Principal’s message

The Frenchs Forest Public School students, staff and community enjoyed a highly successful year in 2012.

Our strong focus on literacy and numeracy continued to provide students with the foundations needed for academic success. Our innovative literacy programs in 2012 provided the basis for learning across all other areas resulting in outstanding achievements for students. Excellent numeracy programs continued to develop the skills children need to apply mathematical knowledge to real life situations.

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

In 2012 we again offered an exciting and diverse range of programs in the creative and performing arts, sport and many other co-curricular opportunities enabling us to develop children’s individual interests and talents whilst building their confidence and self-esteem.

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

In 2012 the school, together with the community, continued to develop a shared understanding of the values we hold and nurture in our children.

At Frenchs Forest we welcome all parents into every aspect of school life and actively involve them in our exciting learning adventure. 2012 saw our parents support our school in many ways from sharing learning experiences in classrooms to celebrating student success. As a school we greatly value and appreciate our parents’ involvement and support.

Gail Smith
Principal

P&C message

My objective as P&C President this year has been to continue to work on communication and our involvement with the regional P&C and the areas that interest our school community on a broader level. We have also continued our involvement with the Forest Learning Community of Schools P&C with successful events being held over the year. Moving forward, we can see some challenges as the way people volunteer is changing and we need to adapt to these changes.

Thank you to Mrs Smith, our teachers and staff for their continued support of P&C activities and their efforts to provide our children with the best possible learning environment. Thank you to those parents who held executive positions on the P&C this year - our P&C sub-committee conveners and all the amazing people who volunteer their time in whatever way they can to ensure that the services we offer our school community continue to run smoothly and that our fundraising efforts are supported so well.

We have had a fantastic fundraising year with a variety of events that raised a total of $30,300. Our 2012 fair broke a long standing tradition as we had sunshine the whole day! We had a true community fair, with two local church groups volunteering their time alongside our school community. Rich literature texts were a goal for our fundraising efforts and Mrs Davidson’s extended wish list can now become a reality.

Our P&C AGM was held in December with very few changes to executive and sub-committee positions. We thank Sarah Mercer for her contribution as Vice President this year and welcome Leanne Broadhead to the position for 2013. Melissa Johnson, Fiona Caden and I will remain on as secretary, treasurer and president respectively. Thank you to Amanda Perry for her contributions as media liaison this year and we welcome Robyn Grogan to the position for 2013; all other positions remain the same.

We thank and farewell Mr Steve Byrne and Miss Nadine Metcalf and wish them every success as they explore new opportunities. And we farewell our Year 6 Students as they complete their primary education. We wish all of our Year 6 students and their families the very best for the future as they embark on the next stage of their education and meet the challenges of high school.

I feel very privileged to be P&C President at Frenchs Forest Public School and to be part of our close knit, supportive and caring school community. Our numbers are growing so we may not be such a hidden gem any more - more like the shining jewel in the school song but we definitely remain the best school in the Universe!

Mishell Currie
P&C president
Student Representative’s Message

From a small class of 20 in kindy to a class of 34 in Year 6, we have had many challenges and changes during our time at FFPS. From new principals and teachers, to friendships so tight they keep going even after someone has moved from our school.

We will always remember and cherish the memories, moments and friends we made at Frenchs Forest Public School.

*April Oliver, Lachlan Faulkner and Brianna Layton*

*Student Representative Council*
Student information

Enrolments
In 2012 the school maintained strong links with our local pre-schools, particularly Making A Difference, our on-site pre-school. This ongoing collaboration has resulted in increased enrolments for Kindergarten places. Our informative school website also resulted in increased enquiries across the grades and school tours were advertised and conducted regularly. Enrolments in each school year are indicated below.

Attendance
Attendance is highly valued by the Frenchs Forest community. The student attendance graph indicates that the level of student attendance in 2012 is consistent with previous years.

