2010 Annual School Report
Forster Public School

NSW Public Schools – Leading the way
Principal’s message

Forster Public School teachers are experienced, talented and committed to providing quality educational programs which meet individual student needs and develop the talents of each child. All staff members are active in pursuing professional development and have been part of a whole school focus around implementing the accelerated literacy pedagogy and developing technology skills.

Our success is enhanced by the partnership with our community and I extend my thanks to the Parents and Citizens’ Committee (P&C) and to the many volunteers who so generously give their time and energy to the school. Your dedication and hard work is valued. Every day I see an increasing number of parents engaging with the school in such a variety of ways.

Parent, Liz Neaves enjoys helping Dylan learn to read.

Throughout 2010 Forster Public School students have continued to excel academically with outstanding results achieved by Year 3 and Year 5 students in the National Assessment Program—Literacy and Numeracy (NAPLAN). Our results have shown outstanding growth when compared to 2008.

Our students have excelled in creative arts and on the sporting field, and have willingly participated in a wide range of extra curricula activities. Talent development opportunities are offered through participation in creative and performing arts, sporting, academic competitions (UNSW, Tournament of the Minds and Murder Under the Microscope) cultural and debating activities. Further evidence of outstanding success is highlighted by students, parents and staff being recipients of six 2010 North Coast Region Education Week Awards.

Some of the recipients of the Education Week Excellence Awards – Stuart Ireland, Margie Stewart, Ellie Clemensen and Kristian Fiebig – with school Principal, Rick Clissold.

We are increasingly using technology to share information, through the distribution of notes and newsletters. This demonstrates our understanding of today’s electronic world and our commitment to minimise adverse impacts upon our environment. In 2010 the third stage of our technology infrastructure upgrade was completed. Classrooms were also equipped with state of the art technology with the provision of interactive whiteboards to all permanent classrooms. The use of video conferencing facilities and the Internet has opened up the world to our students.

Forster Public School is proud of its ongoing commitment to environmental sustainability and it was a pleasure to watch the gardens grow as much as the children. Our partnership with the Stephanie Alexander Kitchen Garden Foundation has enabled us to construct a new state of the art kitchen facility and employ a kitchen and garden specialist to support the implementation of curriculum into classrooms. This partnership will enhance our existing outstanding garden program and will involve children in the growing, harvesting, preparing, sharing and learning about

Parent, Liz Neaves enjoys helping Dylan learn to read.
food. I am particularly proud and appreciative of the hard work and commitment of our Kitchen Garden Committee and for the valued support from many trades people and community members who have generously donated their time, expertise and funds to make this dream a reality. Our children will benefit greatly from this program.

Jasmin and Grace enjoy their time in the vegetable garden.

In 2010 the school has been involved in the National Schools Partnership and the Schools in Partnership projects. Combined grants of $150,000 have enabled us to implement innovative programs to provide individual and whole school interventions that have improved student outcomes in literacy and attendance. I would like to thank staff and the many parent volunteers for their support and commitment to these programs.

Under the Building Education Revolution (BER) six new classrooms were constructed. Work commenced in June and was completed by January 2011. Our school will benefit from these state of the art facilities for many years to come. Our long awaited security fence was also built during Term 4.

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 Parents and Citizens’ Association message

The Parents and Citizens’ Association (P&C) is an important link at Forster Public School. 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 such areas as funding and curricula. It is an opportunity for the Principal to gauge parental opinion in a range of areas. The Forster Public School P&C continues to be a very active and committed group. We have a community spirited parent body with endless levels of energy contributing time to successfully manage the Canteen, Uniform Shop and various other initiatives.

A number of fundraising events have been held throughout 2010 including our traditional and highly successful Mother’s and Father’s Day stalls, Easter and Christmas raffles, cake stalls, a mufti day and our ever popular movie nights were back by popular demand. This year the P&C donated approximately $11,000 to the school to purchase additional equipment and resources such as Electronic White Boards in classrooms. This contribution is lower than previous years because of the allocation of over $25,000 for the purchase of new school uniforms. This outlay will be recouped in 2011.

The P&C assisted with many events throughout 2010. These included the Art Show, Year Six Farewell, K-2 Concert, NAIDOC, Athletics and Swimming Carnivals as well as working bees.

This year also saw the introduction of a new school uniform. This was a two year task undertaken by the P&C. We held a drive to collect our old uniforms and donated approximately 400 to an orphanage in Uganda in Africa.

