2009 Annual School Report
Forster Public school

NSW Public Schools – Leading the way
Messages

Principal's message

Forster Public School is a large primary school catering for the diverse needs of 741 students. The school environment is calm, warm and welcoming. The focus of the school is on learning and ensuring that students achieve to their full potential.

It has a committed staff and is supported by an active and informed parent community. The parents and community members of Forster Public School provide outstanding support to the learning programs and school events. A very active Parents and Citizens Association (P&C) hold regular, well attended meetings to discuss school operations. In 2009, over $25,000 has been injected into the educational programs of the school.

A major focus on literacy, numeracy and technology has enhanced the learning outcomes of students. This focus will continue in 2010.

The school staff participated in ongoing professional learning with Hallidays Point Public School staff under the guidance of Robyn Reeves, North Coast Region Learning and Development Consultant /Literacy. The focus of this project is to improve higher order comprehension skills of students by 10% by the end of 2010.

In 2009, 4 Stage 1 team members participated in extensive Accelerated Literacy (AL) training. There are 5 staff members across the school trained and assisting colleagues to implement AL strategies in classrooms.

The school received $117,000 Commonwealth Government funding in Term 4 from the National Partnerships Literacy /Numeracy Project to enhance literacy projects and build leadership capacity for school improvement. An additional $117,000 will be accessed in Term 4, 2010 to continue this project.

Technology continues to be a focus area. A “Connected Classroom”, consisting of an electronic whiteboard, short throw projector and a video conferencing facility, was installed in the audio visual room next to the Library. Demand to utilise this facility has grown considerably in 2009.

This year five electronic whiteboards, with short throw projectors, were installed across the school. It is planned that 80% of permanent classrooms will have this technology installed by the end of 2010.

A highlight of this year has been the formation of the inaugural Forster Public School concert band. Eighteen students from Year 3 to Year 6 have shown significant improvement during the first six months of the program. The band is led by our specialist music teacher, Mrs Linda Davis.

The school invested $17,500 to purchase new Yamaha instruments which are hired out to students. It is expected that this program will expand rapidly over the next few years.

Major capital works to the value of $3,000,000, funded by the Commonwealth Government’s Building Education Revolution (BER), will be commencing in 2010. The construction of a two storey building consisting of six state of the art classrooms (four mainstream classrooms and two purpose built special education classrooms) is expected to be completed by mid 2010. The number of classrooms will increase by four, resulting in 30 permanent classrooms being on site.

Our graduating class of 2009 has produced some wonderful leaders. I would like to acknowledge and congratulate our school councillors for their efforts in 2009. House captains and canteen helpers are also to be commended. This annual school report is a snapshot of the school’s achievements in 2009.

I certify that the 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.

Rick Clissold
The P & C Association is an important link within the Forster Public School community. It acts in partnership with the school to allow a forum for parents to learn about and discuss issues within the school and be informed about issues that affect students across the state in areas of funding, curriculum and other areas. This provides an opportunity for the Principal to gauge parental opinion on a range of topics.

In 2009 the principal focus of P & C fundraising has been raising money for the purchase of Electronic Interactive Whiteboards to be used throughout the school. We have also donated funds towards Literacy & Numeracy. A total in excess of $25 000 has been donated to the school towards these projects.

This year the P & C fund raising has continued with our monster car boot sale and market days. Our Trivia Night was also a wonderful success. The traditional and highly successful Mothers & Fathers Day stalls and Easter raffle have continued, as have the ever popular movie nights.

The P & C Association has a very important role to play in helping to determine and execute the future development of our school. In doing so the P&C partnership enriches our children’s school experiences.

Meetings are held on the first Monday of each month in the school staffroom.

Tracey Horn

P&C President

The Student Representative Council (SRC) for 2009 consisted of 12 busy student leaders.

Activities included raising the flags, hat draw, running the assemblies every Friday, helping out with discos and reporting for the school news letter. During Grandparents’ Day the school councillors greeted the grandparents and guests as well as hosted the concert. The Councillors also enjoyed setting up the bike fun day course and made bunny ears for the Easter hat parade. Some of the special occasions we held were A.N.Z.A.C day and Remembrance Day ceremonies. The SRC attended the Impact Leadership Day with a variety of schools in Newcastle and we also attended the Public Speaking course in Tuncurry.

Fundraising activities included supporting Stuart House with Dolphin key ring sales in which $305 was raised. $1 520 was also raised for Jeans for Genes Day sales with lots of merchandise and mufti day donations. A Black and White Mufti day raised $521 for the large chess men for the library.

Finally, we had a Crazy Hot hair day supporting Cooper Smeaton which raised money for children’s cancer research.

Mr Rick Clissold and Ms Lindy Nixon and the 2009 School Representative Leadership Team.
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>375</td>
<td>367</td>
<td>366</td>
<td>380</td>
<td>389</td>
</tr>
<tr>
<td>Female</td>
<td>341</td>
<td>348</td>
<td>345</td>
<td>360</td>
<td>360</td>
</tr>
</tbody>
</table>

Forster PS is continuing to grow over recent years.

Management of non-attendance

At Forster PS we endeavour to achieve the highest attendance rate possible. In setting this target, we have a number of strategies to achieve this including:

- maintaining a happy school learning environment;
- encouraging on-going positive communication and partnerships with the parent community including newsletter communication;
- ensuring absentee notes are returned promptly after the student resumes school;
- teachers taking responsibility for monitoring and following up absences for students causing concern;
- collating weekly attendance data and discussing trends at weekly executive meetings which are followed up at Stage meetings;
- utilising the support of the Home School Liaison Officer (HSLO) with identified students; and

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>School Total</td>
<td>92.2</td>
<td>92.8</td>
<td>92.3</td>
<td>92.4</td>
</tr>
<tr>
<td>Region Total</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
<td>90.1</td>
</tr>
<tr>
<td>State Total</td>
<td>94</td>
<td>94</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

In 2009 Forster PS attendance was better than the North Coast region and that of the State. Improved attendance will continue to be a focus in 2010.
• implementation of 20 day attendance plan for identified students causing concern.

