quality practices and modelling excellent teaching strategies to improve all students' outcomes

Processes: Executive teachers facilitated team teaching and modelling exemplary practice in classrooms, guided teachers to develop authentic assessment tasks directly focussed on improving student learning, sourced quality resources for all classrooms, facilitated team meetings to analyse student work samples and developed quality teaching programs to build student capacity

Evaluation plan: Quantitative data was collected from NAPLAN, student assessments and student report grades. Qualitative data was collected from teacher dialogue, teacher observations and informal feedback

Product and practices: Increase in student learning outcomes with the target focus areas and ongoing dialogue from students about their learning and engagement

PROFESSIONAL LEARNING

Professional learning for staff is clearly and purposefully linked each year to the school targets and mandatory DEC and legal requirements. All staff are provided with a range of opportunities at school, regional and state level to continue to inform their teaching practice. In 2013 teaching and administration staff participated in professional learning around:

- Child Protection
- Positive Behavior for Engaging Learners (PBEL)
- Early Career Teaching
- Planning for quality teaching
- Assessment and reporting
- School improvement
- Consistent teacher judgment
- Developing quality rubrics and criteria
- English K-10 syllabus
- Anaphylaxis on line training
- Disability and Discrimination online training
- Developing positive homework habits
- Learning Management Business Reform (LMBR)

All teacher professional learning (PL) funds of \$14,952 were expended in 2013 and the school used further funds of \$5,117 to provide additional learning for staff. All staff participated in professional learning throughout 2013, both in our weekly PL sessions and on our school development days.

Four teachers continued maintenance of accreditation with the NSW Institute of Teachers. Five teachers successfully completed and submitted their initial accreditation at teacher proficiency level within the Australian Institute for Teaching and School Leadership framework.

Five school development days were held in 2013. These days were used for professional learning for all staff around differentiating the curriculum and engaging learners, English – immersion in the new K-10 syllabus and PBEL (student wellbeing).



SCHOOL SATISFACTION

FFPS strives to build a strong partnership between the school and home, working together to ensure all students can achieve their best in a safe and supported learning environment. The opinions of parents, students and teachers is continually sought, as we strive to involve our whole school community in decision making and policy development.

Parent comments received in 2013 were largely around our newly developed homework policy and school leadership, both of which we reviewed over the year.

I just wanted to write and tell you how much we are all loving the new homework system. The kids are engaged and enjoying the content and wanting to get as much done as they can – it's fantastic! Also having it over a 2 week period is a great help with trying to fit it around the other activities the children do. My son has actually said he felt it was sooo much better than the old way! It's great for them too as it won't be such a shock next year when they are in high school and loaded with homework!! Thanks to all the teachers for their work and time with this. Thumbs up from our family!!

I just wanted to let you know that I am so impressed with the homework that you have given my daughters. It is the most well planned and interesting homework that they have ever had. They are both so excited to get stuck into it. Thank you to you and the teachers for putting in so much time and effort into such a great

looking program! It is lovely to see the girls so inspired by learning. I spoke to another year 6 parent today and they said that their child is really excited about the homework too. How many kids can usually say that? It is also really good to see that the teachers will be setting the mathematics tasks each week. I think that will be a lot more effective for the kids if the work they do on mathematics correlates to what they are doing in class. Well done and thank you.

As a parent of a year 5 student, I feel this [school leadership processes] has been thought through in the best way possible (stepping through each process and foreseeing what could happen next). I also feel it is important that if a child has decided to be part of the process of school leadership, there is some kind of ownership of what will happen if you are not successful. This has happened through your student leadership program (which I was so impressed by, not only the work involved and what was covered but how the teacher approached each child as such an individual and how she REALLY knew each as an individual, and their abilities – it blows me away). The leadership program was very thorough and I would think has taken some children out of their comfort zone and the unknown. Year 5 students are of an age where they are now coming to be a role model and mentor for the school. You handle issues in a sensitive and honest manner.



About this Report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development. I would like to thank the teachers, executive staff and parents who participated in preparing this report.

Parent: Mishell Currie

Teachers: Claire Peters and Liz Davies

School Administration Manager: Linda Lyell

Assistant Principals: Kylie Davidson, Mj Peel, Frances Separovich

Principal: Gail Smith





Ann Street Frenchs Forest 2086

Phone: 02 9451 6353 **Fax:** 02 9975 3082

Email: frenchsfor-p.school@det.nsw.edu.au

Web: <http://www.frenchsfor-p.schools.nsw.edu.au>

School code: 1946