Staff information

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>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6 = 3 days per week</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.5 = 2.5 days per week</td>
</tr>
<tr>
<td>Teacher of Visual Art (school initiative)</td>
<td>0.4 = 2 days per week</td>
</tr>
<tr>
<td>Teacher of Music (school initiative)</td>
<td>0.4 = 2 days per week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3 = 1.5 days per week</td>
</tr>
<tr>
<td>School Administrative Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
</tbody>
</table>

Staff retention
Staffing in 2012 increased in allocation to include one learning and support teacher and one additional classroom teacher.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7</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.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>128801.45</td>
</tr>
<tr>
<td>Global funds</td>
<td>156295.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>126195.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>328646.48</td>
</tr>
<tr>
<td>Interest</td>
<td>6101.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15702</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>761742.70</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>29416.52</td>
</tr>
<tr>
<td>Excursions</td>
<td>25453.83</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>147890.23</td>
</tr>
<tr>
<td>Library</td>
<td>5277.73</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3009.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>106158.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>38742.51</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>72295.59</td>
</tr>
<tr>
<td>School operated canteen</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>48858.71</td>
</tr>
<tr>
<td>Maintenance</td>
<td>31401.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18384.43</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>526889.56</strong></td>
</tr>
</tbody>
</table>

Date of financial summary 30/11/2012

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the school parent body. Further details concerning the statement can be obtained by contacting the school.
Achievements

ACADEMIC

THE ARTS

Visual Art

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

In 2012 students participated in the Primary Colours competition, with a winning entry which was displayed at the NSW Department of Education and Communities head office. Students also participated in the Nagoya Art Exchange competition with two students’ artworks being chosen for display in this international exhibition at the Nagoya Museum in Japan.

Students also 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 country hospital. Our four entries were published in the Operation Art 2012 teachers’ resource CD.

Students also participated in the Arts North Festival of Art with 12 artworks being exhibited at the My World Exhibition at Hutley Hall, North Sydney. One student artwork was selected by the Minister for Education for the 2012 Christmas Card.
Music
The music program continues to allow all students to perform and appreciate many styles of music from different cultures and times. Visits from professional musicians taught the students about the instruments and cultures of different countries. During Kindergarten lessons, students learned to sing in a sweet, high voice. Then in years 1 and 2, they learned basic theory and recorder skills that can assist them when they move up to band in year 3. During year 3 and 4 all students learned to play melodies and chords on the guitar. Students with special learning needs are catered for by the use of xylophones and percussion instruments as well as a computer program that teaches all the elements of music. By years 5 and 6, students are able to make choices about whether to continue with singing, recorder, guitar or composition during their music lessons. At least half of all eligible students joined the school choirs and had opportunities to sing at the Opera House and the Town Hall. Year 6 boys and girls had a chance to conduct the whole school in singing at weekly assemblies.

Band
2012 was the year of BIG, for our school bands. Our numbers were big, our sound was big and our achievements were big! This year, again under the conducting of Peter Squire, our bands overflowed from the music room. They entertained crowds in competitions with the inclusion of robots, dress up and streamers. They performed in a state of the art performance room at the Concourse in Chatswood and at open air venues at 2 fairs. Most importantly though their progress is visible and audible, which is both encouraging and pleasing for all who work with them. Overall a very successful year!

ACHIEVEMENTS IN SPORT
In 2012, Frenchs Forest students enjoyed participating in a wide range of sporting activities. In terms one to three, Sportspro conducted lessons with students focusing on sporting skills, athletics and gymnastics. In term four students in years 1-4 participated in a swimming program and students in year 5-6 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 local gala days in eagle tag and cricket. Across all sports, Frenchs Forest produced some fantastic results. Congratulations to our junior eagle tag teams who came first and second in the zone A and B competitions respectively.

Several students were also selected to represent the school at the Zone carnivals - athletics, cross country and swimming. From here, we had further success with three students going on to represent our zone at the area carnivals. Two students progressed to the highest level and represented our area at the state carnivals, one in swimming and one in athletics. This was an outstanding achievement and all our students enjoyed celebrating in their success.
School programs and initiatives

Competitions
Students across years 3-6 were offered the opportunity to participate in academic competitions during 2012. Students from Years 3 to 6 gained high distinctions, distinctions, and credits in the ICAS English and Mathematics competitions.