Our thanks go to all parents and community members for your invaluable contribution to the school and its activities throughout the year. This includes all the mothers, fathers, grandparents and caregivers who were present in classrooms, canteen, at sporting events, excursions and other school time events. Quite simply, our school would not be the same without you.

Tracey Horn
P&C President
Student representative’s message

The student representative councillors had an auspicious year throughout 2010. The SRC consisted of our School Captains and Vice Captains and eight other councillors.

The councillor’s rolls include raising the flags, running assemblies each Friday, helping out with Discos, writing school notes, and being friendly citizens. We helped out with Kindergarten Orientation and Grandparent’s Day. The councillors also enjoyed the Impact Leadership Conference.

Our fundraising events included Tresses for Princesses, Heartfelt Hope, Stuart House, Bandanna Day and Crazy Hair Day. We also organised some cake stalls raising money for various activities. For Crazy Hair Day we raised $872.90, Stuart House we raised $198 and for Tresses for Princesses some very courageous girls donated their hair and lots of people donated money to raise a total of $1 512, Bandana Day raised $1 908.

The councillors had lots of fun this year and would love to do it all again but sadly have to move on to high school in 2011. Hopefully, what the councillors have done this year will help the school to be a happy learning environment.

Student enrolment profile

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

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;

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.
• 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
• implementation of 20 day attendance plan for identified students causing concern.

In 2010 the school conducted a management evaluation of attendance. Please refer to the School Evaluation reports in the latter part of this document.

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 2010 class size audit conducted on Wednesday 17 March 2010.

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<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
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<tbody>
<tr>
<td>K/19</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/21</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/22</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K-1/23</td>
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<td>21</td>
</tr>
<tr>
<td>K-1/23</td>
<td>1</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>K/24</td>
<td>K</td>
<td>20</td>
<td>20</td>
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<tr>
<td>K/25</td>
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<td>20</td>
</tr>
<tr>
<td>1-2/16</td>
<td>2</td>
<td>14</td>
<td>25</td>
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<td>1-2/16</td>
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<td>11</td>
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<td>3/14</td>
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<td>6/7</td>
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<td>31</td>
<td>31</td>
</tr>
<tr>
<td>SC/5</td>
<td>IS /IO</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>SC/6</td>
<td>IS /IO</td>
<td>6</td>
<td>6</td>
</tr>
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<td>IS /IO</td>
<td>6</td>
<td>6</td>
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<tr>
<td>3-6/28</td>
<td>IM</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>715</strong></td>
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Staff information
In 2010 Forster PS had a staff entitlement of almost 51. This included one Aboriginal Education Officer.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>22.0</td>
</tr>
<tr>
<td>AP Moderate Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
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</tr>
<tr>
<td>Primary Teacher RFF</td>
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</tr>
<tr>
<td>Student Support Executive Release</td>
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<tr>
<td>Student Support RFF</td>
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</tr>
<tr>
<td>Teacher Early School Support</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.840</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary AP Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary AP Behaviour Disorders</td>
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<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>42.436</strong></td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1.0</td>
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<tr>
<td>School Administrative Officers</td>
<td>2.472</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1.0</td>
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<tr>
<td>General Assistant</td>
<td>1.0</td>
</tr>
<tr>
<td>Teachers Aide Special</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td><strong>8.472</strong></td>
</tr>
</tbody>
</table>
Staff retention

Forster Public School welcomed five new staff in 2010. Tom Dutton, Penny Holm, Tianne Buderus and Simon Maidment joined our teaching team and have already made a significant contribution to our school. We also welcomed Jye Simon to the team. Jye was appointed as our Aboriginal Education Officer earlier this year.

Susan Kendall was successful in gaining the Home School Liaison Officer position in the North Coast Regional office. Susan was a valued teacher within the Support Unit at our school.

Janet Hubble was successful in gaining a promotion to School Administrative Manager at Tuncurry PS. We thank Janet for her outstanding contribution to our school and wish her well in her new position at Tuncurry.

Dennis Morgan (General Assistant) retired in 2010 after outstanding service to public education. We wish him good health and happiness in retirement.

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Staff members - Janet Hubble, Delmay Irby, Stuart Beaver and Terry Pearson - transferring, taking leave, or retiring from Forster PS.

We also say farewell to Helen Lee who has returned to Wellington. While Helen’s time at Forster Public School was brief she certainly made a positive impact in the Support Unit.

Dale Cooper, our Technical Support Officer transferred to St. Pius Primary School in the Newcastle area. Dale, in partnership with other staff has worked quietly to ensure our technical resources operate efficiently and optimally. His expertise will be missed.