Class sizes

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 following table shows our class sizes as reported at the 2009 class size audit conducted on Monday 30 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/21</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K/22</td>
<td>K</td>
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</tr>
<tr>
<td>1/17</td>
<td>1</td>
<td>23</td>
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</tr>
<tr>
<td>1/18</td>
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<td>22</td>
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</tr>
<tr>
<td>1/19</td>
<td>1</td>
<td>20</td>
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<tr>
<td>1/20</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2/26</td>
<td>2</td>
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</tr>
<tr>
<td>2/28</td>
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<td>24</td>
</tr>
<tr>
<td>2/31</td>
<td>2</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>3/4-5/10</td>
<td>3</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>3/4-5/10</td>
<td>4</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>3/4-5/10</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>3/12</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
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<tr>
<td>Classroom Teachers</td>
<td>23.0</td>
</tr>
<tr>
<td>AP Moderate Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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### Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>97</td>
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<tr>
<td>Postgraduate</td>
<td>3</td>
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</tbody>
</table>

### Financial summary

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

#### Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>197 094.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>398 649.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>333 164.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>166 146.20</td>
</tr>
<tr>
<td>Interest</td>
<td>8 517.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19 631.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 123 204.18</td>
</tr>
</tbody>
</table>

#### Expenditure

**Teaching & learning**
- Key learning areas: 64 351.82
- Excursions: 36 381.12
- Extracurricular dissections: 65 535.20

**Library**
- 8 306.00

**Training & development**
- 4 886.69

**Tied funds**
- 229 749.95

**Casual relief teachers**
- 141 151.70

**Administration & office**
- 71 540.56

**School-operated canteen**
- 0.00

**Utilities**
- 52 365.26

**Maintenance**
- 54 595.78

**Trust accounts**
- 20 161.37

**Capital programs**
- 84 112.84

**Total expenditure**
- 833 138.29

**Balance carried forward**
- 290 065.89

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Parents and Citizens' Association. Further details concerning the statement can be obtained by contacting the school.

### School performance 2009

#### Achievements

**Arts**

Two school choirs - Stage 2 and Stage 3 - operated each week on Monday and Tuesday during terms 1, 2 and 3. In Term 4 the choirs combined and a group of Ensemble Singers was formed consisting of five
students to work towards our choir and band concert, which was held on the 4th of November.

A Band was formed from students in Years 3 to 6, at the end of Term 2. They combined as a band in Term 3 Week 4, and meet to practice two mornings a week before school. The band consists of three flutes, four clarinets, one saxophone, three trumpets, two euphoniums, drums and tuned percussion to date.

A concert was held, preceded by a BBQ dinner, featuring choir, band, instrumental soloist and the ensemble singing group. A great evening was had by parents, teachers and students.

![Band Concert](image)

**History In The Making - Forster Public School Concert Band Inaugural Group Performance**

Approaching Christmas time the choir enjoyed learning carols and other songs to sing in the community and at the Christmas assembly.

The music and performing arts program has been enhanced by the teaching expertise of Mrs. Linda Davis for two days each week.

As usual, the K-2 concert was a popular event in Term 4. Children enjoyed learning new dances and songs as well as learning about the countries they were representing. Parents and friends were mesmerised by the Arabian setting, enchanted by the Genies and amazed at the professionalism of the performance. They appreciated the hard work and effort the children, teachers and parent helpers had put in to making ‘Don’t Go Home Without Them’ such a resounding success.

We were fortunate enough to form a Visual Art class on Fridays in Terms 2 and 3 under the guidance of Ms. Leah Jenkins. The focus of this class has been to extend the drawing techniques of students talented in this area. The students finalised their projects with a celebratory exhibition and parents were impressed by the enthusiasm and commitment exhibited by the students. Three students from this art class entered the Stockland Star competition that was displayed in the complex till Christmas.

An after school class was offered by Mrs. Lancaster for Terms 1 and 2 in cartoon drawing and oil painting. Students who attended these classes enjoyed an improvement in their drawing and development of personal styles.

All students had the opportunity to experience a Puppet and Magic show about reading, early in the year. All students from Kindergarten to Year 6 were trying to make money appear and disappear for weeks after. The Barrenjoey High School Band also played for us in Term 4 and rapped with our band afterwards.

We are proud of our achievements in the Arts and we will build on these in 2010.

**Sport**

In 2009 Forster Public School participated in a wide range of Primary Schools Sports Association (PSSA) State Knockouts. Many individuals won selection in representative teams or represented as individuals in swimming, diving, athletics and cross country.

**Highlights of 2009 included:**

- one student representing NSW in cricket;
- one student representing NSW in diving;
- one student representing NSW in swimming;
- one student representing NSW in the athletics component of high jump;
- six students representing Hunter Region in swimming including the girls’ senior relay team;
- nineteen students representing Hunter Region in athletics including all four relay teams; and
- eight students representing Hunter Region in cross country.
Student numbers representing Manning Zone at Hunter level included:

- five in Rugby League;
- one in girls’ touch football;
- two in boys’ touch football;
- two in cricket;
- one boy and one girl in tennis; and
- one girl and two boys in soccer.

Outstanding team efforts in NSW PSSA Knockout Competitions included:

- Hunter regional finals in girls’ basketball, cricket and tennis; and
- representation in boys’ Rugby League, boys’ basketball, boys’ and girls’ touch football, boys’ and girls’ soccer, Australian Football League and netball.

Other successes included:

- participation in Buderus 7s Rugby League competition and Manning All Schools Rugby League Knockout in which Forster Public School was placed second in division A and in U/10s;
- participation in Australian Rugby League development day;
- whole school participation in Australian Football League (AFL) development day; and
- participation in a Milo Cricket Development session for Year 1 and 2.