Students were offered the opportunity to participate in the NSW junior chess championship, the regional one day chess championship and the school chess championship. Our A team achieved first place in the NSW junior chess championship.

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.

Enrichment
Enrichment maths was held weekly throughout the year for students in years 1-6 performing at the top of their cohort in mathematics. Classes were divided into three different stage groups that each worked at a different level with a different focus. The Stage 1 group focused on broadening students’ mathematical thinking, mainly in areas of number. The Stage 2 group aimed to develop students’ problem solving skills and strategies as well as building in some broader curriculum content such as learning about the discoveries of famous mathematicians. The Stage 3 group worked primarily on completing the Maths Olympiad competition and developing the necessary problem solving techniques to be successful.

Six of our year 5 students, three each semester participated in the Davidson enrichment program. Over 10 weeks, students spent a full day each week at Davidson High school working in mathematics, English, science, technology, visual arts and languages. The program provided students with an opportunity to develop and extend their skills in an environment that encouraged creative thinking and independent learning.

Throughout the year, seven year 6 students attended an enrichment program at Northern Beaches Secondary College – Cromer Campus. During this 18 week program, students enjoyed a variety of enrichment activities based around the areas of science, history, woodwork, copper work, cooking and art. Students explored how rockets stay in the air, made swords and foods based on a medieval theme, designed and made a solar balloon and solved crime looking at the concepts of forensic science. All students involved have enjoyed the diversity of the program, not only for the educational learning, but also the social aspect of meeting age peers who will move onto a variety of high schools with them in 2013.

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 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 organized exciting fund raising events for local and worldwide charities.

Student welfare
2012 saw Frenchs Forest Public School continue to develop as a PBEL (Positive Behaviour Engaging Learners) school. PBEL has allowed us to strengthen the way we incorporate our five values of cooperation, respect, responsibility, acceptance and perseverance into our school. We have reinforced the consistent use of the values over the whole school, in classrooms and on the playground. In 2012 we continued to develop consistent behaviour expectations as a whole school by working together to gain a common understanding of what those expectations should be.

Environmental Education for Sustainability
This year students from Frenchs Forest Public School have continued to display their keen interest in environmental education and sustainability. Every class was given a class garden bed to plant and grow their choice of vegetables or flowers. In addition to this, many students with very green thumbs enjoyed participating in the weekly garden club growing a variety of vegetables and flowers. The students cared for and harvested the produce, working closely with the school canteen which used the variety of fresh fruit and vegetables as part of the healthy menu. The school has continued to engage in sustainable energy programs including the use of water tanks to irrigate the vegetable gardens and flush toilets and solar panels supporting our electrical energy use.

Kindergarten programs
The Kindergarten orientation and transition program continued successfully in 2012. At orientation and transition we welcomed over 40 new families to our community. The children were inducted into big school through time spent in the kindergarten classroom with the kindergarten teachers.

Parents were given information about the school culture, policies and procedures through a series of talks at orientation. The assistant principal K-2 presented a talk about Quality Teaching in the Kindergarten Classroom at the first transition. The primary focus of transitions 2 and 3 was building friendships between the kindergarten 2013 families.

Our beautiful year 5 students displayed their new leadership skills when they met their buddy for the first time at Transition 3. A lovely afternoon buddy picnic on the school oval further cemented the bonds. The program ended with kindy students and their families excited about the educational and community based opportunities at Frenchs Forest Public School.
Best start
In 2012 students took part in the Best Start Kindergarten assessment. The purpose of these individual assessments was to help the teachers gather information to guide the teaching of the children. The teachers looked at the child’s early reading and writing, their ability to communicate with others and how they recognised and worked with numbers, groups and patterns. Parents were given feedback from the assessments and invited to discuss the results with the teachers. The assessments allowed the Kindergarten program to be richly embedded with explicit learning experiences that were based on the accurate analysis of the children’s needs. Throughout the year Kindergarten and Year 1 staff were engaged in ongoing professional learning looking at linking the assessments to early literacy and numeracy syllabus requirements and student learning. Teachers were given an opportunity to reflect on their practice and implement changes to cater for students’ learning needs.

Transition to high school
In 2012 Frenchs Forest Public School conducted a successful transition program for year 6 students. The program was designed to support students moving from year 6 into year 7 following research that states “a transition program implemented in this phase of a student’s education sets the tone for the following years in high school” (Silverthorn 2005). Students are generally excited about the change but are concerned about homework, friendships, getting lost and lots of teachers and subjects. The program aims to ease the students’ anxiety about starting high school by familiarizing them with the high school environment and contact people, including the year adviser, front office and school counsellor. Students at this age become more self-aware and self-conscious. They look for acceptance from their peers; they need to become independent yet still rely on adults for support. Time management and the ability to stay on task become important for success as do appropriate social skills.

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

Library Resource Centre
2012 has been a busy year for the Library Resource Centre (LRC). Highlights include;
• The use of literary texts in collaborative teaching and learning initiatives to improve children’s writing. An innovative approach included teacher professional learning sessions on how best to integrate grammar teaching into broader aspects of reading and writing, the allocation of regular planning sessions with teaching staff and the teacher librarian co-teaching and mentoring teachers in their classrooms. The LRC continues to be deeply embedded in the school’s English programming and teaching and this is at the heart of reading, writing and speaking activities
• A major update of shelving facilities in the fiction section of the LRC with vibrantly colourful book stacks and boxes replacing older and considerably less attractive metal units
• Implementation of school wide writing and public speaking

Programs for students with additional educational needs
Every Student Every School
In 2012 a new learning and support model was introduced into all NSW public schools. Our school was fortunate to receive an increase in the allocation of a Learning and Support Teacher (LST), from 1 day to 2.5 days. The role of the LST includes supporting classroom teachers and students across the school on an ongoing or short term basis as needs arise. This may include student observations and suggested strategies for student learning, active participation on the Learning & Support and PBEL teams, differentiating classroom programs to support student access and participation in the curriculum, working in classrooms and liaising with parents.

Multicategorical class
At Frenchs Forest school we have one Multicategorical 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.
Progress on 2012 targets

**Target 1**
To improve student performance in writing  
Our achievements include:
- Writing lessons are significant and relevant to students
- Strong links between quality reading and writing programs
- High and positive student engagement in writing
- Increased substantive communication
- Increased staff knowledge of how language works in literature
- Enhancement of consistent teacher judgement
- Meaningful connections made between subject knowledge and real life context (including ICT)
- Teacher professional learning in rich literature and writing and the Quality Teaching Framework
- Improved intellectual quality of lessons
- Regular student engagement in sustained conversations about writing
- Writing programs are individualised to student learning needs in language
- Development and use of stage based rubrics underpinned by explicit quality criteria

**Target 2**
To improve student engagement and performance in mathematics  
Our achievements include:
- Teachers engaged in systematic explicit professional learning
- Teachers leading quality professional learning
- High and positive student engagement in mathematics lessons
- Students critically reflect on mathematics learning
- Integrating technology into mathematics programs
- Implementation of Positive Behaviour Engaging Learners (PBEL)
- Staff engaged in analysis of SMART data leading to development of quality teaching and learning programs
- Professional learning around Quality Teaching framework
- Establish teachers as leaders to enhance teacher capacity of oral language in mathematics
- Targeted professional learning around developing teaching and learning strategies to enhance student concepts in mathematics
- Improved intellectual quality of mathematics lessons
- Regular student engagement in sustained conversations about mathematics learning
- Teaching staff effectively implement engaging and relevant technology into mathematics lessons
- Continue to implement student PBEL across the school and classrooms

School evaluation

**Writing**
**Background**
A gap analysis of student writing was conducted by class teachers on Stage One and Two in conjunction with stage supervisors and teacher librarian. From this analysis key areas of deficiency were identified and a teaching and learning program was written. Assessment tasks and rubrics were developed to track and measure student growth. The learning program was implemented by class teacher with team teaching support of the teacher librarian. Regular and ongoing meetings between the class teacher, stage supervisor and teacher librarian were conducted to review and reflect on student achievement and teacher’s learning. Teacher feedback and reflection was used as qualitative evidence and student achievement within the rubrics measured quantitative growth.

**Findings and conclusion**
**Qualitative Evidence**
Teachers reported a positive experience with the program.
- Regular planning time allowed teachers to reflect on student progress and adjust learning to students’ needs.
- The planning time with stage supervisors enhanced and valued the project.
- The specific teaching of language in writing addressed the needs of the high achieving students. Teachers engaged high achieving students in conversations about their writing.
- Staff recognised the value of conferencing with students about their writing.
- Teachers were able to take risks with new teaching styles with high support of teacher librarian and LAST teacher.
- Student writing was acknowledged and valued within the classroom context.
- Staff recognised a need for a print rich classroom.
- Criteria were introduced and extended into independent writing activities.
- Teachers reported positive feedback for the ESL consultant. Her sessions were a good introduction into new learning and gave staff the conviction and confidence to follow through in the classroom.

**Quantitative Evidence**
Quantitative student results were measured against teacher devised rubrics.
- 42% Year 1 students experienced growth of 2 or 3 skill bands.
- 64% Year 1 students achieved high and outstanding results.
- 47% Year 2 students experienced growth of 2 or 3 skill bands.
- 65% Year 2 students achieved high and outstanding results.
- 86% Year 3 students grew in 1 or 2 skill bands.
- 90% Year 3 students achieved sound and high against the selected criteria.
- 44% Year 4 students experienced growth of 2 skill bands.
- 84% Year 4 students achieved sound, high and outstanding results.
Future directions 2013

- Continuing the model into 2013 was greeted with widespread enthusiasm.
- Teachers engage in professional learning on how to implement the Four Resources Model of Reading; text analysis, code breakers, text participants and text users to deepen their knowledge of texts. This upskilling will provide teachers with skills to perform gap analysis effectively and enrich their conversations with students.
- Teacher librarian moves to supporting and implementing teaching strategies relating to the Four Resources Model of Reading. The class teacher will transfer this deep knowledge into writing tasks demonstrating deep understanding. The tasks are planned with support of teacher librarian and supervisor.

**Homework**

**Background**

An evaluation of homework was undertaken due to parent request to revisit the policy, the release of the revised DEC policy on homework and release of current research around homework.

A parent committee was established with the principal and initially met to plan a parent survey. A similar survey was planned for the teachers.

All teachers and parents were given the opportunity to complete the on-line survey using a commercial tool. Surveys included a section for comment.

**Findings and conclusions**

- 126 parent and 12 teacher surveys were completed with equal responses from all grade groups. Findings included the following:
  - 52% of parents and 75% of teachers felt homework was not important or somewhat important
  - 48% of parents and 25% of parents felt homework was important or very important
  - 79% of parents said their children always or mostly completed homework tasks
  - 21% of parents said their children sometimes or never completed homework tasks
  - 70% of parents said their children always or mostly completed homework independently
  - 30% of parents said their children never or sometimes completed homework independently
  - 90% of parents and 100% of teachers said reading should be included in weekly homework

**Comments from parents included the following:**

- Children are already too busy with extra-curricula activities
- Homework is too difficult for working parents
- Reading is enough
- Variety is important

**Future directions**

Parents and staff have developed a homework policy in line with current expectations. The policy will be implemented in 2013 and reviewed at the end of 2013.

**Professional Learning**

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

In 2012 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. 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 $12923.50. The Department of Education provided $9202.40 and the school supplemented this by $3721.10.

Four teachers are working within the NSW Institute of Teachers accreditation scheme at the level of Professional Competence.

**Staff professional learning included:**

- Writing and developing rich tasks
- PBEL (Positive Behaviour Engaging Learners)
- Assessment for learning
- Reporting to parents
- TLSI (Team Leadership for School Improvement)
- Problem solving in mathematics
- LMBR (Learning and Business Management Systems)
- Advanced Excel
- Every student every school (ESES) learning and support
- Project-based learning and ICT in the classroom
- Emergency care
School satisfaction

In 2012 students from years 2-6 were asked to complete a survey about the quality of school life. The survey was anonymous and presented to them in an online format using a survey tool. Students were given 40 statements about their school and asked to agree, mostly agree, slightly disagree or disagree.

The findings from the survey were overwhelmingly positive with all optional comments except one indicating students enjoy their experience at Frenchs Forest Public School. The following table shows a sampling of responses from the students.

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree/ mostly agree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to go to school each day</td>
<td>94</td>
</tr>
<tr>
<td>My teacher is fair to me</td>
<td>100</td>
</tr>
<tr>
<td>At school I learn to get along with other people</td>
<td>90</td>
</tr>
<tr>
<td>At school I am a successful student</td>
<td>96</td>
</tr>
<tr>
<td>Other students accept me as I am</td>
<td>91</td>
</tr>
<tr>
<td>At school I know how to cope with the work</td>
<td>98</td>
</tr>
<tr>
<td>My school work prepares me for my future</td>
<td>97</td>
</tr>
<tr>
<td>I like to do extra work</td>
<td>50</td>
</tr>
<tr>
<td>I feel happy at school</td>
<td>88</td>
</tr>
<tr>
<td>The things I learn are important</td>
<td>96</td>
</tr>
<tr>
<td>Learning is fun</td>
<td>88</td>
</tr>
<tr>
<td>I am proud to be a student at my school</td>
<td>95</td>
</tr>
<tr>
<td>My teacher helps me with my work</td>
<td>88</td>
</tr>
<tr>
<td>I have fun at school</td>
<td>94</td>
</tr>
<tr>
<td>My teacher listens to what I say</td>
<td>95</td>
</tr>
<tr>
<td>Other students are friendly</td>
<td>93</td>
</tr>
</tbody>
</table>

Student comments

A fantastic wonderful school
I try my hardest
I like school and mostly maths
I always have fun at school
It has a very comfortable environment
The teachers teach me right from wrong
This is the best school in the world
It is the best school I couldn’t imagine not going here
At my school I feel accepted and treated as though I can actually achieve
It’s very fun and there are tons of opportunities to try your very best
Overall I love love love love love love love love school
The school itself is very clean and is beautiful
Everybody accepts each other in every way
It is a calm and friendly environment
I would like water slides

School planning 2012-2014

In 2012 Frenchs Forest School was selected to be part of an exciting federal and state government initiative, Empowering Local Schools National Partnership, which has given the school an opportunity to develop innovative approaches to changing the way the school operates within its local context. The Department of Education and Communities has supported our school by offering a new approach to planning, monitoring and reporting, giving our schools an opportunity to work with our community to develop strategic directions in a local context.

Frenchs Forest School is currently working within this new framework to develop a school strategic plan which focuses on why, how and what as a foundation for school planning directions. Underlying this new framework is a plan to drive educational change.

The key steps that Frenchs Forest School is undertaking in this new planning process are:

- School self-evaluation
- Gathering stakeholder input
- Drafting the plan
- Finalising the plan

Throughout 2013 the school community will continue to draft and finalise the strategic directions looking at the people, processes, products and practices.

**Strategic Direction 1 – School leadership and culture**

**Purpose of Strategic Direction**

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

**Strategic Direction 2 – Educational quality**

**Purpose of Strategic Direction**

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.

**Strategic Direction 3 – Student engagement and achievement**

**Purpose of Strategic Direction**

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 become lifelong learners.
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.

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