

Frenchs Forest Public School (1946) Annual Report



2016

Introduction

The Annual Report for 2016 is provided to the community of Frenchs Forest 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.

Gail Smith
Principal

School vision statement

Providing a rich and inclusive environment in which all individuals are inspired toward lifelong learning.

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.

Self-assessment and school achievements

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework and participated in an external validation. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process an independent panel of peer principals considered the evidence and assessment of the schools progress aligned with the standards articulated in the School Excellence Framework.

The leadership team found the validation exercise to be of great value as it afforded the team a purposeful time to review school practices, discuss evidence, and open a window to revising the school strategic directions in light of areas in need of improvement highlighted within the excellence framework.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Building a learning community with high expectations

Overall summary of progress

Small but successful steps were taken to increase engagement of parents with learning including increased numbers attending open classrooms and community events.

Parents and teachers worked together successfully to develop learning goals for students needing support.

Teachers successfully completed the first year of working within the new performance and development framework resulting in increased dialogue around excellent pedagogical practices

The school centenary afforded a unique opportunity for students, staff, parents and the wider community to come together to celebrate learning across the school both over the centenary year and in reflecting on the past years.

Progress towards achieving improvement measures		Resources
Improvement measure	Progress achieved this year	
Increased participation in educational information exchanges, e.g. curriculum information sessions, school surveys, parent/teacher interviews, meet the teacher evenings. Student feedback on improved engagement with learning, personal achievement and growth.	<p>In 2016 staff developed learning goals for students requiring additional support. Parents were invited to participate in the development of the learning goals and were given explicit feedback about student progress in achieving goals.</p> <p>Open days were increased to one per term so parents could engage with the children's learning in a more meaningful way. Times varied so more parents could attend the open classrooms.</p> <p>Staff noticed students and parents were increasingly engaged throughout the year with the centenary learning programs run across the whole school. This provided good dialogue around what engages children and parents and how can we build this into our normal curriculum delivery</p> <p>Discussions around improving feedback to students were initiated with a view to focus on this in 2017</p>	Efficient and effective use of resources was monitored and maintained. Financial planning was integrated with school planning

Next steps

Teachers continue to work towards differentiation for all students, with an increased focus on enrichment and extension

Teachers build knowledge around feedback to students and begin to use this to improve student engagement and learning

Continue the work with school engagement team around increasing parent engagement with their child's learning through attending open days, parent teacher interview and participating in surveys.

Increase number of parent information session led by teachers with expert knowledge, particularly around curriculum (mathematics and reading)

Continue to review school communication to ensure parents are informed and engaged with the school in a timely and simple manner

Strategic Direction 2

Fostering student and staff wellbeing

Overall summary of progress

Data around student behaviour indicates 2016 was successful in meeting the improvement measure to reduce incidences of students referred to the thinking room

All staff actively participated in PBL professional learning and data review resulting in high awareness of school wellbeing practices

Progress towards achieving improvement measures		Resources
Improvement measure	Progress achieved this year	
Decrease in number of students being referred to thinking room. Increase in staff actively participating in PBL Increase across the community in demonstrating awareness of school wellbeing practices	Through the school wide PBL program students are becoming increasingly self-aware and building positive relationships with staff and students. Referrals to thinking room decreased in 2016. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavior expectations and creates a positive teaching and learning environment. Data is monitored reviewed and shared with staff to inform explicit teaching about behavior expectations PBL information is shared with the parents via the school app and website Through the newly established ambassador program students are invited to actively contribute to the school community and broader community in which they live.	Financial planning is integrated with school planning. Resources are strategically used to achieve improved student outcomes

Next steps

Streamline PBL data entry and increase review of data to once a term

Continue to review focus areas for explicit teaching to ensure relevance and response to data

Develop and purchase PBL signage for the school

Review and refine school award system to ensure it is meaningful and in line with community expectations

Strategic Direction 3

Excellence in learning through quality teaching

Overall summary of progress

External validation allowed the executive to refocus elements of the school plan

Practices to use data to gather evidence of student learning and growth were planned and begun

Staff professional learning was consistent, planned and in line with the strategic directions

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
Increase in number of students achieving at or above expected level, according to syllabus outcomes in English	Processes were begun in 2016 to efficiently and accurately track student achievement and growth. Processes include school wide tracking of report grades in all learning areas, staff review of data particularly across stages and the purchase of standardized testing for students in years 1-6. With data gathered in 2016 and 2017, evidence will be available to assess the improvement measures in English and mathematics.	Quality teaching funding Professional learning funding
Increase in number of students achieving at or above expected level, according to syllabus outcomes in Mathematics	Staff continued to engage in planned weekly professional learning around improving their practice. Executive teachers engaged with current research to guide the direction of the professional learning in line with the school strategic direction. The school executive underwent an external validation of school practices against the School Excellence Framework which allowed them to refocus the direction of elements of the strategic plan. Directions will be built in to the 2017 plan.	

Next steps

Continue to embed the use of data into determining learning directions for students

Review the 2017 school plan taking into account the findings of the external validation recommendations

Continue to review assessment practices across the school moving toward consistency and deep understanding

Continue to embed mathematics practices within the new curriculum

Key initiatives and other school information

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background loading Improve the quality of teaching and learning for Aboriginal students	Personalised learning plans developed in consultation with parents, teachers and the principal ensured an ongoing focus on improving the literacy and engagement of Aboriginal students in the school	\$894

<p>Beginning teachers funding</p> <p>Beginning teachers were provided with ongoing feedback and support embedded in the collaborative practices of the school</p>	<p>Feedback and support given through a planned mentoring program was successful in improving the classroom practice of beginning teachers evidenced by teachers achieving accreditation at professional competence</p>	<p>Funding carried over from 2015</p>
<p>English language proficiency</p> <p>Employ a specialist teacher to meet the needs of EAL/D students</p>	<p>EAL/D students showed improvement in English language proficiency allowing them to participate more fully in mainstream activities</p>	<p>\$20,980</p>

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Students	2013	2014	2015	2016
Boys	172	183	174	150
Girls	132	137	136	148

Student attendance profile

	Year	2013	2014	2015	2016
School	K	96.5	97.0	96.6	96.10
	1	94.0	96.0	96.3	95.20
	2	95.6	94.8	96.5	96.60
	3	96.2	96.4	95.7	96.10
	4	96.2	96.2	95.2	93.60
	5	95.3	95.7	95.6	95.70
	6	95.6	95.8	96.4	96.40
	Total	95.6	96.0	96.1	95.60
State DoE	K	95.0	95.2	94.4	94.40
	1	94.5	94.7	93.8	93.90
	2	94.7	94.9	94.0	94.10
	3	94.8	95.0	94.1	94.20
	4	94.7	94.9	94.0	93.90

	5	94.5	94.8	94.0	93.90
	6	94.1	94.2	93.5	93.40
	Total	94.7	94.8	94.0	92.20

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	FTE*
Principal	1.000
Assistant Principal(s)	3.000
Classroom Teacher(s)	10.004
Learning and Support Teacher(s)	0.500
Teacher Librarian	0.600
School Administrative & Support Staff	2.722
Other positions	0.110

*Full time equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

Professional learning and teacher accreditation

Professional learning for staff is highly valued at Frenchs Forest Public School and is built into the school strategic plan in a purposeful and ongoing manner. In 2016 one teacher was successful in gaining accreditation at the level of Professional Competence whilst five teachers continued to maintain Proficient accreditation.

Financial summary table for the year ended 31 December 2016

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016. The school's financial management processes and governance structures meet the financial policy requirements.

	2016 Actual (\$)
Opening Balance	461,824.87
Revenue	2,516,987.52
Appropriation	2,139,156.00
Sale of Goods and Services	20,267.51
Grants and Contributions	347,782.61
Investment Income	9,781.40
Gain and loss	0.00

Other Revenue	0.00
Expenses	-2,541,909.78
Recurrent Expenses	-2,541,909.78
Capital Expenses	0.00
Employee Related	-2,103,295.86
Operating Expenses	-438,613.92
Surplus/Deficit for the Year	-24,922.26
Balance Carried Forward	436,902.61

The equity funding data is the main component of the “Appropriation’ section of the financial summary above

Component	RAM
Base Total	2,006,585.00
Base Per Capita	16,876.00
Base Location	0.00
Other Base	1,989,709.00
Equity Total	95,119.00
Equity Aboriginal	894.00
Equity Socio economic	6,901.00
Equity Language	20,980.00
Equity Disability	66,343.00
Targeted Total	0.00
Other Total	11,255.30
Grand Total	2,112,959.00

A full copy of the school’s 2016 financial statement is available at the annual general meetings of the parents and citizens meeting. 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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select *GO* to access the school data.

School satisfaction

In 2016 Frenchs Forest Public School celebrated 100 years of quality public education. The year was one of celebrating the past in our school and wider community through various events and one of learning about our

past through specific teaching and learning programs. Many letters, emails and verbal accolades were given to the school, one example as follows:

*To all the staff at FFPS,
Thank you for a wonderful trip down memory lane when I visited my old primary school last Saturday.
I was a student there from 1969-1975. My two sisters also followed after me.
I have been a primary teacher for over 20 years now and appreciated the warm welcome from staff
and the eagerness of the students to show us around.
Thank you for the wonderful display. It was lovely to see Mr Mann's name on the school hall and his
portrait. I was in the school band and played the french horn. It looks like the school band is still going
strong.
Mr Mann certainly left a wonderful legacy as my sisters and I went on to play our instruments in high
school. One of my sisters, Alison is now a music teacher and teaches privately and at a public school,
conducting the school band as well
My love of reading took off at school as I worked my way through the fiction book series in the library.
I am still an avid reader!
I also enjoyed wandering around the school and looking at my old classrooms.
Thank you again for a lovely day,
Leanne Blake (nee Prior)*

Policy requirement reporting

Aboriginal education

In 2016 students across Kindergarten to year 6 engaged in learning programs designed to educate them about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Education plans were developed for our small number of Aboriginal students.

Multicultural Education and Anti-racism

Multicultural education forms an important part of our English and history curriculum. Students engage with multicultural education through visual literacies and our PBL (Positive Behaviour for Learning) program. The school has a trained Anti-racism officer.

Frenchs Forest Public School contact details

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