This year we participated in the NSW Premier’s Sporting Challenge. The students were engaged in active fitness sessions for at least 30 minutes each day for a ten week period. Participants were awarded a bronze, silver, gold or diamond certificate depending on the amount of time they are physically active. By participating in this challenge the school was given two amounts of money totalling approximately $10 000. This was spent on sporting equipment for the children to use for fitness and games.

Our athletics carnival this year included novelty events to encourage children to more actively participate in the whole day. A lot of fun was had by all especially with the tug-of-war rope, gumboot throwing and obstacle course.

The Early Stage 1 and Stage 1 sports program included rotational gymnastics lessons with a qualified instructor. Stage 2 and Stage 3 students undertook class-based physical education programs and rotational gender-based sports programs. Learning skills in indoor hockey, soccer, touch football, tennis, swimming, squash and walking were undertaken.

**Competitions**

Many of our students took part in a wide range of state and national competitions.

The achievements included:

- twenty-one entrants in the University of NSW Computer Competition resulting in four distinctions and three credits;
- twenty-two entrants in the University of NSW Science Competition resulting in four distinctions and four credits;
- thirty-two entrants in the University of NSW Spelling Competition resulting in four distinctions and six credits;
- eleven entrants in the University of NSW Writing Competition resulting in four distinctions and six credits;
- seventeen entrants in the University of NSW English Competition resulting in three distinctions and four credits;
• thirty-five entrants in the University of NSW Mathematics Competition resulting in 5 distinctions and 7 credits.

• thirteen merits and sixteen distinctions for Year 5 in the Hunter Maths Competition; and

• nineteen merits, sixteen distinctions and one high distinction for Year 6 in the Hunter Maths Competition.

A student from Year 4 entered the NSW Multicultural Public Speaking competition and reached the State finals.

Children from years 5 and 6 participated in the Lower North Coast Region debating competition. The team reached the finals. Ten children were involved continuously throughout the year.

Their learning enabled the development of skills in presenting their arguments, roles of speakers in a debate and setting up and running a debate independent of teacher assistance. Debating at Forster PS resulted in a very successful year and it is anticipated that this success will lead to further success in 2010.

Academic

In the National Assessment Program Literacy and Numeracy (NAPLAN), the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) or Skill Band 3 (lowest) to Skill Band 8 (highest for Year 5). Each skills ban is equivalent irrespective of Year eg band 3 in Year 3 is equivalent to band 3 in Year 5.

Literacy – NAPLAN Year 3

Over the last fourteen years Forster PS has tended to approximate the state’s literacy performance in Year 3. Forster PS also performed marginally better than the north coast region’s mean performance over recent years. However, over the last four years, the literacy performance has tended to begin to fall below state expectations. It is imperative that the school critically reflect on teaching practice.

In 2009, the Year 3 cohort of 101 students’ overall mean score for literacy was marginally below the state’s mean reading, writing, spelling and punctuation. Girls generally performed slightly better than boys. There is some evidence that Forster PS is narrowing the gap between the school’s performance and that of the State in 2009.

Strengths

The overall literacy band performance for Year 3 was below expectations when compared to the state’s band performance. There were fewer students in the upper bands and too many students in the lower bands. There are a high proportion of students performing in the middle bands.

Target areas for improvement

A focus on all strands of literacy is warranted. The aspects of reading texts at grade level that require improvement include:

• enhancing text meaning and cohesion by linking pronoun reference to the subject;

• identifying sentence type;

• the identification of word meaning using text context;

• identifying detail within text; and

• understanding inferential questions including author’s purpose.

Enhancement of students’ vocabulary is seen as supporting the above focus.

Literacy – NAPLAN Year 5

In 2009 the school has bettered the region’s performance but is still below the average state performance.

In 2009, the Year 5 cohort of 104 students performed slightly below the average performance of students across the state in overall literacy with reading approximating but not matching that of the state’s performance. As for Year 3, there is some evidence that Forster PS is narrowing the gap between the school’s performance and that of the State.

Spelling tended to match the average performance across the State.
There were significantly fewer students achieving in the top band in overall literacy (Band 8) with approximately half the expected number from Forster PS in this band. Writing caused greatest concern.

**Strengths**

In reading, the Year 5 cohort tended to underperform when compared to the average state performance.

In writing, the Year 5 cohort underperformed with girls as a cohort performing better than the boys. Girls, however, still underperformed as a cohort when compared to state expectations.

In the literacy aspect of spelling the students, as a cohort tended to match the average state performance. Students’ performance in the spelling of some three syllable words is encouraging.

In the literacy aspects of grammar and punctuation the students, as a cohort, marginally underperformed when compared to the average state performance.

**Target areas for improvement**

While it is important to critically reflect on teaching practices in all aspects of literacy, a continued strategic focus on reading is recommended. (Refer to 2010, Target 1)

**NAPLAN progress in literacy**

The performance of approximately 71% (74 out of 104 students) can be matched with their performance in Year 3 in overall literacy. This indicates that the mobility rate tends to be significant. Indicators of mobility over recent years suggest that mobility continues to a factor that needs to be considered in planning for the best learning outcomes for students.

The expected average growth for students from Year 3 to Year 5 across the state is 78 points. In 2009, the Year 5 cohort’s improvement in overall literacy was 76 points. This closely approximates the state and regional growth. The school’s overall literacy grouping in the lower range is good but below expectations in the upper percentile range. That is, we have fewer students performing in the lower ranges but not enough performing in the upper ranges.

The Year 5 cohort improvement in reading was almost 100 points. This bettered the state growth by about 12 points. This is pleasing. Boys’ average growth tended to be more than the girls’ by 13 points.