Sadly we said farewell to Judy Russell who passed away earlier this year. Judy taught at our school for a number of years. She was a popular teacher and an outstanding educator who will be sadly missed.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>97</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

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<thead>
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<th>Date of financial summary</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>$ 290,065.89</td>
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<tr>
<td>Global funds</td>
<td>$ 379,386.36</td>
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<tr>
<td>Tied funds</td>
<td>$ 402,944.95</td>
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<tr>
<td>School &amp; community sources</td>
<td>$ 1,708,595.58</td>
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<tr>
<td>Interest</td>
<td>$ 188,866.44</td>
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<tr>
<td>Trust receipts</td>
<td>$ 225,205.20</td>
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<tr>
<td>Canteen</td>
<td>$ 0.00</td>
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<tr>
<td>Total income</td>
<td>$ 1,284,663.74</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

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

Achievements

Arts

Performing arts at the school is flourishing with the continuation of the concert band and formation of the training band. In 2010 the bands catered for 24 musicians who met weekly to play together and practice for events. These events included competing in the Taree and District Eisteddfod, entertaining elderly residents at Barclay and Kularoo Gardens and Education Week performances at the school as well as Stockland Mall.

We are proud of the school concert band.

In 2010 the bands also attended a performance by the Sydney Symphony Training Orchestra at the Manning Entertainment Centre (MEC) and joined with Tuncurry Public School Band in a workshop with the Warringah High Travelling Band.

Shine On, the showcase for performing arts in public schools, was held again in 2010 and the Forster PS concert band was selected to perform an individual item. The choir also took part in this event making up part of the 170 strong combined all schools choir.

In 2010 the school choir consisted of 45 interested students from Years 3 to 6 who practised weekly. They performed at Kularoo Gardens and at school where one of the highlights was the Christmas Carol Concert.

All students in Stage 2 participated in an interactive bush dance during Education Week which involved prior learning of the dances and performing for and dancing with the audience which consisted of many parents and extended family members of the school community.

In 2010 students in Early Stage 1, Stage 1 and Stage 2 continued to have weekly or fortnightly lessons with the specialist music teacher. These lessons are focused on enjoyment and learning through practical music making, including using recorders and percussion instruments.

Term 3 saw the fourth year of the specialised art classes run by Miss Leah Jenkins. The children committed to 1½ terms of Friday lunch times to learn about different drawing techniques. Areas covered include animations, shading, charcoal, proportion, facial expressions, white pencil and creative writing. The children celebrated their achievements with a final exhibition to showcase their works. They received a framed piece of work and weekly certificates. Congratulations to all participants of the 2010 art class.

Hayden finds being part of the specialised art class has improved his creative talents.

Our second Art Show 'Creativity by the Sea' was held in Term 4 with the children's artistic talents on display for our local community to enjoy. Many classes completed individual and major class pieces that were stimulating in their creation and displayed a delightful array of the artistic talents of our students and teachers.

The Art Show was a major fund raiser which supported the purchase of an interactive whiteboard. Major Art works produced by the students were silent auctioned at the wine and finger food evening. Donated art from our local
community was auctioned as part of the events on the night.

The Show was open for parents and friends to view in the afternoons, with the band playing on the opening afternoon of the Show. It was a wonderful show with a WOW factor. The P & C worked together with the staff and a working committee of teachers under the guidance of Julie Henry.

The ‘Mystery of the Mountain’ was a spectacular success with all the students in K-2 performing along with singers and dancers from 3-6. The concert theme focused on finding our school spirit and respecting each other. The costumes were eye catching, the music and staging was wonderful and the children were poised and professional. This was a wonderful way to conclude a fun filled year of arts.

The amazing colour of the K-2 concert was matched by the passion and talent of the students.

Sport

In 2010 Forster Public School participated in a wide range of New South Wales Primary Schools Sports Association (NSWPSSA) State Knockouts. Many individuals won selection in representative teams or represented as individuals in tennis, touch football, swimming, diving, athletics, cricket and cross country.

- Highlights of 2010 included:
  - one student representing NSW in swimming;
  - one student representing NSW in touch football;
  - one student representing NSW in cricket;
  - one student representing NSW in cross country;
  - two students representing NSW in athletics;
  - two student representing NSW in diving;
  - eight students representing NSW in athletics in the boys’ and girls’ junior relay teams;
  - one student representing Hunter Region in rugby league;
  - two students representing Hunter Region in swimming as well as the girls’ and boys’ senior relay;
  - twenty-one students representing Hunter Region in athletics; and
  - six students representing Hunter Region in cross country.

Student numbers representing Manning Zone at Hunter level included:

- forty-nine in cross country;
- thirty-nine in athletics;
- five in boy’s soccer;
- four in rugby league;
- three in cricket;
- two in netball;
- one girl and one boy in touch football; and
- one boy and two girl’s in tennis.
Georgia, Tiffany, Kiah and Claire look impressive as our junior relay team.

Outstanding team efforts in NSWPSSA knockout competitions included:

- our tennis team reaching the State finals and achieving fourth place;
- a number of teams – girls’ basketball, soccer, cricket and tennis – reaching the Hunter regional finals; and
- representation in boys’ rugby league, boys’ basketball, boys’ and girls’ touch football, girls’ soccer and netball.

Other successes included:

- participation in Buderus Sevens Rugby League competition and Manning All Schools Rugby League Knockout;
- participation in Australian Rugby League development day;
- participation in Australian Football League Development Day;
- participation in Bledisloe Cup competition;
- participation in McDonald’s School football; and
- participation in a Milo Cricket Development session for Year 1 and 2.

In 2010 we received more funding from the NSW Premier’s Sporting Challenge. This was spent on sports equipment and team uniforms.

Our athletics carnival this year included novelty events in age groups 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, three-legged race and obstacle course.

The Early Stage 1 and Stage 1 sports program included class sport. Stage 2 and Stage 3 students undertook class-based physical education programs and rotational gender-based sports programs. Learning skills in dance, soccer, touch football, tennis, swimming, athletics, softball, ball skills and walking were undertaken.

Students enjoying themselves at the athletics carnival.
Competitions

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

The achievements are listed below.

- Twenty-one entrants in the University of NSW Computer Competition resulting in one high distinction, three distinctions and four credits.

- Twenty entrants in the University of NSW Science Competition resulting in two distinctions and six credits.

- Sixteen entrants in the University of NSW English Competition resulting in three distinctions and four credits.

- Eight entrants in the University of NSW Writing Competition resulting in one high distinction, one distinction and three credits.

- Twenty-two entrants in the University of NSW Spelling Competition resulting in one high distinction, three distinctions and three credits.

- Thirty-five entrants in the University of NSW Mathematics Competition resulting in four distinctions and 13 credits;

- Sixty-two entrants in Year 5 in the Hunter Mathematics Competition resulting in 11 distinctions and 23 merits.

- Sixty-one entrants in Year 6 in the Hunter Mathematics Competition resulting in one high distinction, 10 distinctions and 22 merits.

- Ehlayna from Year 5 won the area public speaking competition.

- Kristian from Year 6 was runner-up in the area public speaking competition.

- Indianna from Year 6 represented our school in the area public speaking.

- Nicholas and Georgia proudly represented our school in their respective age groups in public speaking.

- Debating successes in various categories were another highlight.

- Successes in the Premier’s Spelling Bee competition with Ashley runner-up in the Regional Final for students in Year 4, and Nick Phillips, Luke and Rhys reaching Round 5 for students in their respective age groups.

- Seven students were entered as a team in the Mid-North Coast regional finals of Tournament of the Minds. Though not placed, the judges commented on our team’s demonstration of innovation and creativity.

Daniel makes a key point during the debating competition.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 has performed marginally better than the North Coast Region’s mean performance over recent years. However, over the last five years, the literacy performance has tended to begin to fall below state expectations. The school has critically reflected upon these results and in 2010 responded by a focus upon reading comprehension. This focus is to be continued in 2011. (Refer to 2011 Target 1)
In 2010, the Year 3 cohort of 92 students’ overall mean score for literacy was appreciably below the state’s mean reading, writing, spelling and grammar and punctuation. Writing is causing less concern. The school’s results tended to match that of the region’s mean performance except for reading in which the school cohort underperformed. Boys generally performed better than girls.

The results for the thirteen Aboriginal students in Year 3 matched or bettered the mean performance for Aboriginal students across the state in all aspects of literacy apart from writing. The Aboriginal students’ mean performance was better than the North Coast Region’s mean performance for Aboriginal students in all areas of literacy.

**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 comprehension of texts at grade level that require improvement include:

- locating directly stated information in a text;
- connecting a sentence to the text within the same paragraph;
- summarising events within a text;
- linking information in different paragraphs of a text;
- inferring meaning;
- identifying opinion and pointy of view within a text; and
- identifying comments to persuade the reader of a text.

**Numeracy – NAPLAN Year 3**

Over the last fourteen years Forster PS has tended to outperform the state’s numeracy average performance. However, the performance over the last three years has not continued this pattern. Year 3 students’ overall numeracy performance is less than that of the State’s and approximates the performance of the North Coast Region.

In 2010, the numeracy performance for the 92 Year 3 students was appreciably below the state’s mean performance. Boys as a cohort outperformed the girls.

The results for the thirteen Aboriginal students in Year 3 matched or bettered the mean performance for Aboriginal students across the state in all aspects of numeracy. The Aboriginal students’ mean performance was better than the North Coast Region’s mean performance for Aboriginal students in all areas of numeracy.

**Strengths**

The overall numeracy 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**

The Year 3 cohort tended to perform better than the state’s performance in a number of aspects. These included fractions involving halves and quarters, expanding a 3-digit number, identifying the side view of 3D objects, problem solving involving addition and subtraction, reading quarter-hour on an analogue clock, estimating length in centimetres and symmetry.

A continued focus on all strands is recommended. An emphasis on working mathematically is also recommended. (Refer to 2010, Target 2)

**Literacy – NAPLAN Year 5**

In 2010 the school tended to be marginally below the state’s performance with some concern with reading achievement. The Writing performance was better than that of the state’s. The Year 5 cohort of 100 students performed better than the mean performance for the North Coast Region. Consequently our growth in writing performance was very pleasing when we examine the improvement from Year 3 to Year 5. This has tended to be the performance over 2009 and 2010. Boys generally marginally out performed girls in literacy.
The school’s Year 5 Writing performance bettered the State and Region’s performance.

The results for the fifteen Aboriginal students in Year 5 tended to match the mean performance of Aboriginal students across the state with pleasing results in Writing. There is some concern with grammar and punctuation. The Aboriginal students’ mean performance was better than the North Coast Region’s mean performance for Aboriginal students in most areas – reading, writing and spelling – except for grammar and punctuation.

**Strengths**

The overall literacy band performance for Year 5 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 is a high proportion of students performing in the middle bands. The Year 5 cohort in writing was marginally better than that of the State in the higher bands. Generally, the students performed better than Region’s performance in the higher and lower bands. There is a need to continue to improve the performance of students in the lower and middle performing bands in literacy.

In writing, the Year 5 cohort matched state expectations. However, in reading, spelling, grammar and punctuation, the Year 5 cohort tended to underperform when compared to the average state performance in the higher bands.

**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 2011, Target 1)

**Numeracy – NAPLAN Year 5**

Over 2008 and 2009 Forster PS has tended to be slightly above the region’s average performance and below the state’s average performance. The numeracy performance of Year 5 students in 2010 has improved to the extent that the cohort is approaching state performance in Numeracy.

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. In the aspects of Number and Patterns and Algebra, the students’ performance closely matched the state performance in the higher bands. There are a high proportion of students performing in the middle bands. However, the average growth for matched students was almost 101 points which was significantly better than the average improvement across the state.
**Strengths**

In 2010, the Year 5 cohort tended to better the state’s performance in a number of aspects. These included identifying the date on a timeline, solving a decimals problem involving coins, identifying a decimal in expanded form, reading the time on an analogue clock to the quarter-hour, interpreting a column graph, solving a problem involving 2D shapes, locating position using compass direction and, solving a problem using division.

**Target areas for improvement**

A continued focus on all strands is recommended. An emphasis on working mathematically is also recommended. (Refer to 2010, Target 2)

**Progress in literacy**

The performance of approximately 90% (90 out of 100 students) can be matched with their performance in Year 3 in aspects of literacy. Over recent years mobility rates have been significant and this trend continued in 2010. The relatively high percentage of matched students is because of the improved tracking of students who were at other schools in 2008. Mobility will need 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 ranges from 66 to 95 points depending on the aspect of literacy. The Year 5 cohort matched or bettered the state improvement, particularly in writing, grammar and punctuation. These students also bettered the Region’s improvement in all but spelling where the difference is not significant.

The cohort of Year 5 students from Forster PS generally performed better in 2010 than 2009 in terms of the improvement of schools throughout the Lower Manning.

The Year 5 cohort improvement in writing was almost 80 points. This bettered the state growth by about 14 points.

**Progress in numeracy**

Eighty three percent of students can be matched (90 out of 108 students) with their performance in Year 3 and the expected average growth for students across the state is about 89 points. The average growth for matched students was almost 101 points. This improvement is above expectations when compared to the average state improvement.

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<tbody>
<tr>
<td>School</td>
<td>47.4</td>
<td>79.6</td>
<td>100.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>84.1</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
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Thirty six percent of students improved within the expectations of the upper percentiles (75th and above). This is 11% above the state expectations. In terms of our growth in the lower percentiles (less than 25th) the results are most satisfactory with 14% in this grouping compared to 25% across the state.

Approximately 60% of the matched students progressed more than the expected 89 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 (NAPLAN) 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 in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
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<th>Percentage of Year 3 students achieving at and above minimum standard in 2010.</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</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 in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard in 2010.</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

Forster PS achieved positive results in literacy and numeracy achievement with some impressive results. The percentages above include at least seven students who are enrolled in our Support Unit for students with learning disabilities and these students did not take part in the assessment.

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**

A significant emphasis for Aboriginal Education during 2010 has been the development of positive communication between the school and the parent community. Much of this communication has been in the development of Personal Learning Plans (PLPs) which included student planning sheets and student engagement profiles. These were developed for each student by classroom teachers with the support of Mrs. Barb Wright- Support Teacher Learning Assistance.

To support the implementation of the PLPs, volunteer tutors were trained by Mrs. Wright in the use of identified reading strategies.

Tutors worked with 72 targeted students on the focus areas within their PLPs.

Students demonstrated significant improvement in:

- literacy skills including displaying more phrased fluent reading;
- phonemic knowledge and word recognition;
- strategic processing on continuous text;
- ability to express the main idea of a text;
- predicting the themes within a text passage;
- answering using complex sentences; and
- understanding and answering inferential questions.

Strong links continue to be forged between Forster Public School, The Great Lakes pre-schools and the Great Lakes College campuses. Initiatives which have benefited Aboriginal students include:

- transition from pre-school to kindergarten at primary school;
transition from Year 6 to high school;

- an active Aboriginal Education Officer (AEO) who spends 70% of his time in classrooms in support of students;
- liaising continually with the local Indigenous community in order to support families;
- communicating with pre-schools personnel to determine needs of perspective students;
- Indigenous students acknowledging Worimi country at school assemblies;
- school NAIDOC performance and celebrations;
- a community NAIDOC Flag Raising Ceremony at the Great Lakes Council chambers;
- the continued development of the Indigenous Bush Tucker Garden;
- regular meetings of the Aboriginal Education Team which consists of teachers, AEO, Interagency members and parents;
- the school involvement with the Aboriginal Education Consultative Group;
- whole school staff participation in a Worimi cultural awareness program to enhance their understanding and knowledge of local Indigenous culture;
- whole school staff awareness of challenging all students to reach high academic expectations and the importance of encouraging regular attendance at school;
- the availability of child health screening service for all Aboriginal students through the local Tobwabba Aboriginal Health Service;
- senior girls’ health and hygiene program delivered by the Tobwabba Aboriginal Health Service;
- Monday morning breakfast at school and breakfast at the medical centre on succeeding days;
- Aboriginal boys’ social skills program
- Rob Gray, Child and Family Counsellor, from the Forster Community Health Centre, delivered the Koori boys’ social skills program; and
- Rob Gray speaking to parents about emotional and social issue affecting their children.

Our Aboriginal Education Officer, Jye Simon has commenced an intense study of the Gathang language and his learning will be shared with students and teachers in 2011.

**Multicultural education**

Multicultural Education is incorporated across all learning areas at Forster Public School. It recognises and celebrates Australia’s cultural diversity.

Learning experiences throughout 2010 across the school included:

- participation in the Multicultural Public Speaking Competition;
- participation in Harmony Week activities;
- Stage 1 celebration and acceptance of differences in families;
- Stage 2 study of the arrival of the First Fleet and of the number of different nationalities that inhabit our land; and
- Stage 3 examination of Global Connections and the immigration which occurred in association with the gold rushes of the nineteenth century.

The study of our history and heritage continues to raise awareness of human relationships, our multicultural environment and the existence of, and negativity associated with racism.

Our school continues a proud tradition of celebrating Australia Day, ANZAC Day, NAIDOC Week, Remembrance Day and exposing students and staff to our local Worimi Aboriginal cultural heritage.

**Respect and responsibility**

In 2010, 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 October, 2010 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. There are an increased number of tutors who have been trained to work on personal learning programs with a selected group of children to raise literacy levels.  
Teaching staff are also using personal learning plans to boost self esteem, academic performance and participation for all Aboriginal students. This has resulted in greatly improved support between our school and the community.  
Forster Public School staff continues 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(happy tin);  
- Seasons for Growth program;  
- interest Groups, School Band and Choir;  
- chess club;  
- Koori boys’ group; and  
- social skills program K-2.  
In 2010 we have successfully implemented strategies to improve student attendance rates including close monitoring of individual student attendance and on-going communication between teachers and parents.  
A system of written communication has been implemented to inform parents of children who are not meeting the school’s Code of Conduct. The behaviour of these children will continue to be monitored. This has resulted in a decrease in the number of children attending the time out room and has seen an increase in support from families of these children.  
National partnership programs  
We are proud to report on the achievements of the National partnership programs at Forster PS. A report for this is to be found under the key evaluations – curriculum – later in this document.  
Connected learning  
Teacher Professional Learning (TPL) has been ongoing throughout the year, with staff attending TPL outside the school through a variety of Regional and State organised courses. There has also been school based TPL provided across a variety of areas with a focus on Interactive Whiteboard training.  
The installation of Interactive Whiteboards in all permanent classrooms will be completed by the beginning of the 2011 school year. To ensure the continued operation of the Interactive Whiteboards, the school has purchased a supply of replacement projector globes to allow for immediate replacement of damaged globes. The school has also purchased 23 new desktop computers and four new notebook computers through the Technology For Learning (T4L) program.  
The Regional Information Technology Directorate has offered a variety of Video Conferencing training. Staff from our school have enhanced their learning through this facility.
Students interact effectively with technology to improve their learning.

Environmental Education

The school garden project entered a new phase at the end of 2009 with the award of 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.

The injection of funds and the generosity of parents and community members, allowed work to begin on the kitchen and it is expected to be ready for the 2011 school year.

To ensure the ongoing success of the project, a kitchen specialist and a garden specialist have been employed to support teaching staff in planning, teaching and learning experiences.

Teachers Tianne Buderus and Anne Evans, kitchen specialist Trina Smith and garden specialist, Megan Cook visited Bondi Public School where the program has been operating successfully for some time.

Teacher, Jan Read and two parents, Amanda Kennett and Trina Smith visited Melbourne to continue their learning about the Stephanie Alexander Sustainable School Garden Foundation. They will share their experiences and skills with other staff members in 2011.

Saskia, Ruby and Grace have fun and learn in the school garden.

In order to generate enough produce for the kitchen, additional garden space has been set aside and a local business has generously developed this site.

The original garden has of continued to exercise its magnetism on teachers and children fascinated by the amazing development processes of food bearing plants.

Programs for students with additional educational needs

Support for students with additional educational needs is a high priority at Forster PS.
Support Unit

In 2010 a third IO/IS class was established to cater for growth in numbers in this area of the school. Each student has a Personalised Learning Plan (PLP) with goals established in consultation with parents, carers, therapists, outside agencies and teachers. The goals of the PLP are addressed through the class program.

Access to community programs has continued in 2010 with the students participating in Riding for the Disabled and Bowen therapy.

Participation in whole school activities has continued with students attending grade excursions and sporting activities as well as being included in regular school activities such as assemblies and the merit system. In 2010 students from the IM class represented the school in zone and state athletics.

Integration into regular classes for specific Key Learning Areas (KLAs) has increased for some students with School Learning Support Officers (SLSO) providing support in the classroom as required. This has resulted in the development of positive relationships between students and increased understanding of students with disabilities by staff.

In 2011 the additional IO/IS class will not be required. This class will be re badged as a Multi Categorical (MC) class.

Funding Support

Support for students with disabilities in regular classes was received for 13 students in Term 1, 2010. Since then two students have left the school and seven additional students have transferred into the school. The funds received have been used to employ School Learning Support Officers to assist class teachers in the implementation of Personalised Learning Plans.

Review meetings are held each year to prepare the PLPs and monitor progress towards goals in focus areas. Class teachers are supported in making the necessary accommodations and adjustments to the class program to ensure the students with disabilities have access to the curriculum on the same basis as other students.

Learning Support Team

In 2010 the Learning Support Team (LST) received consistent referrals and consequently school based support programs were put in place where appropriate. The Support Teacher Learning Assistance has continued to support many students in developing their literacy skills. The Learning Assistance Program (LAP) has also provided support to students experiencing difficulty K–6 with SLSOs assisting class teachers with specific programs. When necessary the LST has assisted class teachers in preparing applications for additional support for students using regional resources or outside agencies.

School Counselling Service

Each school in NSW has a school counsellor available to provide assessments and support to children experiencing behavioural, emotional and learning issues. Forster PS has a school counsellor four days per week. Counsellors respond to referrals from parents, teachers, the school executive and the learning support team.

Reading Recovery 2010

Reading Recovery has been taught by two teachers in 2010. This program is effective in assisting Year 1 students to meet learning outcomes in Literacy and providing a valuable home and school partnership. Nineteen students
were provided with a daily intensive individualised teaching and learning program. sixteen students were successful in completing their programs, enabling them to participate more confidently in the classroom. Two students transferred, one to another state and another to a school in Sydney. One student was referred for additional assessment and support through STLA program.

Transition links with preschools
Forster Public School has eight feeder Child Care Centres in the Forster and Tuncurry area.

We liaise closely with all centres to make sure that the transition from pre-school to kindergarten is as happy as possible. Interaction with the Child Care Centres begins in Term 3 when enrolment packages are dropped at each facility. Follow up phone calls and visits are made to discuss enrolment issues, transition visits, orientation day and placement of children into classes.

A talk given at Kindilan Child Care centre was well received by the parents. It allowed those who were unfamiliar with school routines, to ask questions in a small, friendly setting.

During 2010 over 90% of the pre-schoolers have had more than one visit to Forster Public School. The majority of these visits were made in Term 3. While at Forster PS, the pre-school students were involved in such activities as orientation walks, visits to classrooms, the Kindergarten singing assembly and dance sessions. Most pre-schoolers stayed for either recess or lunch and enjoyed their time in the Kindergarten playground.

Progress on 2010 Targets

Target 1

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

Our achievements include:

- 28% of students in Year 3 in bands 5 & 6 which was 10% less than our target of 38%;
- 27% of students in Year 5 in Bands 7 & 8 which was 6% less than our target of 33%;
- 40% of Kindergarten students achieving reading benchmark target of 5 by the end of Term 3, 2010 which was 10% below our target of 50%;
- 52% of Year 1 students achieving reading benchmark target of 14 by the end of Term 3, 2010 which matched our target;
- 70% of Year 2 students achieving reading benchmark target of 19 by the end of Term 3, 2010 which was 8% more than our target of 62%;
- 72% of Year 3 students achieving reading benchmark target of 23 by the end of Term 3, 2010 which was 6% less than our target of 78%;
- 100% of permanent classroom teachers at the beginning of 2010 were trained in Accelerated Literacy and are applying some AL strategies in classrooms with particular focus on development of students’ comprehension skills.
- New permanent classroom teachers appointed during 2010 will be training in Accelerated Literacy in 2011.
- Increased awareness of staff of SMART data and its use in analysing performance of students and providing teaching strategies for specific areas of need. The Data Analysis Skills Assessment (DASA) indicates there has been some increase in the number of staff accessing SMART data to inform their teaching and learning.
- Focused assessments carried out and Individual Learning Plans (ILPs) prepared for targeted National Partnership students in Years 3 – 5. ILPs reviewed and adjustments made as required and results indicate that students’ reading improved an average of 1.7 skill bands.
- The 12 targeted Year 3 students improved their reading by an average of 1.5 bands.
- The nine targeted Year 4 students improved their reading by an average of 2.1 bands.
- The 11 targeted Year 5 students improved their reading by an average of 1.5 bands.
- Thirty volunteer trained as literacy tutors and implemented this program for targeted students. Approximately 50 students Yrs 3–5 accessed this program. Several students have completed program and no longer require this individual support. Their progress is closely monitored by the class teacher.
Target 2

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

Our achievements include:

- 21% of Year 3 students achieving Bands 5 and 6 in numeracy in 2009 NAPLAN;
- 17% of Year 3 students achieving Bands 5 and 6 in Measurement strand of 2009 NAPLAN;
- 25% of Year 5 students achieving Bands 7 and 8 in numeracy in 2009 NAPLAN;
- 17% 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; and
- discussions about assessment data and teaching and learning implications occurred in grade and stage meetings; and

Our school results were less than our targets, particularly in Measurement for Year 3.

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 (ICT) and Technology. The Teacher Professional Learning support and the installation of Electronic White Boards have enabled enhanced teacher confidence in embedding ICT across KLAs.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of attendance, and reading. The school also carried out an evaluation of parent and student satisfaction.

Educational and management practice

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

Background

A self-evaluation improvement team visited our school over two days in August, 2010. The team consisted of three members of the North Coast region consultancy team, Karen Austin, a teacher from our school and Jodie Poole, a parent of a student at our school.

During the evaluation a number of observations within classes across the school, discussions with teachers and staff as well as discussions with student focus groups were undertaken.

The evaluation process included a document analysis of relevant school policies and procedures, observation of attendance practices, surveys of teachers, parents and students and interview with attendance staff.

Findings and conclusions

- There is a reward system for attendance for those achieving attendance of 100%.
- