Principal’s message

2010 was a year of change for Frenchs Forest primary school. A new principal Mrs Gail Smith was appointed following the retirement of Mr Martin Oakley and the school buildings experienced a complete refurbishment under funding from the federal government initiative Building the Education Revolution. To enhance the freshly painted buildings and complete the refurbishment, the school grounds and promotions committees developed plans for new signage and garden upgrades at both the Ann Street and Sorlie Place entrances. January 2011 will see the completion of these projects.

Students in 2010 were engaged in learning across the six key learning areas – English, Mathematics, Science and Technology, Human Society in its Environment (HSIE), Creative Arts and Personal Development, Health and Physical Education (PD H PE). In addition students were offered a broad range of extra curricula opportunities, including visual art, music, choir, band, chess, sport, enrichment and state and international competitions.

Staff at Frenchs Forest school are committed to enhancing their pedagogy and in 2010 engaged in a broad range of professional learning, much of which was around the school targets of literacy and numeracy.

Supportive student welfare programs operate across the school and 2010 saw the introduction of PBEL – Positive Behaviour Engaging Learners, a program that aims to improve student outcomes by creating school-wide, classroom and individual systems of support that acknowledge the link between positive behaviour and enhanced learning environments.

The school is looking forward to 2011 when we will not only build on the excellent academic programs currently offered but continue to span the horizon for new opportunities, to foster Young Minds – Bright Futures.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Gail Smith
Principal

P&C message

The 85th Annual General Meeting of the FFPS Parents & Citizens Association Incorporated was held in December 2010. The purpose of this meeting was to declare all executive positions vacant and elect new or returned office bearers to the positions as well as reflecting on and recognising the achievements of the school community during 2010.

The FFPS P&C would like to thank all those who held executive team positions, sub-committee positions and those who were active in volunteering for the various sub-committees across the school. All the work that is done by these sub-committees is so important to the sense of community that we feel in this school. The contribution of all the individuals who head up or work on these committees is really important for the school and is appreciated by all of us.

Additionally, the P&C would like to recognise the contribution of those year 6 parents who leave the school in 2010. Thank you to all these families for their support of the school over the years and we wish good fortune to all those departing year 6 students.

Our school year was a bit out of the norm due to the BER renovations that occurred in 2010 but it was still a year of good achievements by the FFPS P&C and community this year.

Though we could not undertake our normal Fun in the Forest Fair, everyone came together and showed the tremendous sense of community that is in the school, and made the most of what we had. Although much smaller this year, the fair still proved very successful and raised around $7,000. As always we were successful too in ensuring that plants were well watered by having our Fair.

In 2010, the P&C continued to provide important services to our school community including our healthy canteen, uniform shop, Forest Kids - before after school care, and the FFPS Band programs.

Our bank balance is healthy and the P&C has continued to provide support to the school by purchasing items that the school is not able to provide through normal department budgets. The P&C spending, as always, is done in consultation with the school executive and P&C members.

There will be some movement in executive positions for the 2011 year, with the executive committee now represented by the following people:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mishell Currie</td>
<td>President</td>
</tr>
<tr>
<td>Pam Holland</td>
<td>Vice-President</td>
</tr>
<tr>
<td>Kristy Reeve</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Melissa Johnson</td>
<td>Secretary</td>
</tr>
</tbody>
</table>

There are also a number of changes to the sub-committee positions and notification of these changes is available through the P&C 2010 AGM minutes.

Nicole Elliott
P&C President 2010
Principal
Student Representative’s Message

It is such a privilege to reflect on the fantastic time we (year 6) have had at Frenchs Forest Public School. We have been given amazing opportunities at this school, which have included academic learning, sport, music and art. We have also been given the chance to grow and develop socially within a small and nurturing environment. From our earliest days in Kindy when we arrived shy, uncertain and a little scared we were met by our year 6 buddies who made us feel special and welcome. This relational strength in our school is such a blessing to have been a part of and to have been able to repay with the role we played this year as buddy leaders ourselves.

We would like to thank our teachers and the other staff members at our school for the roles that they have played in our lives over the past 7 years. Each one of them has taught us with their own special flair and we have appreciated the wisdom and encouragement they have given us.

Teachers have stimulated our interest over the years with dynamic teaching, excursions, incursions and projects and we all are glad to be on this side of the projects. Highlights for us over the years have been the Canberra excursion in year 6 and Aussie Bush Camp in year 5. There have been the various enrichment programs made available through local high schools, music, art and sport. We have loved sport on a Friday, the athletics carnivals, the cross country and swimming carnivals. We have also enjoyed the many Milo Cups, Eagle Tag gala days and Rugby 7’s as well as the swimming program at Killarney. Many of us have enjoyed the band and the choir and the performances we have done in shopping centres and venues like the Opera House, Entertainment Centre and Town Hall. There have also been the Premier’s reading, spelling and sporting challenges. Then there are the Easter hat parades, rock star days, pyjama days, Stewart House fund raising days, jump rope for heart, gardening club, year 6 fairs, school fairs and talent quests.

Through all of these years and activities we have been encouraged to do our personal best, accept and cooperate with others, respecting them, ourselves and our environment and to be responsible and productive in any situation we find ourselves. These qualities, our school values, are the ones that we will take with us as we go on to high school. The qualities that we feel will make us the leaders of the future. For that we say, thank you!

Benjamin Davies
School Captain and Dux
Student Information

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

In 2010 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 enquiries for Kindergarten places. Our informative school website has also resulted in increased enquiries and school tours were advertised and conducted regularly. Enrolments in each school year are indicated below.

Attendance is highly valued by the Frenchs Forest community. The student attendance graph indicates that the level of student attendance in 2010 was comparable with the region and above state level.

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The table opposite shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 17 March 2010.
### Staff Information

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

#### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher librarian</td>
<td>0.6 = 3 days per week</td>
</tr>
<tr>
<td>Support teacher learning assistance</td>
<td>0.2 = 1 day per week</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2 = 1 day per week</td>
</tr>
<tr>
<td>Teacher of Visual Art (school initiative)</td>
<td>0.3 = 3 days per week</td>
</tr>
<tr>
<td>Teacher of Music (school initiative)</td>
<td>0.3 = 3 days per week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2 = 1 day per week</td>
</tr>
<tr>
<td>School administrative support staff</td>
<td>2</td>
</tr>
<tr>
<td>School learning support officers</td>
<td>2.4</td>
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</table>

#### Staff retention

Staffing throughout 2010 remained unchanged in allocation. One staff member received a transfer at the end of 2010 and this position was filled by open advertisement.

### Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>99</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1</td>
</tr>
</tbody>
</table>

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

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the school parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>292,034.06</td>
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<tr>
<td>Global funds</td>
<td>172,505.08</td>
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<tr>
<td>Tied funds</td>
<td>75,517.83</td>
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<tr>
<td>School &amp; community sources</td>
<td>247,415.00</td>
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<tr>
<td>Interest</td>
<td>13,326.55</td>
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<tr>
<td>Trust receipts</td>
<td>18,507.65</td>
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<tr>
<td>Canteen</td>
<td>-</td>
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<tr>
<td><strong>Total Income</strong></td>
<td><strong>819,306.17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>80,607.06</td>
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<tr>
<td>Excursions</td>
<td>26,385.53</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>5,655.56</td>
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<tr>
<td>Training &amp; development</td>
<td>13,415.77</td>
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<tr>
<td>Tied funds</td>
<td>102,436.77</td>
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<tr>
<td>Casual relief teachers</td>
<td>26,002.01</td>
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<tr>
<td>Administration &amp; office</td>
<td>78,550.25</td>
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<tr>
<td>School operated canteen</td>
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<tr>
<td>Utilities</td>
<td>39,224.60</td>
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<tr>
<td>Maintenance</td>
<td>42,369.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>25,341.67</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>944,870</strong></td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2010
School Performance 2010

**Aboriginal Education**
At Frenchs Forest school we celebrate Aboriginal heritage by flying the Aboriginal and Torres Strait Island flags together with the Australian flag as well as incorporating the *acknowledgement of country* at school assemblies and on special occasions. We also sing the Australian National Anthem with a didgeridoo backing.

Staff attended the school development day in term 3 with the Forest Learning Community where we focussed on Aboriginal Education and began to develop across stage learning sequences from Kindergarten to year 12.

All class programs from Kindergarten to year 6 incorporate Aboriginal perspectives as well as studies of Aboriginal lifestyle. This was particularly evident during NAIDOC week when a number of classes entered the NAIDOC week colouring in competition (K-2) and NAIDOC week writing competition (3-6). The students also enjoyed a performance by Tjupurru, an Indigenous didgeridoo performer from Western Australia and began the planting of our Indigenous garden.

The year culminated in our participation of the Book Swap which supports the Indigenous Education Project.

*Stephen Byrne*
*Aboriginal Education coordinator*

**Multicultural Education**
Multicultural education is a vital part of our school curriculum. It is important to develop an appreciation of many cultures, especially those that exist within our own community.

This year at Frenchs Forest we celebrated cultural diversity through a multicultural Commonwealth Games to which grandparents were invited. An opening ceremony saw each class, representing a Commonwealth country, march into the hall to the national anthem, parading the country's flag. Once in the hall countries presented their baton, athletes swore an oath, the flag for the Commonwealth Games was paraded and the Queen, also known as the school principal Gail Smith, welcomed everyone and officially declared the games open.

Students rotated from country to country playing traditional games and or sports, earning gold, silver and bronze stickers to place on their medals.

The closing ceremony once again saw the Queen thank all countries for participating with good grace and sportsmanship and officially declare the games closed. Grandparents and students alike had a wonderful day and much was learnt about the traditional games and sports of various countries.

**Respect and Responsibility – 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 participate in the SLIPS (Student Leadership in Primary Schools) 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 SLIPS program students can elect to stand for leadership positions within our school which provide opportunities for them to apply their learning in decision making that affects themselves and their peers in the school environment.

**Student Representative Council**
In 2010 the SRC continued to engage in decision sharing within the school. Regular class meetings and council body meetings saw decisions being made to benefit the whole school community.

Achievements this year include; the reinforcement of our school values and manners of the week at assembly every week; a regular SRC report at assembly reminding and reinforcing school rules; the approval of a new school badge for purchase in the uniform shop; the approval of a further step of achievement in the school awards system. This involves trading 2 Silver Awards, after receiving a school medal, for a school pennant.

The SRC nominated Stewart House and Westmead Children’s Hospital as the school’s two charities to support this year. Students enthusiastically raised a large amount of money for charities this year. A total of $564.50 was raised for Stewart House through ‘Dress Like a Rockstar Day’ in October. In March students bought Bandaged Bears and raised $402.50 for the Children’s Hospital. The SRC also made the decision to support Koori Kids through the sale of arm bands. A total of $340.30 was raised.

**Student Welfare**
The Student Welfare Committee has continued to ensure the efficient running of our merit award program and monitoring of our discipline policy. A number of policies have been updated to reflect the current ethos of our school. The Manner of the Week has assisted in the reinforcement of our five school values. The values of Cooperation, Responsibility, Respect, Acceptance and Perseverance play an important part in the culture of our school and students are very familiar with their core meaning. Next year we plan to begin implementing PBEL (Positive Behaviour Engaging Learning). PBEL is a systems approach for establishing the social culture, individualised behaviour and academic supports needed for schools to be effective learning environments for all students. This will see the updating of our school policies and values incorporating the PBEL philosophy. The playground discipline policy has continued to see the reduction of behaviour incidents on the playground.

*Patricia Vitale*
*Student Welfare coordinator*
Environmental Education for Sustainability

2010 saw sustainable education as a target across the school - ‘Learning for Sustainability will engage students and teachers in environmental programs that promote best practices in environmental education’.

The approach adopted to implement this target was multifaceted and incorporated a variety of whole school, student and teacher based activities.

At a whole school level, all students had the opportunity to participate in ‘Gardening Club’. Each term targeted a different stage group in an effort to ensure that activities were ability specific. As a result, all participants were able to have ‘hands on experiences’ in activities that were resourced appropriately for group sizes. Each term the club was able to focus on different areas within the school. Over an eight week program all groups were able to plant and grow something, learn about an environmental issue relevant to Duffy’s Forest and maintain and improve an area of the school.

Another whole school activity was the term 4 ‘Green Day’. The day was resourced by a wide variety of groups such as Field of Mars EEC, Warragamba Dam, Wires, Sydney Water, Origin Energy, McDonalds, Harvest Seed native nursery and Bunning’s Warehouse. One partnership that resulted in an extremely well received session was the borrowing of the microscopes and bio-viewers from the Forest High School. Using this equipment students were able to look at the environment at a microscopic level; a particularly engaging activity.

Students have also had the opportunity to make a variety of healthy meals as part of the canteens ‘Healthy Eating Initiative’, encouraging students to not only eat healthily, but learn how to make healthy eating choices. One day each term was set aside for students to make their own lunch, using fresh, healthy ingredients.

To raise awareness of a sustainable environment a waste audit was carried out. In the pre-audit of waste produced during lunch eating time, students created over 9kg of waste. After students were educated through a series of simple classroom lessons and reminders about better waste choices and habits, the post-audit showed a dramatic reduction in waste, to 1.5kg. The ‘Green Food Day’ held in Term 3 was particularly important in raising awareness of more sustainable lunchbox options.

Individual classes have participated in isolated environmental learning experiences and these have helped to strengthen both teacher and student knowledge around environmental education. The experiences include; kindergarten and year 6 buddy worm farm building, kindergarten and year 6 excursion to Narrabeen Lagoon ECE, kindergarten and year 1 excursion on ‘Bush Christmas’ coordinated by Field of Mars EEC and Kindergarten and 3/2B participation in the session on ‘School Waste’ as part of the ‘Video Conference Festival’. The individual
programs have not only assisted in classroom learning, but have resulted in experiences that students and teachers have thoroughly enjoyed.

Over the course of the year teachers were encouraged to incorporate specific environmental education into their class programs. Each stage group decided on an appropriate environmental focus and was able to teach that theme over an eight week period. The themes chosen were; Early Stage 1- Composting and Local Catchment (Narrabeen Lagoon), Stage 1- Worms, Stage 2- Recycling Waste and Stage 3- Climate Clever Energy Savers. Through the implementation of a unit of work specific to environmental education teachers were able to realise the potential for links throughout other Key Learning Areas.

Teachers participated in ‘Green Room’ Video Conferences hosted by Field of Mars EEC that exposed different programs being carried out effectively in other NSW schools. Through the use of video conference, teachers were able to listen to other teachers who are passionate about environmental education and ask questions relevant to the implementation of initiatives that are presently running in their schools.

Frenchs Forest Public School again hosted the Northern Sydney Sustainable Schools network meeting. Two Frenchs Forest teachers presented at this meeting which was attended by teachers representing over 20 primary and high schools.

2010 has been a very busy year and a lot has been achieved. The students and teachers should be congratulated for their efforts in promoting Sustainable Environmental Education at Frenchs Forest Public School.

Nicholas Hall
Environmental education coordinator

Kindergarten Programs
A variety of events were planned throughout the year for new families to experience the learning opportunities at Frenchs Forest school. Each term offered new families fresh opportunities to view and learn about our quality learning programs. Open Day showcased student talent across the whole school. Current kindergarten students performed their new skills at the Kindylinks assembly. Orientation imparted key information regarding school attendance. Transition fostered and nurtured new relationships between students, teachers and parents. The final event, the buddy picnic, was a particularly enjoyable afternoon of fun and laughter with staff, kindergarten and year 6 parents and students mingling on the school oval.

Principal led tours were a priority. Small groups of families toured the school with the opportunity to engage in discussion and reflection with the principal. These tours were highly successful with many new families enrolling for 2011. Many Making A Difference families considered Frenchs Forest an excellent option for their children through the many accepted invitations to participate in school activities. Preschool students attended school assemblies, enjoyed
3 music lessons, played with kindergarten at a big school morning tea, and experienced the wonders of our library. The preschool students were especially excited to display their Easter hats in our parade.

Direct dialogue between principal and new families about the high quality learning programs on offer at Frenchs Forest has been a successful strategy. This will continue to be a priority into 2011.

*Kylie Davidson  
Kindergarten programs coordinator*

**Best start**

In 2010 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.

**Library and Resource Centre**

2010 was a busy year for the library and resource centre; highlights including:

- Ongoing teaching and learning programmes for all students in the spacious and now beautifully re-carpeted and painted environment that is the LRC.
- Successful participation in the Premiers Reading Challenge with 170 children completing the task.
- Successful participation in the Premier’s Spelling Bee including hosting a Regional Final for the first time.
- Attendance by the teacher Librarian at the Children’s Book Council of Australia Conference “Imagine this, Imagine that!” Many fabulous authors were heard and indeed met, giving tremendous insight into the world of the imagination and children’s books.
- A wonderful visit by author John Heffernan who had the whole school entranced with his tales of life and work as an author and farmer!
- Video conferencing events in the connected classroom providing extended teaching and learning for children and Professional Development for staff.
- Donate - a- Book, Education Day, The Great Book Swap supporting the Indigenous Literacy Project and a highly successful Book Fair which raised over $1000 in commission towards new resources.

*Claire Peters  
Teacher librarian*

**Forest Learning Community**

Frenchs Forest school is part of a learning community that comprises The Forest High School, Beacon Hill primary, Allambie Heights primary, The Beach School and Arranounbai school. The learning community shares educational resources, offering a wide variety of educational experiences across the group of schools. In 2010 Frenchs Forest students were involved in two learning opportunities – WOW (Web of Writers) and MOM (Maths on the Move), both of which involved collaborative school planning and target setting between the schools.

Staff from across all schools were involved in coordinated professional learning on the term 3 staff development day, developing a learning continuum for Aboriginal Education from kindergarten to year 12. These shared professional learning sessions lead to a strengthening of learning outcomes for students.
Achievements

The Arts

The visual arts program provided opportunities for all students to develop and nurture 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. All students developed a portfolio of their own artwork over the year. Class artworks were displayed at the Forestway Shopping Centre during Education week. Students participated in the Warringah schools’ poster competition and Talk of The Town 2010-Warringah’s Housing Future in which one of our student’s won third place, receiving the award from the Mayor at our school assembly. We participated in the Nagoya Art Exchange competition with our four students’ artworks being displayed in this international art exhibition in Japan. The successful entries were also published in a catalogue. Students also participated in the Arts North Festival of Art with 10 of our students’ artworks being exhibited at Primrose Park Gallery. The year ended with the opportunity for 200 of our students to decorate ceramic tiles which were created in order to be the feature wall in the Fresh Food area at Forestway Shopping Centre as part of their Kitchen and Garden promotion.

Grace Calderon
Visual art specialist teacher

Sport

In 2010, Frenchs Forest Public School competed in the Warringah Zone Friday morning PSSA competitions. Boys played cricket, softball and T-ball in the summer and soccer in the winter. Girls played cricket, softball and T-ball in the summer and netball in the winter. Students not representing the school at PSSA sport competed in interschool sport competition - the Forest Cup. They played a variety of sports aimed at increasing their skills and teamwork.

In 2010 we entered 2 teams in the Winter Warringah PSSA mixed AFL competition which was greatly enjoyed by our year 3 and 4 students. For the first time PSSA Eagletag was offered to the year 3 and 4 students and we entered 2 teams.

Close links were again formed in term 1 with The Forest High School year 10 fitness leader classes teaching our years 3-6 students a variety of sports. Frenchs Forest again used The Forest High school’s soccer and netball facilities as a home ground for winter sport and the ovals for cricket, T-ball and softball for summer PSSA sport.

Frenchs Forest also sent teams to compete in a number of Gala Days during the year. These included Eagletag and Milo Cup cricket.

We participated for the second year in the Premier’s Sporting Challenge and found the children were motivated to get active every day.

All students from kindergarten to year 6 were involved in swimming programs, with students in year 5 and 6 participating in a one day surf skills program held at Dee Why Beach.

Interschool Team Achievements

- The junior girls’ netball team were runners up in the Warringah PSSA competition and were semi finalists at the Manly Warringah knockout.
- The girls’ junior eagletag team won the Warringah zone gala day. The girls played at Narrabeen and finished runners up in the peninsula championships.

Individual student achievements

- Six students were successful in gaining selection in Warringah zone teams for cross country, athletics and soccer.
- One student was selected in the Sydney North Area team for athletics and competed at the state championships at Homebush.

Stephen Byrne
Sport coordinator

School programs

Competitions

Students across years 3-6 were offered the opportunity to participate in academic competitions during 2010. In the Australian Mathematics Competition 80% of students achieved a credit or distinction. In Maths Olympiad 9 students were placed in the top 10% and 3 students were placed in the top 25%. The team received an achievement trophy for scoring a total of 219 out of 250 marks.

Students were offered the opportunity to participate in the NSW junior chess championship, the regional one day chess championship and the school chess championship. In 2010 we also entered a team of 5 students in the Robo Cup junior competition at the University of NSW.

Enrichment

Students in years 1-6, with high ability in Mathematics, participated in weekly maths enrichment lessons over the year. Students also participated in regional enrichment days and extension programs offered in local high schools. Three students also entered the Mind Quest workshops at Quaker Hills High School.
Academic
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.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
Reading Year 3
44.1% of students at FFPS were placed in the top band compared to 24.8% of the state. 73.5% of Year 3 students were placed in the top two bands for reading, compared to 43.5% of the state. No students were placed in the bottom two bands. The average mark for reading was 464.5 compared to 414.3 for the state.

Writing Year 3
64.7% of students at FFPS were placed in the top two bands compared to 51.4% of the state. No students were placed in the bottom band. The average mark for writing was 436.6 compared to 422.6 for the state. Writing is a priority for 2011 (see targets).

Spelling Year 3
47.1% of students at FFPS were placed in the top two bands compared to 42.9% of the state. No students were placed in the bottom band. The average mark for spelling was 431.4 compared to 408.3 for the state. Although the school performed above the state average, spelling across kindergarten to year 6 will be evaluated in 2011.

Grammar and punctuation Year 3
76.5% of students at FFPS were placed in the top two bands for grammar and punctuation compared to 49.5% of the state. No students were place in the bottom band. The average mark for grammar and punctuation was 463.2 compared to 416.3 for the state.

Numeracy – NAPLAN Year 3
62.9% of students were placed in the top two bands for numeracy compared to 35.1% of the state. The average mark for numeracy was 448.7 compared to 396.1 for the state. Two students were placed in the bottom two bands. Mathematics is a priority area for 2011 (see school targets).
Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 3 numeracy

Frenchs Forest Public School 2010 Annual Report
**Literacy – NAPLAN Year 5**

**Reading Year 5**
In reading 51.7% of students at FFPS were placed in the top two bands compared to 30.4% of the state. 77% of students were placed in the top three bands. The average scaled score for growth in reading in year 5 was 89.9 points compared to state growth of 83.77 points. 69.2% of students who could be matched from the year 3 assessments achieved greater than or equal to expected growth.

**Writing Year 5**
In writing 28.6% of students at FFPS were placed in the top two bands compared to 24.5% of the state. 75% of students were placed in the top three bands. In writing 24% of students who could be matched from the year 3 assessments achieved greater than or equal to expected growth. Writing will be a priority area in 2011 (see targets).

**Spelling Year 5**
In spelling 44.8% of students at FFPS were placed in the top two bands compared to 34.7% of the state. 82.7% of students were placed in the top three bands. In spelling 57.7% of students who could be matched from the year 3 assessments achieved greater than or equal to expected growth.

**Grammar and punctuation Year 5**
In grammar and punctuation 62% of students at FFPS were placed in the top two bands compared to 42% of the state. In grammar and punctuation 53.8% of students who could be matched from the year 3 assessments achieved greater than or equal to expected growth.

**Numeracy – NAPLAN Year 5**

**Numeracy Year 5**
In numeracy 48.2% of students at FFPS were placed in the top two bands compared to 29.5% of the state. 89.6% of students were placed in the top three bands. In numeracy 42.3% of students who could be matched from the year 3 assessments achieved greater than or equal to expected growth.
Minimum Standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below. (please note: exempted students are included in this data)

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

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<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

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NAPLAN highlights
Year 5 (Boys) improved by 64 scale scores from the 2009 data in the test aspect of numeracy.
Year 3 (Girls) achieved 55 scale scores above the state average in the test aspect of numeracy.
Year 5 (Girls) achieved 10 scale scores above the state average growth in the test aspect of reading
**Progress on 2010 targets**

**Target 1**
K-6 students will improve their skills in punctuation and sentence formation so that their writing suits a purpose and effectively conveys meaning.

This target aimed to consolidate and develop the growth achieved in comprehension skills through previous years’ literacy programs; the whole school, rich literature based “Reading like a Writer” intervention and the focused specialist support program for a targeted group of students. Analysis of NAPLAN writing results, supported by school based assessments and teacher professional judgement, indicated that student writing at sentence level was an area for further development.

**Our achievements include:**
- The development of effective teaching and learning programs as a result of high quality teacher professional learning, both external and internal and on-going professional dialogue
- Student assessments demonstrate growth in students’ correct use of punctuation and formation of fluent sentences of increasing complexity
- Students participating in the WoW project with the Forest Learning Community demonstrated gains in confidence and grammatical precision in their writing

**Target 2**
K-6 students will improve their addition and subtraction skills through the use of a specifically devised, stage appropriate, hands-on program.

Following review of NAPLAN and internal assessment data, it was identified that addition and subtraction was an area within numeracy that needed addressing. Although students are only nationally tested in Year 3 and Year 5, every grade was involved in the program to improve individual skills across the school.

**Our achievements include:**
- Effective teaching and learning programs specific to addition and subtraction following successful teacher professional learning which included professional dialogue and collegial sharing
- The effective use of mathematics resources, in particular hands-on resources for student learning and engagement
- Results of pre and post assessments demonstrated growth in addition and subtraction skills of students in years 1-6
- Results of count me in too assessments demonstrated growth in addition and subtraction skills of students in kindergarten

**Target 3**
Learning for Sustainability will engage students and teachers in environmental programs that promote best practices in environmental education.

The Department of Education and Training named 2010 as the ‘Year of Learning for Sustainability’. The focus of this target was to implement environmental education projects that teach sustainability whilst integrating literacy and numeracy learning outcomes. Also to promote the environmental programs already present in the school and further enhance alliances and partnerships with community and government organisations and relevant school stakeholders resulting in enhanced learning opportunities for students.

**Our achievements include:**
- Effective teaching across all K-6 classes of programs which integrate environmental education and sustainability across key learning areas
- A reduction in energy consumption and waste produced by Frenchs Forest Public School
- The development of quality student initiated projects
- Increased student participation and engagement in school based environmental activities

**Key Evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of school culture and technology.

**Educational and management practice – school culture**

With a change of leadership for the school during the year, school culture was evaluated through a parent, student and teacher survey.

**Background**
The School Self Evaluation Committee (SSEC) examined the School Map assessment tool and implemented the school culture survey throughout the community. Students and teachers were surveyed on thirteen written statements, while parents were surveyed on ten statements through an online survey. All statements used the same rating system. The statements covered areas such as:
- Role of school leaders
- Knowledge within the school of the community it serves
- Celebrating success within the school community
- Pride within the school community
- Encouragement of all students to achieve their best
- Evaluation of current school cultural practices

Within the community, all parents were invited to complete the survey online, all staff were invited to complete a written survey and all year 5 and year 6 students completed a written survey. Responses to the statements allowed for a range of satisfaction using responses – almost always, usually, sometimes and rarely.

**Findings and conclusions**

**Parent response**

There was an overwhelming recognition across all statements of high satisfaction. All statements in the survey scored above 88% with responses of almost always and usually.
• 100% of parents surveyed believe structures and strategies exist within the school to ensure that all students have the opportunity to achieve their best.
• 98% of parents surveyed believe individuals are encouraged and supported to be continuing learners.
• 98% of parents surveyed believe school leaders provide the time and opportunity for the school culture to be discussed, defined and understood.

Staff response
Again, there was an overwhelming recognition across all the statements of high satisfaction amongst the staff. Twelve of the thirteen statements in the survey scored 100% with responses to almost always and usually.
• 100% of staff surveyed believes community values and beliefs which contribute to learning are identified, promoted and celebrated.
• 100% of staff surveyed believes a shared expectation exists that all students will achieve their best.
• 100% of staff surveyed believes student welfare structures support quality teaching and learning.

Student response
There was a high level of satisfaction across all the statements amongst the students. Twelve of the thirteen statements in the survey scored above 75% with responses to almost always and usually.
• 96% of students surveyed believe learning communities exist across the whole school community.
• 94% of students surveyed believe new members of our school community are encouraged to contribute to the ongoing positive development of the school.
• 90% of students surveyed believe individuals take pride in identifying with the school.

Future directions
The findings of the survey of statements indicate an extremely high level of satisfaction of cultural practices across the school community. The few areas indicating potential for improvement within the students’ survey results may best be addressed by more detailed communication of cultural practices and traditions employed by the school. Such strategies could include:
• Highlighting ways in which students are involved and may become involved in the decision making process relating to school culture within the school community.
• Inviting students to provide feedback, through the SRC, of current cultural practices which occur across the school.
Curriculum - technology

**Background**
Ongoing evaluation of curriculum areas is an essential school practice. In 2010 the teaching staff were surveyed on their level of confidence in using technology as an effective tool in the teaching and learning cycle.

**Findings and conclusions**
Overall, teachers across the school feel confident in the use of technology within the classroom setting. 100% of teachers surveyed are confident in the use of classroom computers and the technology resource centre to enhance teaching and learning activities, particularly in using publishing software. Even with the disruption of the Building the Education Revolution (BER), where many classrooms and their technology resources were unavailable for long periods of time, 64% of staff surveyed believe they demonstrate confidence in using the Interactive Whiteboard (IWB) and Smart Notebook as an effective teaching tool. On a professional level, 91% of staff are confident in accessing teacher resource websites, such as Mathletics and TaLe, to create interactive and detailed teaching and learning programs to improve achievement of student outcomes across the curriculum.

**Future directions**
In 2011 the school will target areas identified in the survey where a significant number of staff do not feel confident in the use of certain technologies. These areas include blogging, video conferencing and the use of video and audio editing software as teaching tools. Staff proficient in these areas will be made available to team teach with staff who would like professional development in using these technologies as a teaching tool. Teacher professional learning meetings will also be used to develop the confidence and proficiency of all staff in the identified areas.

**Professional Learning**
Professional learning is clearly linked each year to the school targets and outlined in detail in our school management plan. All staff are provided with a range of opportunities at school level, within our learning community, at regional and state level to continue to inform their teaching practice. In 2010 teaching and administration staff attended professional learning in:
- Digital Education
- Using Advanced IWB Technology in the Classroom
- Blogging for Teaching and Learning
- Smart Notebook
- Child Protection and Positive Behavior for Engaging Learners (PBEL)
- SMART (School Measurement Assessment and Reporting Toolkit) Data
PROGRESS

Early Career Teaching
Aboriginal Education
Gifted and Talented Education
Numeracy in K-2 and 3-6
Problem solving in mathematics 3-6
School Administrative Management
Enriching writing through quality texts
Team Leadership for School Improvement

All teacher professional learning funds of $8,672 were expended in 2010 and the school utilised further funds of $10,500 to provide additional support to staff in 2010. All staff participated in professional learning throughout 2010, the average expenditure per teacher being $1,475. In 2010 one teacher was working towards accreditation with the NSW Institute of Teachers and one was maintaining accreditation at Professional Competence.

Five school development days were held in 2010, one at the beginning of terms 1 - 3, and 2 at the end of term 4. These days were used for professional learning for all staff around Aboriginal Education, Mathematics, English, student welfare and team leadership.

School Development 2009-2011

Targets for 2011

Target 1
To improve student performance in writing as measured by Increased percentage of students achieving greater than or equal to expected growth
• Increased percentage of students achieving in the proficiency levels (top performing bands)
• Increased percentage of students achieving at or above stage outcomes using writing rubrics

Strategies to achieve this target include:
• Targeted professional learning around developing teaching and learning strategies to enhance students concepts in sentence writing and vocabulary development
• Staff involvement in professional learning course Enriching Writing through Quality Texts
• Establish teachers as leaders to enhance teacher capacity in writing

Our success will be measured by
• The development and use of stage based rubrics and enhancement of consistent teacher judgement (CTJ) (writing samples in Terms 1, 3 and 4)
• Positive teacher feedback through reflective sessions on the quality of professional learning
• High and positive student engagement in class blogging

Target 2
To improve student performance in tasks involving mathematical metalanguage as measured by
• Increased percentage of students achieving greater than or equal to expected growth
• Increased percentage of students achieving in the proficiency levels (top performing bands)
• Increased percentage of students in kindergarten achieving at counting on level through their pre and post testing
• Increased percentage of students in years 1 – 6 achieving at or above stage outcomes in assessment tasks involving mathematical metalanguage

Strategies to achieve this target include:
• Targeted professional learning around developing teaching and learning strategies to enhance students concepts in mathematical metalanguage
• Establish teachers as leaders to enhance teacher capacity of oral language in mathematics
• Audit maths resources to support teaching and learning programs
• Develop smart notebook resources to support the teaching and learning programs

Our success will be measured by
• High levels of teacher participation in professional learning activities
• Evidence of strategies in class programs
• Cross stage staff collaboration on developing class programs
• Quality resources easily accessible by all staff

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.

Mrs Gitte Vilnis .................................. parent
Miss Patricia Vitale .............................. teacher
Mr Stephen Byrne ............................... teacher

Mrs Kylie Davidson ............................. assistant principal
Mrs Angela Helsloot.............................. assistant principal
Mrs Gail Smith ................................. principal