Sixty eight percent of matched students progressed more than 60 points. The school’s progress in the lower percentile range was poor (34% compared to the state’s 25%). The performance of students in the
upper percentiles was also poor with 17% compared to the state percentage of 25%.

The Year 5 cohort improvement in writing was 44.1 points. This is 16 points below the average improvement in writing across the State (60.2 points). Boys as a cohort tended to do better than the girls. This reverses the results for 2008. Approximately 44% of matched students progressed more than 60 points.

**Numeracy – NAPLAN Year 3**

Over the last fourteen years Forster PS has tended to outperform the state’s numeracy average performance. However, the performance in 2009 as in 2008 has not continued this pattern.

The performance over the last four years indicates a position which tends to be below that of the state’s and region’s performance. This is of concern. However, in 2009 our performance bettered that of the region.

In 2009, the numeracy performance for the 101 Year 3 students was marginally below the state’s mean performance. Boys as a cohort outperformed the girls as a cohort but both groups underperformed when compared to state performance of both cohorts particularly with the girls’ cohort.

The overall numeracy band performance for Year 3 students was below expectations when compared to the state’s band performance. There were fewer students in the upper bands and too many students in the lower bands. There are a high proportion of students performing in the middle bands.

**Strengths**

The Year 3 cohort tended to match or better the state’s performance in a number of aspects. These included understanding simple number patterns, grid references of a map, adding two 2-digit numbers requiring trading, halving a number less than twenty, subtraction, two and three dimensional aspects and, completing number sentences.

**Target Areas for improvement**

A continued focus on all strands, particularly measurement, data, space and geometry is recommended. An emphasis on working mathematically is also recommended. (Refer to 2010, Target 2)

**Numeracy – NAPLAN Year 5**

Over recent years, Forster PS has tended to be slightly above the region’s average performance and slightly below the state’s average performance. The performance over the last four years indicates a decline below that of the state’s average performance. This is of concern although the school has slightly bettered the region’s performance in 2009.

In 2009, as in 2008, the overall mean performance of the 104 Year 5 students in numeracy was slightly lower (18 points lower) than that of the state’s mean and lower than the region’s mean. Boys and girls as cohorts performed similarly. However, the girls as a cohort performed closer to the mean performance of girls (12 points differential) across the state but the cohort of boys did not (26 points differential).

The overall numeracy band performance for the Year 5 students was below expectations when compared to the state’s band performance. There were fewer students in the upper bands and marginally too many students in the lower bands. There are a high proportion of students performing in the middle bands.
**Strengths**

In 2009, the Year 5 cohort tended to match or better the state’s performance in a small number of aspects. These included using information from a mathematical table to undertake a subtraction and calculating lapsed time.

**Target areas for improvement**

As recommended in response to the Year 3 performance, a continued focus on all strands, particularly measurement, data, space and geometry is recommended. An emphasis on working mathematically is also recommended.

### NAPLAN progress in numeracy

Sixty nine percent of students can be matched (72 out of 104 students) with their performance in Year 3 and the expected average growth for students across the state is about 95 points. The average growth for matched students was almost 80 points. This improvement is below expectations when compared to the average state improvement. Only 14% of students improved within the expectations of the upper percentiles. This is 11% lower than state expectations. In terms of our growth in lower percentiles we were overrepresented with 35% compared to the state’s 25%.

Approximately 47% of the matched students progressed more than the expected 80 points improvement.

**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.

### Percentage of Year 3 students achieving at and above minimum standard in 2009.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
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<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Forster PS continues to improve student learning to maximise school achievement to match or better national literacy and numeracy benchmarks.

### Percentage of Year 5 students achieving at and above minimum standard in 2009.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>Punctuation and grammar</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>
Forster PS achieved positive results in literacy and numeracy achievement with particular pleasing results in students’ achievement in the high bands in spelling. Forster PS will continue our endeavour to maximise school achievement to match or better national literacy and numeracy benchmarks.

**Significant programs and initiatives**

**Aboriginal education**

Forster Public School received $1,950 in funding this year through the Norta Norta Program. This program provided twelve weeks of literacy support for four students in Years 2-4.

A tutor was trained by Mrs. Barb Wright, Reading Recovery and Student Support Teacher, in the use of identified reading strategies. This tutor worked with the four targeted students on personalised learning plans. The sessions were of thirty minutes duration on three days each week. Three of the four students demonstrated significant improvement in literacy skills.

Strong links continue to be forged between Forster Public School, the Great Lakes pre-schools and the Great Lakes College.

Monthly meetings of the Aboriginal Education Committee comprising Teachers, Parents, Relatives and Interagency Representatives, are held at the Great Lakes Preschool on the first Wednesday of every month. This forum provides opportunities for the dissemination of information and the collection of data, ideas and feelings from the local Community.

Initiatives which have benefited Aboriginal students include performance opportunities at Tuncurry Public School NAIDOC Assembly, our own school NAIDOC Assembly, the NAIDOC Community Flag Raising Ceremony at the Great Lakes Council and at the Manning Valley Dance Festival.

Aboriginal students have also benefited from transition programs to Kindergarten and from Year 6 to Year 7 at high school.

Hunter-New England Health initiatives include:

- Monday Morning Breakfast using our Sunshine Coach for travel;
- Aboriginals boys’ Social Skills Program; and
- Senior Girls’ Health and Hygiene Program.

Other initiatives include:

- the successful development of the Koori garden;
- our involvement with the Aboriginal Education Consultative Group (AECG);
- the development of our Aboriginal education team which meets regularly on Wednesday afternoons in Weeks 3, 6 and 9 of each school term;
- the development of a proforma for a common Personalised Learning Plan;
- whole school staff participation in a cultural awareness program to enhance their professional learning of Koori culture;
- Year 6 Koori students giving Acknowledgment of Country at Years 3-6 Assemblies;
- Koori students acting as spokespersons at Kindergarten Orientation; and
- an active Aboriginal Education Officer who spends over 50% of their time in classrooms in support of students.
**Multicultural education**

Multicultural education is an important part of the curriculum at Forster Public School as it recognises and celebrates Australia’s cultural diversity. Multicultural education is a perspective that is incorporated across all learning areas.

Learning experiences throughout 2009 across the stages include:

- participating in the Multicultural Public Speaking Competition;
- whole school participation in Harmony Week activities;
- Stage 3 participation in Asian Cultural Studies, relating to identifying values and influences in Australian history; and
- senior grades studying sea explorers, and using timeline strategy, establishing awareness and reasoning for our country’s current multiculturalism.

These activities along with continual multiculturalism awareness discussions have challenged racist beliefs and stereotypes and raised awareness about human relationships and the negative consequences with abuse of human rights.

Our history and heritage were studied by all grades. This tradition was celebrated by the whole school participation in events such as ANZAC Day, Australia Day, Remembrance Day and NAIDOC Week.

In 2010 Forster Public School will endeavour to ensure that all staff are exposed to the Aboriginal Cultural Education Woromi program and that protocols such as Acknowledgement of Country are undertaken at our weekly assemblies across the whole school.

**Respect and responsibility**

In 2009, Forster PS has successfully continued aligning school values and practice resulting in a positive school tone.

At Forster PS we believe students learn most effectively in a secure, ordered environment in which staff and students take pride in achievement. Students are rewarded for desirable behaviour both in the classroom and the extended school. Positive affirmation of this is evident in the ongoing successful application of the Principal’s Award Program.

As at December, 2009 the yearly tally for:

- gold medallion awards was 98;
- fourth gold total was 46;
- fifth gold total was 35; and
- seven year 6 children received the honour of their second gold medallion which is 18 completed cards.

The success of this program has been supported by a school culture of high expectations of achievement for all students and embedding of the principles of natural justice and procedural fairness.

Our comprehensive Respect and Responsibility Program recognises the interdependent nature of quality teaching and learning and the delivery of a progressive social welfare program. This enables individual and corporate student success.

School Support Learning Officers, volunteers, students and the school community have combined as a team in classrooms, playground and within the general school environment to provide support for all children.

Forster Public School staff continue to recognise and value individual differences and encourage a positive classroom and playground atmosphere to achieve the highest possible results.

In addition to the above, the children of Forster PS continue to benefit from the many additional programs that support the school’s Code of Conduct.

These include:

- The Principal’s Award program;
- provision of breakfast and lunches;
- playground behaviour and environmental care awards;
- Seasons for Growth program;
- Koori Tutoring Program;
- chess club;
- girls’ self-esteem initiative;
• lunchtime music sessions; and
• Learning Assistance Mentor Program (LAMP).

In 2010 we will endeavour to implement strategies to improve student attendance rates including close monitoring of individual student attendance and ongoing communication between teachers and parents.

In addition we will also enhance learning opportunities for all students through the further development of connected classrooms.

Other programs

Programs for Students with Additional Educational Needs

Support for students with additional educational needs is a high priority at Forster PS and a variety of support programs are available.

Support Unit

There are three classes in the Support Unit catering for students with mild, moderate and severe intellectual disabilities. Each student has a Personalised Learning Plan prepared in consultation with their Learning Support Team. Recommendations from therapists and outside agencies are incorporated into the Personalised Learning Plans where possible. This collaborative approach allows for a close liaison to develop with parents and support services.

In 2009 students in the Support Unit have continued to access external programs such as Riding for the Disabled and Bowen therapy. These programs have a positive impact on the skills and confidence of the students.

Students from the Support Unit participate equally in whole school programs such as assemblies, sport, camps and the merit and discipline system. They also have the opportunity to participate in extra curricular activities. In 2009 students from the IM class represented the school in the zone athletics carnival.

Many students also integrate into regular classes for specific activities. The resulting social interaction has encouraged the positive attitude and support which staff and students demonstrate towards students with disabilities.

In 2010 an additional class will be established to cater for the increased number of preschool students with disabilities seeking placement in the Support Unit.

Funding Support

Support for students with disabilities in regular classes was received for seventeen students. The school received $123,538 in funding which was used to employ School Learning Support Officers to assist classroom teachers in the implementation of Personalised Learning Plans for these students. Learning Support Team meetings were held twice during the year to prepare and review the Personalised Learning Plan for each student, with the necessary accommodations and adjustments, to ensure access to the curriculum on the same basis as other students, as well as progress towards achievement of syllabus outcomes.

Learning Support Team

In 2009 referrals to the Learning Support Team have been consistent and appropriate school-based support programs have been put in place to meet the needs of students. Many students have accessed the Support Teacher Learning Assistant (STLA) program and consolidated skills, particularly in English. Volunteer tutor programs have provided further support to students experiencing difficulty in reading. Department of Educational Training (DET) support services and outside agencies have been accessed as required. A high number of transition to school forms were received in 2009 and Early Learning Support Team meetings were held with all families. Strategies were put in place to ensure a smooth transition to school in 2010.
School Counselling Service

The School Counselling Service is a school-based educational psychology service. Counsellors assess student needs and determine eligibility for accessing support services. In 2009 significant amount of time was spent on Preschool to kindergarten and Year 6–7 transition. Counsellors also responded to referrals from parents and the Learning Support Team in providing support for students with learning, behavioural and emotional adjustments.

Reading Recovery

Reading Recovery has been taught by two teachers in 2009. This program is effective in assisting Year 1 students to meet learning outcomes in Literacy and providing a valuable home-school partnership. Twenty-one students were provided with a daily intensive individualised teaching and learning program. Eighteen students were successful in completing their programs, enabling them to participate more confidently in the classroom. One student transferred during his program and one has been referred for additional assessment and support.

Environmental Education

The school garden continues to be utilised by K-6 classes as an interactive learning environment. Plant growth has been matched by the growth in the scope of the project and its integration into broad school activities.

Following on from the construction of the Bush Tucker Garden last year, the project has progressed to the next stage. In December the senior Koori boys travelled to the Dingo Creek Nursery. Here they acquired knowledge of the many local native plants that have traditionally been used by Aboriginal groups for food and medicine. Peter Gollen assisted the boys in selecting plants suitable to the Forster environment so that the Bush Tucker garden would be sustainable with minimum cultivation.

This strategy worked as the plants not only survived but thrived over the Christmas holidays. The bush tucker plants continued to flourish throughout 2009 and the harvest of produce is imminent. This project was entered into the “Keep Australia Beautiful” sustainable school garden competition and was successful in winning the Keep Australia Beautiful Council and the State Government’s Environmental trust awards. The Bush Tucker Garden was awarded first place in the Sustainable School Garden Competition and awarded a $2 500 grant by Eco Schools Fund.

The growth of salad produce in the vegetable garden for use in the canteen has continued into 2009. This activity reinforces the school’s commitment to the Hunter New England Health initiative “Good for Kids, Good for Life”.

Mr Johnson and students enjoy the pancakes and fresh fruit salad made in group work in the Practical Activities Area.

The integration of activities in the garden with other aspects of the school curriculum has been ongoing this year. The cultivation of rice by class 5/30 and the growing of wheat by class 6/7 have provided valuable insight into respective Human Society and its Environment courses “Study of Another Culture” and “Goods and Services”. Practical experience in environmental and biological science has resulted from the maintenance of the worm farm, the composting food scraps and soil testing experiments.

Our school garden team has secured a grant from the Stephanie Alexander Sustainable School Garden Foundation to establish a working kitchen for class use. The purpose of this facility is to integrate the process of producing food with its final preparation and consumption.

In general, the school garden has continued to enrich the learning environment of the school while
Providing a lot of “hands on” fun and some basic life skills.

The senior Koori boys are proud of their achievements.

Transition links with preschools

Forster Public School has eight feeder child care centres with which we liaise closely. As part of on-going communication links the Principal and Assistant Principal visit each centre to drop in the enrolment packages. Follow-up phone calls are made to discuss enrolment issues, transition visits, Orientation Day and placement of children into classes.

During 2009 over 85% of pre-schoolers have had more than one visit to Forster Public School. The majority of these visits occurred during Term 3.

Transition visits may include an orientation walk, visits to classrooms, sitting in on a singing assembly and joining in at dance. Some pre-schools like to join the 2009 Kindergarten children for lunch and a play.

Progress on 2009 targets

Target 1

To improve higher order comprehension skills in reading through explicit teaching.

Our achievements include:

- significant improvement in the performance by kindergarten students in expected reading benchmark level;

- 51% of Year 1 students achieving at least a reading benchmark target of 14;

- 65% of Year 2 students achieving at least a reading benchmark target of 19;

- 78% of Year 3 students achieving at least a reading benchmark target of 23;

- 34% of Year 3 students achieving bands 5 and 6 in Reading in NAPLAN;

- 30% of Year 5 students achieving bands 7 and 8 in Reading in NAPLAN; and

Target 2

Enhance K-6 teaching practices with particular focus on mathematical language, measurement strategies and tracking student performance.

Our achievements include:

- 35% of Year 3 students achieving bands 5 and 6 in Numeracy in 2009 NAPLAN;

- 27% of Year 3 students achieving bands 5 and 6 in Measurement strand of 2009 NAPLAN;

- 22% of Year 5 students achieving bands 7 and 8 in Numeracy in 2009 NAPLAN; and

- 18% of Year 5 students achieving bands 7 and 8 in Measurement strand of 2009 NAPLAN.

Our school results were less than our targets, particularly in Year 5 NAPLAN and both Year 3 and 5 in Measurement.

Target 3

To increase the integration of technology into classrooms.

Our achievements include:

- 70% of staff, working in grade/stage teams, developing units of work which incorporate technology and elements of Quality Teaching;

- 40% of students publishing at least one piece of work on Eduweb each semester;

- 100% of staff increasing their skill level in at least two application areas from fair/poor to good/very good;
• 70% of staff working in grade or stage teams developing and using units of work that incorporate technology;
• 70% of staff were involved in the team teaching in the computer laboratory; and
• 90% of staff involved in team teaching increased their understanding of Information, Communication and Technology (ICT).

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 2009 our school carried out evaluations of management, literacy and parent, student and teacher satisfaction.

Educational and management practice

Schools are continually endeavouring to improve the educational and management practices within the school environment.

In 2007, school culture was evaluated and this was followed by learning in 2008. It was decided that management would be evaluated in 2009.

Background

Ninety Year 3 to 6 students, 36 parents and 42 teachers were surveyed using the Department of Education and Training (DET) SchoolMap instrument for learning.

Findings and conclusions

Within the surveying of students three of the 11 items were responded to with at least 80% viewing these positively.

In the aspect of School Improvement, 85% of students believed that the school continually tries to make improvements. However, students generally could not see that small changes in school programs occur – only 60% agreed.

In the aspect of Student Management, 83% of students believed that their welfare needs were met.

In terms of Organisational Management, the students moderately support the aspect that there is effective communication between the school, students and parents (70%).

In the aspect of Staff Management, 81% of students believed teachers continually try to improve their teaching and learning knowledge.

Parent responses were very positive in terms of the management of the school. In over half of the 11 items, parents responded at least 80% positively in favour of the item.

In the aspect of management of school improvement, parents ranked these areas highly with over 80% of parents responding positively in three of the four items. However, these ratings were less than the ratings given by staff. Parents did not believe that the school makes fundamental changes ensuring school improvement to the extent that teachers did – 60% for parents, compared to 80% for teachers.

In terms of the aspect of management of students, parents indicated (80%) that the school’s policies and practices are effective. This reflected staff and students’ beliefs.

Aspects of organisational management such as the effective management of resources (80%) parents and teachers agree with each other. There is some variance regarding communication structures between parents (66%) and teachers (76%).

The management of staff welfare needs were viewed highly by parents with 94% of parents valuing and supporting staff. This contrasts with the staff’s perception of their own welfare needs being met with 64% of staff agreeing. In terms of teachers’ professional development, again, there is some variance between parents’ and staff perspectives with 75% of parents believing teacher learning is effective, whereas 57% of staff view this favourably. Parents believe the school is well organised (77%) and this is at some variance with staff (67%).

Staff responses were very positive in terms of the management of the school. In over half of the 11 items, teachers responded at least 80% in favour of the item.
In the aspect of management of school improvement, staff ranked these areas highly with over 90% responding positively in three of the four items.

In terms of the aspect of management of students, staff believed (84%) that the school’s policies and practices are effective.

Aspects of organisational management such as the effective management of resources (80%) and communication structures (76%) were considered most satisfactory.

The management of staff welfare needs were viewed less positively (64%) as were staff’s professional learning needs (57%) when compared to other aspects.

**Future directions**

Some variance between staff and parents may be accounted by the degree of direct impact upon staff, relative to parents.

Consideration needs to be given to enhancing overall communication structures and processes between staff, students and parents. Enhanced communication at staff level may enable perceived and real support for staff welfare needs.

Whole school and individual professional development will continue to be a focus in 2010.

**Curriculum**

**National Partnership on Literacy**

**Background**

In 2009 the school was successful in obtaining a significant grant in support of the school’s efforts to improve Literacy across the school. The funds will be provided over a two year period.

As part of the funding process teachers, parents and students were presented with surveys seeking information relating to teaching practices in Literacy. Questions focussed on the use of the syllabus, explicit teaching and the extent of the teacher responsibility in the achievement of student learning outcomes.

**Findings and conclusions**

- Systemic information in the form of data collated from National Partnerships analysis and school data indicates the school is performing poorly in reading.
- Data indicates that a significant number of students require additional support in literacy.
- There is minimal parental understanding of systemic assessments such as Best Start and NAPLAN and how teachers assess students’ literacy development;
- Parents would appreciate support in understanding the assessment processes used by teachers.
- Both parents and teachers see it as the school’s responsibility to develop students’ literacy skills. Parents are generally happy to support at home where possible.
- Ongoing reflection of the K-6 English syllabus is required.
- Enhanced incorporation of Accelerated Literacy strategies into class programs is recommended.;
- There is a need to further extend higher performing students by developing their capacity to respond to more complex aspects of comprehension.
- A vast majority of students felt that in Literacy, the school expects them to do their best.
- A significant number of staff felt that teaching in Stage 1 influenced literacy development in Primary years.
- The majority of staff found that the NAPLAN Literacy information informs their teaching practice.
- A majority of staff, sometimes or rarely, found whole school strategies had improved student performance in NAPLAN Literacy.

**Future Directions**

The school is to undertake:

- ongoing training and access to NAPLAN and systems data;
• training in and implementation of Accelerated Literacy strategies by all teachers;
• a more focussed reference to K-6 English syllabus as part of the teaching and learning cycle;
• preparation, implementation and monitoring of Personal Learning Plans (PLPs) for targeted students based on needs identified through assessment and data analysis;
• an ongoing review of Corporate Programs;
• reflection on K-6 English syllabus and incorporation of accelerated literacy strategies; and
• improved program differentiation to meet needs of all students in reading.

Parent, student, and teacher satisfaction

School satisfaction is surveyed annually as the school strives to improve the satisfaction of parents, students and teachers with practices within the school.

Background

Surveys were distributed to all teaching staff and a random sample of students and parents to identify strengths and areas requiring further development in the area of school satisfaction.

Forty-one of 100 parent surveys were returned, 96 student surveys were completed and 44 of 48 staff surveys were returned.

Findings

At least 90% of teachers and parents agreed that:

• the school is friendly, tolerant and accepting of all students and that students are the main concern of the school;
• the school has supportive welfare programs, fair discipline exists and student achievement is recognised through the school award system;
• the school offers challenging programs, with a focus on literacy and numeracy and offers a wide range of extracurricular programs; and
• the school has competent teachers who set high standards of achievement.

Parents and teachers indicated a need for improvement in:

• the attractiveness and resourcing of the school;
• promotion of the uniform policy; and
• friendliness and promptness of responses and enquiries by the school office staff.

Teachers also indicated need for improvement in:

• greater access to computers and technology programs; and
• the school discipline and award system.

At least 90% of students indicated that:

• they are treated fairly by their teacher, that they can cope with the work and what they are learning is important and a good preparation for their future; and
• they are happy at school, able to cope with the work, are successful and proud to be students and they achieve a satisfactory standard in their work.

Less than 90% of students indicated that:

• they like to do extra work, are excited about the work they do and get enjoyment from being at school; and
• other students are friendly, they are accepted and liked by others and that school is a place they like to be.

Future Directions

Additional school funds have been directed to asset replacement, classroom supplies and resources in 2009. This needs to be continued in 2010.

The school needs to promote its uniform policy. The introduction of a new uniform in 2010 will provide opportunities for promotion by staff and parents.

The school needs to continue to resource technology programs to enhance student learning. The rollout of electronic whiteboards over the next three years will contribute to this.
The student discipline and pastoral care committee needs to provide staff development around the school’s discipline policy and award system leading to greater consistency in their implementation.

Teachers need to continue to explore ways to engage students in learning, making it exciting and relevant.

The school needs to increase the emphasis in the development of positive peer interactions in programs in classrooms and the playground.

**Professional learning**

Teacher Professional Learning (TPL) took place throughout the year through:

- School Development Days;
- training afternoons after school at least twice per term;
- stage meetings which occurred fortnightly;
- additional training courses offered to individuals at regular intervals and usually occurring offsite; and
- training four staff in Accelerated Literacy.

**School Development Days**

School Developments Days occur on the first day of Terms 1, 2 and 3. For the first time, additional School Development Days were provided by the Department of Education and Training on the last two days of Term 4. The topics covered during this year’s School Developments Days included:

- school targets in literacy and numeracy;
- Information and Computer Technology;
- compliance training in Child Protection; and
- data examination to develop a needs analysis in reading for students.

There were combined School Development days involving Aboriginal cultural awareness in which several schools in the Great Lakes Learning Community (GLLC) participated.

**Afternoon Training Days**

Training which occurred outside of the School Development Days, usually on a Tuesday afternoon, covered topics including:

- use of new technology e.g. electronic whiteboards;
- student assessment and reporting;
- compliance training – Child Protection, Safety In Sport and Risk Management procedures, Anaphylaxis awareness, Diabetes awareness, Cardio-pulmonary Resuscitation and Emergency Care; and
- corporate programming.

Generally, all teaching staff are engaged in these activities.

**Individual Training**

Staff are able to access school based and off site courses. A total of $29807.15 was allocated to Teacher Professional Learning and a further $4886.69 was provided by the school’s general funds. In 2009, the average expenditure per teacher on professional learning was $818.36 and 61% of staff accessed the school’s Teacher Professional Learning funds to attend courses.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

*Develop higher order comprehension skills in Reading through explicit teaching*

Strategies to achieve this target include:

- targeting a particular comprehension strategy across K-6 regularly as indicated by NAPLAN data;
- developing programs and training teachers for explicit comprehension skills and use of SMART data and resource material;
- providing training for staff in using assessment tools to incorporate in the teaching and learning cycle;
• training 28 teachers in Accelerated Literacy and providing support with the implementation of these strategies in class programs;
• targeting at risk students to improve their performance;
• the development of Personalised Learning Plans (PLPs);
• training volunteer tutors to work with at risk students to implement the Individualised Learning Programs (PLPs);
• collating PLP data; and
• enabling targeted students to engage to the full extent in literacy lessons;

Our success will be measured by:
• 46% of Year 3 students performing within Bands 5 and 6 in NAPLAN reading;
• 30% of Year 5 students performing within Bands 7 and 8 in NAPLAN reading;
• 100% of teaching staff using NAPLAN teaching strategies from SMART data;
• 55% of Kindergarten students achieving reading benchmark 6 by the end of Term 3, 2010;
• 55% of Year 1 students achieving reading benchmark 16 by the end of Term 3, 2010;
• 65% of Year 2 students achieving reading benchmark 19 by the end of Term 3, 2010;
• 78% of Year 3 students achieving reading benchmark 23 by the end of Term 3, 2010;
• 100% of teachers assessing, analysing and programming based on student needs analysis; and
• 100% of teachers K-6 applying the Accelerated Literacy Teaching pedagogy and incorporating targeted comprehension strategies each week.

Target 2

Enhance K-6 teaching practices with particular focus on mathematical language, measurement strategies and tracking student performance.

Strategies to achieve this target include:
• training staff in the use of explicit teaching strategies involving mathematical language;
• displaying and referring to mathematical language in classrooms;
• establishing maths oriented activity days in terms 1 & 3 involving specific mathematical concepts;
• participating in the Great Lakes Learning Community mathematics project;
• providing stage meeting time for professional dialogue and discussion;
• examining and training staff in the use of NAPLAN (Smartdata) teaching strategies to improve identified weaknesses;

Our success will be measured by:
• 30% of Year 3 students achieving bands 5 and 6 in numeracy in 2009 NAPLAN;
• 32% of Year 3 students achieving bands 5 and 6 in Measurement strand of 2009 NAPLAN;
• 27% of Year 5 students achieving bands 7 and 8 in numeracy in 2009 NAPLAN;
• 23% of Year 5 students achieving bands 7 and 8 in Measurement strand of 2009 NAPLAN;
• consistent implementation of the North Coast Mathematics Scope and Continuum;
• ongoing and consistent K-6 data collation based on week five and nine assessments;
• evidence of the assessment data discussion impacting on teaching and learning; and
• the development and implementation of the school’s Maths policy statement.
Target 3

To increase the integration of technology into classrooms.

Strategies to achieve this target include:

- teachers, working in grade/stage teams, creating one Eduweb topic for each semester;
- teachers beginning to establish a set of minimum school based ICT competencies for each grade that are assessed by class teachers;
- teachers establishing small grade based teams to begin to establish consistent criteria for assessing competencies;
- utilising regional ICT TPL programs where appropriate and school staff to provide training, to increase staff ICT competencies;
- utilising members of the AGQTP team as stage based ICT leaders incorporating QT elements and ICT into programs/units of work;
- releasing members of the Technology committee to attend term meetings of the Great Lakes Learning Community Technology Support Group and the North Coast Information Communication and Technology forum; and
- all staff with Electronic Whiteboards in their rooms developing their skills in using these whiteboards and adding suitable lessons/units of work to the Staff Common storage area.

Our success will be measured by:

- 100% of staff, working in grade/stage teams, develop units of work which incorporate technology and elements of Quality Teaching;
- 80% of students publishing at least 1 piece of work on eduweb each semester;
- 50% of staff assessing the computer competencies of their students in an agreed format;
- 75% of staff will increase their skill level in at least two application areas from fair/poor to good/very good; and
- 90% of staff working in grade or stage teams will develop and use units of work that are supported by electronic whiteboard technology.

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.

12 Students Student Counsellors
Reshma Seth Parent Representative
Georg Fiebig Parent Representative
Nicole Murcutt Parent Representative
Cathy McPherson Parent Representative
Terry Pearson Deputy Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: