



# Frenchs Forest Public School

Young Minds Bright Futures



A N N U A L R E P O R T 2 0 1 4



Education &  
Communities

## Principal's message

2014 was an incredibly busy year for the children, staff and parents.

Teachers and students were immersed in the new English and Mathematics curricula with some exciting learning opportunities afforded by the scope of the new curriculum and enhanced by the use of technology so generously provided by our P&C. In 2014 learning was engaging.

Our young artists and performers were successful in their endeavours which included Operation Art, the Primary Proms, the Sydney North dance and choral festivals and winning Battle of the Bands!

In sport we were successful at zone, regional, state and proudly a National competition. For a small school to come home with so many winning trophies is testament to the commitment of the children, parents and staff.

Children at Frenchs Forest School are encouraged to develop their interests and talents beyond the curriculum, our goal being to give every child an opportunity to find their passions, do their very best and become life-long learners.

**Mrs Gail Smith**

**Principal**

## P&C message

Once again it has been a very busy year for the P&C. Not only have we continued to provide services and opportunities to the school community such as the canteen, uniform shop and band but we have had a busy year with social and fundraising events.

The Pinot and Canapé P&C introduction night was once again a success; as were our fundraising events including *trivia night*, the *Christmas fair*, and the *school disco*. The total fundraising figure for this year was in excess of \$32K. With this money the P&C were able to purchase over \$30K worth of equipment to be used by our children, such as iPads, a MacBook, laptops and storage devices, home readers and document cameras. We've also been able to help fund the year 5 leadership program, our national swimming representative and the year 6 dinner. The P&C are thrilled to be able to support the school, teachers, and our students in enhancing the learning opportunities here at FFPS.

As with any volunteer organisation, we couldn't do the work we do without a lot of people working very hard behind the scenes. I'd like to thank the 2014 executive for everything they've done; all of the sub-committee convenors and elected position holders for the tireless efforts they put in; and the dedicated volunteers without whom the P&C simply couldn't function. I'd also like to thank the teachers and support staff of the school for the support they give the P&C, and of course Mrs Smith whose professional and personal investment in this school and our children is an awful lot greater than most people realise.

I would like to take the opportunity to also say good-bye and thank you to the year 6 parents who are moving on to high school, many of whom have been steadfast volunteers for the P&C over a number of years. Good bye and good luck also to our year 6 students. Your time at FFPS has given you the knowledge and skills to take on the next chapter of your lives with confidence.

Finally I would like to congratulate the student body as a whole. I've had the pleasure of getting to know so many of you individually over the last few years and you are a credit to your families and your school.

I am proud to be part of the FFPS community.

**Mrs Sandie Docker**

**P&C president**

## Student Representative's Message

On behalf of the graduating Year 6 class, I would like to say how awesome it has been to be a student here at FFPS.

I have had so many great experiences, from meeting my buddy when I was in Kindy, to participating in competition sport, learning the piano in band, going on school camps, doing workshops, getting my brilliant buddy this year (who managed to outrun me every recess and lunch) and going to Parliament House in the city.

FFPS has helped me think about my future. Playing competition soccer has been one of my favourite things to do at school and I'd love to be a professional soccer player one day. We've been lucky enough to have lots of guest speakers visit us. I learnt about the Navy at one of our Anzac Day assemblies. What they do for Australia is just amazing and it would be an honour to join the navy (if my soccer dream doesn't work out).

We would like to thank Mrs Smith for leading the school and all the teachers for being happy and willing to help us learn. We'd also like to thank Mrs Peake and Mrs Lyell in the office, whose never-ending supply of smiles, ice packs and band aids have been greatly appreciated over the years.

I've been very lucky growing up with supportive teachers and friends around me at FFPS.

**Mitchell Johnson**

**School Captain 2014**

A photograph of two young boys in school uniforms. The boy on the left is wearing a light blue polo shirt with a school crest on the chest. The boy on the right is wearing a white polo shirt. Both are smiling and looking towards the camera. The background is a blurred outdoor setting.

## School Context

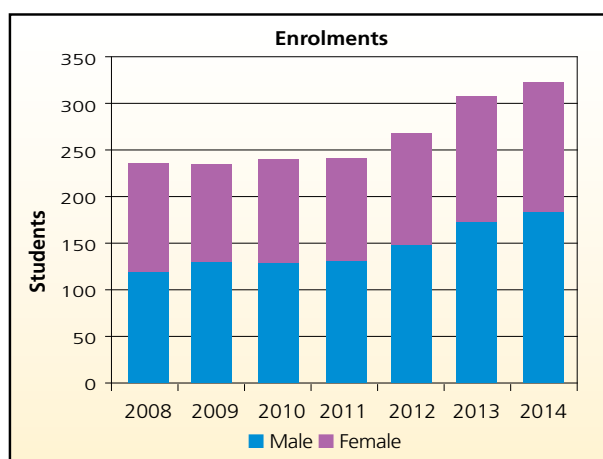
Frenchs Forest Public School is a small, successful school that is committed to providing a rich and inclusive environment where students are inspired towards lifelong learning. Our strong academic programs are enhanced by opportunities for students to excel in choir, dance, band, public speaking, chess, debating and competitive sporting teams. Technology is used widely throughout school programs to enhance learning and engage students. Our caring and dedicated teaching team work in partnership with parents to inspire students to succeed. The school's motto of 'Truth and Honour' is underpinned by school wide student wellbeing programs that encourage and support all students to be respectful, responsible learners.

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

# Student information

## Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
SCHOOL	K	96.9	97.0	96.7	96.5	96.5	97.0
	1	96.5	95.7	97.0	95.5	94.0	96.0
	2	95.7	96.6	94.2	96.6	95.6	94.8
	3	96.2	96.1	93.8	94.3	96.2	96.4
	4	95.0	95.7	95.3	96.2	96.2	96.2
	5	95.9	96.0	95.6	94.4	95.3	95.7
	6	96.7	93.8	95.1	96.4	95.6	95.8
	<b>Total</b>	<b>96.2</b>	<b>96.0</b>	<b>95.4</b>	<b>95.7</b>	<b>95.6</b>	<b>96.0</b>
STATE DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>



- Assessment to and for learning
- Reporting to parents
- Emergency care, asthma and anaphylaxis training
- LMBR (Learning and Business Management Systems)

### Beginning teachers

In 2014 Frenchs Forest School received funding under *Great Teaching Inspired Learning* to support beginning teachers. Funds were used to engage beginning teachers in professional learning and facilitate mentoring. Funding also allowed beginning teachers to attend regular meetings and develop supportive networks.

### Workforce composition

Position	Number
Principal	1
Assistant Principals	3
Classroom teachers	11
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
School Counsellor	0.3 = 1.5 days per week
School administrative support staff	2
School learning support officers	2
General assistant	1

### Teacher qualifications

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	7

## Workforce Information

### Professional learning and teacher accreditation

Professional learning for all staff is highly valued at Frenchs Forest Public School.

In 2014 teacher professional learning was closely aligned to the school targets. All teachers participated in weekly professional learning including whole staff sessions on a Tuesday and stage based learning on a Wednesday. Professional learning and stage based learning was purposefully designed to build staff capacity to achieve key priorities. All teachers also participated in five school development days. The administration staff attended whole day professional learning throughout the year.

The total expenditure on professional learning was \$27,205. The Department of Education provided \$12,078 and the school supplemented this by \$15,127.

In 2014 three teachers were successful in gaining accreditation at the level of *Professional Competence* whilst three teachers continued to maintain *Proficient accreditation*.

Staff professional learning included:

- English – engaging with the new syllabus
- Mathematics – engaging with the new syllabus
- PBEL (Positive Behaviour Engaging Learners)



2014 Actual (\$)

Opening Balance	(238,942)
<b>Revenue</b>	<b>(2,772,053)</b>
Appropriation	(2,378,880)
Sale of Goods and Services	(4,270)
Grants and Contributions	(379,939)
Investment Income	(8,965)
Gain and loss	-
Other Revenue	-
<b>Total Income</b>	<b>784714.66</b>

Financial Summary for the Year Ended 31 December 2014 (Frenchs Forest Public School)\*

\* date source: Schools Finance - Learning and Business

## Financial information

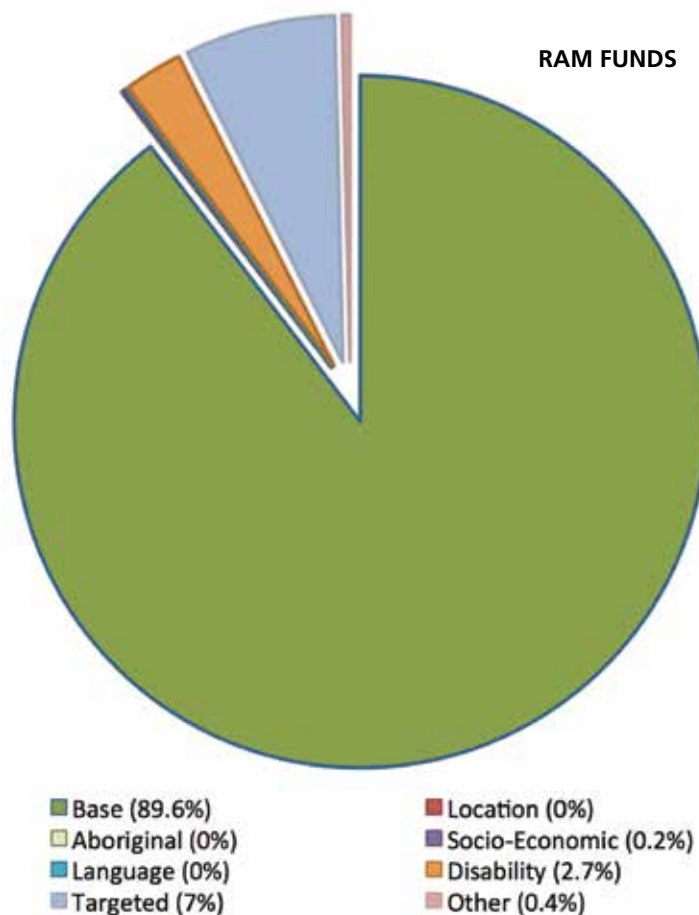
Financial management at Frenchs Forest School is carried out by the Principal and the School Administrative Manager. In 2014 the school used the new SAP financial management system which was managed by the *Schools Finance - Learning and Business Directorate*.

<b>Expenses</b>	<b>2,621,964</b>
Recurrent Expenses	2,621,964
Employee Related	2,202,000
Operating Expenses	419,964
Capital Expenses	-
<b>Total Income</b>	<b>(150,000)</b>
<b>Balance Carried Forward</b>	<b>(389,032)</b>

### Funds received through the Resource Allocation Model (Frenchs Forest Public School)\*

Component	RAM
<b>Base</b>	<b>2,087,511</b>
<b>Equity</b>	<b>68,905</b>
Location	-
Aboriginal	835
Socio-Economic	4,379
Language	-
Disability	63,691
<b>Targeted</b>	<b>163,928</b>
<b>Other</b>	<b>8,653</b>
<b>Total</b>	<b>2,328,997</b>

\*data source: Local Schools Local Decisions - Learning, High Performance and Accountability Directorate





## School Performance

### ACADEMIC ACHIEVEMENT

#### English

The NSW English Syllabus K-6 was implemented across all classes in 2014. Teachers wrote quality units of work using the conceptual programming framework. The concepts of adaptation, story, point of view and design were used as a lens through which to engage students in a study of literature. To support this innovative strategy, teachers participated in professional learning on concepts. Team planning and reflection of student learning was also a priority during professional learning sessions. Teachers reported concept lessons focused on high order thinking skills and the analysis of language features resulted in a deeper understanding of English.

#### Mathematics

In 2014 teachers began to explore the new mathematics syllabus with an expert teacher leader. The aim was to facilitate a sophisticated and fluent understanding of mathematical

concepts enabling students to work creatively and confidently to make connections, justify their thinking then communicate findings. The professional learning began by analysing why we are implementing change. A situational analysis was the start point to developing a shared vision to move forward. The mathematics syllabus was unpacked and a K-6 scope and sequence was developed. Research articles about working conceptually were shared and discussed to build good pedagogy.

#### NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The *My School* website provides detailed information and data for 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.



## ARTS, SPORT AND OTHER SCHOOL PROGRAMS

### 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 students' artistic abilities and creativity.

In 2014 students participated in the *Operation Art* competition. Our four entries were chosen to be exhibited at the Armory Gallery, Sydney Olympic Park and one of them was chosen to be donated to a children's ward in a hospital.

### Music

The music program continues to be an important focus for all children at Frenchs Forest School. Children from kindergarten to year 6 enjoy weekly music lessons with a specialist teacher. They are given opportunities to sing, respond to music and learn about music and instruments from different cultures. In 2014 children were inspired by an afternoon of interactive drumming by a performance group. In 2014 our two choirs were invited to participate in combined choral festivals at the Sydney Town Hall. 2014 also saw the beginning of our guitar group.

The school band continues to grow as 2014 saw the introduction of a third band – the Performance Band. Our strong band program run by the P&C gives children in Years 3 to 6 an opportunity to pursue music both individually and through a group dynamic. The Performance Band won gold at the 2014 Battle of the Bands with a brilliant performance.

### Sport

In 2014, 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 year 2 participated in a swimming program and students in years 4 to 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 and 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.

In 2014 many students were selected to represent the school at the zone Athletics, Cross Country and Swimming carnivals. From here, we had further success with 12 students going on to represent our zone at the area carnivals, 7 students progressing to represent our area at the state carnivals, one for athletics, 2 for AFL, 1 for basketball and 3 for swimming. One student progressed to the highest level and representing our state at the national carnival for swimming. This was an outstanding achievement and all our students enjoyed celebrating in their success.





## School Programs and Initiatives

### Student Wellbeing

In 2014 Frenchs Forest School continued to work within the framework of *Positive Behaviour for Engaging Learners (PBEL)*. This framework employs a whole school systems approach to encourage positive behaviour from students, which has been shown to improve their self-concept and motivation to learn. Staff at Frenchs Forest School are committed, through PBEL, to building a safe, supportive and inclusive environment that builds and nurtures respectful relationships across age, race, economic differences and individual abilities.

### Personalised learning and support

Under the *Every Student Every School* initiative our learning and support for students in mainstream and special education classes has been increased and enhanced. In 2014 our learning and support teacher assisted classroom teachers and students across the school on an ongoing or short term basis as needs arose. This included student observations and suggested strategies for student learning, active participation on the Learning and Support and PBEL teams, differentiating classroom programs to support students' access and participation in the curriculum and working in classrooms and liaising with parents.

At Frenchs Forest school we have one Multi-categorical

Class (MC) which caters for students with additional support needs including autism, pervasive developmental disorder 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.

### Aboriginal education and multi-cultural education

In 2014 students across kindergarten to year 6 were engaged in programs designed to educate them about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

*Education Action Plans* were developed for our small number of Aboriginal students, leading us to link with *Jews for Social Action (JSA)* to support our Aboriginal students in literacy through their *JSA Early Support Aboriginal Literacy Project*. This strong partnership was valued by the school and our Aboriginal families.

### English Language Proficiency

In 2014 we were given funding to support students newly arrived to Australia with little or no English. The school employed a specialist teacher to support these students to



participate and engage in learning and assessment in their classrooms. This short term support was successful in enabling the students to participate more fully in learning and social interactions at Frenchs Forest School.

### **Competitions**

Students from years 3 to 6 were offered the opportunity to participate in academic competitions during 2014, gaining 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. Again Frenchs Forest students achieved highly in our chess endeavours.

The Maths Olympiad is a very challenging competition aimed at the brightest maths students throughout the country and some fantastic results were attained from our students, many of whom were attempting these types of problems for the first time.

### **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.

All year 5 students participated 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. At the completion of the program students were able to elect to stand for leadership positions within our school providing opportunities for them to apply their learning in decision making that affects them and their peers in the school environment.

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

### **Environmental Education for Sustainability**

In 2014 students from Frenchs Forest Public School continued to display their keen interest in environmental education and sustainability. 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 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 and Best Start**

Our transition program for incoming kindergarten students was held over five consecutive weeks during October and November. Children spent time in the kindergarten classrooms engaged in a variety of social based activities. This gave the kindergarten teachers the opportunity to observe and interact with the children. During this time parents attended three information sessions ranging from quality learning in the early years to starting school and canteen procedures. Preschool children met their buddies for 2015 and together they purchased food at the canteen. The culmination of our program was a buddy picnic on the school oval attended by the families of Year six and kindergarten students for 2015.

In 2014 kindergarten 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.

### **Transition to high school**

In 2014 Frenchs Forest Public School conducted a successful transition to high school program for year 6 students. The program was designed to support students moving from year 6 (primary school) into year 7 (high school). Students were mostly excited about the change but were concerned about homework, friendships, getting lost and an increased number of teachers and subjects. The program eased the students' anxiety about starting high school by familiarizing them with the high school environment and introducing them to high school personnel including the year adviser, front office staff and the school counsellor. 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.

### **Special Religious Education**

The Special Religious Education component of our curriculum was once again met by volunteer teachers from various denominations represented within our school. Children were divided into groups by year and denomination and were allocated classrooms across the school. Protestant, Catholic and Bahia teachers from our local community gave our students

exposure and access to the appropriate teachings and nurtured their understanding throughout the year. Students whose families opted out of Religious Education were supervised by teaching staff.

### **Library Resource Centre**

2014 was eventful and busy. Highlights included:

- Continuing collaborative work with teachers in the LRC. We covered all aspects of literacy and the LRC continued to be embedded in the school's English programming and teaching.
- Continuation of school -wide Public Speaking competitions involving colleagues from The Forest High School.
- Successful participation in the Premier's Reading Challenge. 12 students received Platinum Awards signalling completion of the challenge for all 7 years of their primary school education.
- A wonderful Book Week visit by CBCA Award winner Ursula Dubosarsky
- Exploring, sourcing and processing a large number of new texts to support the Literature Circles programme
- 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 allowed 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 \$5,000 which earned the LRC over \$1000 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

# School Planning and Evaluation

## SCHOOL EVALUATION PROCESS

NSW public schools conduct evaluation to support the effective implementation of the school plan. The processes used include:

- surveys of students, staff and parents
- reflection and reviews
- assessment
- developed understandings
- data collections
- analysis of student achievement

## SCHOOL PLANNING 2012-2014

### Strategic direction 1: School 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

#### Outcomes from 2012–2014

- Parents will develop an understanding of English and Mathematics outcomes
- Teachers will communicate openly about sharing good practice
- Teachers will engage in ongoing reflection
- Teachers will reflect on and build their pedagogy in an atmosphere of collegiality and consistency
- School community will be active participants in the strategic directions of the school
- Communication across the school community will be consistent, clear, relevant and valued

#### Strategies to achieve these outcomes in 2014:

- Executive team developed a consistent approach to leading teaching and learning across Kindergarten to Year 6
- Executive team leaders built individual capacity with team members to develop, practice and strengthen professional relationships
- Principal met regularly with P&C President to continue to build strong and clear communication
- Principal consulted with community on school processes and policies and organisational practices
- Executive team leaders built individual capacity with team members through regular team meetings and individual sessions
- Regular executive and grade team meetings ensured a consistent approach to leading teaching and learning across K-6
- School wide communication practices were regularly reviewed and refined by the Principal in consultation with staff and the community
- School wide organisational practices were regularly reviewed and refined by the Principal in consultation with staff and the community

### 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.

#### Outcomes from 2012–2014

- Teachers will develop quality teaching and learning programs in English and Mathematics using a range of multimodal resources
- Teachers will engage in frequent and informed professional dialogue around English concepts and quality literature through professional learning sessions, team meetings, reflection and planned whole staff sharing sessions
- Teachers will continue to develop a culture of sharing excellent teaching practices
- Teachers will practice curriculum differentiation and adjustments for students as required

#### Strategies to achieve these outcomes in 2014:

- Executive team provided direction for the English target across K-6 through:
  - Facilitating quality teacher professional learning for all staff to achieve target
  - Facilitating team meetings directly focusing on English
- English team sourced quality resources for English and Mathematics to enable staff to implement the K-10 Syllabi successfully
- Principal and technology team engaged staff in understandings around the future direction of IT within the school
- Staff developed an understanding of using IT as a tool to support and enhance pedagogy
- Executive team worked with teachers to develop quality English programs based on the NSW English K-10 syllabus, looking at current research and data analysis
- Executive team built staff capacity to write and implement concept based programs using outcomes from the NSW English K-10 syllabus
- Team leaders worked with teams to review, create and implement authentic assessment tasks in English and Mathematics
- English leadership team sourced quality multimodal literary resources
- Staff investigated and began to program with the Mathematics K-10 syllabus
- Stage teams began to develop a scope and sequence for Mathematics
- Staff engaged with the National Data Collection to inform them about the need for curriculum adjustment for students

### 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.



#### Outcomes from 2012–2014

- Students will engage in concept based learning in English with relevant and stimulating resources
- Students will demonstrate positive and broad reading habits (measurable)
- Students will be challenged by the demands of the K-10 Mathematics syllabus
- Students and teachers will develop an understanding of and implement PBEL practices across the school
- Teachers will implement consistent, outcome based data collections, to analyse student achievement and growth in an atmosphere of collegiality and consistency (measurable)
- Teachers will engage in dialogue around student learning and consistent teacher judgment
- Teachers will develop adjusted programs of teaching and learning to support all students in their class (measurable through National Data Collection)

#### Strategies to achieve these outcomes in 2014:

- Executive facilitated grade teams to develop, assess, plan, teach and evaluate student learning in English and Mathematics using the K-10 syllabi documents

- Executive worked with teachers to develop assessment tasks and marking rubrics in English and Mathematics to measure student outcomes and engagement with learning in English and Mathematics, using the K-10 syllabi
- Staff continued to develop understandings and practices around PBEL (Positive Behaviour Engaging Learners) in both the school wide and classroom settings
- Teachers built student capacity in reading by encouraging wide reading across a range of text types both at school and home
- Assistant Principals worked with teams across K-6 to develop programs of learning to engage all students
- Assistant Principals worked with teams across K-6 to develop authentic assessment tasks in English and Mathematics related to the K-10 English and Mathematics syllabus outcomes and objectives
- Staff participated in the National Data Collection enabling them to gain an understanding of learners needs and adjustments that need to be made to their teaching and learning program.

# School Satisfaction

At Frenchs Forest School the opinion of students, staff and parents is sought and valued.

## Homework:

*I just wanted to let you know that I am so impressed with the homework that you have given Eva & Georgia. 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 Athletics tasks each week. I think that will be a lot more effective for the kids if the work they do on Athletics correlates to what they are doing in class. Well done and thank you.*

*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. Taine has actually said he felt it was so 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 the Wrights!!*

## Sport:

*I'd like to say a big 'thank you' to you MJ for doing such a wonderful job recognising the sporting achievements of the children at school this year. Obviously I'm chuffed because Tom got a mention a few weeks ago (and Jack in the past) but it's not just for that reason that I'm writing. I think it's really good to see all of the boys and girls who get to zone, region, state etc... to be congratulated among their friends and peers. For such a small school we do extremely well. So thanks MJ for recognising the children's special efforts.*

## Year 6:

*I write to thank all those involved in making the Year 6 final weeks so special.*

*The Graduation morning was so wonderful and your words of wisdom to the students leaving were so true.*

*Thank you to the staff, parents and Yr 5 students who made the dinner dance such a memorable night. As a proud parent, it is with happiness that our son is ready for the next big step to high school, but sadness as we say goodbye to FFPS. Our time has been filled with so many good times, great teachers, and wonderful friendships. Thank you not only for the leadership you have shown my son Jasper, but all our students big and small. Wishing all staff, students and FFPS community continued successes.*

## Future directions 2015 – 2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.



## 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.

Mrs Sandie Docker	<b>P&amp;C President</b>
Mrs Kylie Davidson	<b>Assistant Principal</b>
Miss MJ Peel	<b>Assistant Principal</b>
Mrs Frances Separovich	<b>Assistant Principal</b>
Mrs Linda Lyell	<b>School Administrative Manager</b>
Mrs Gail Smith	<b>Principal</b>





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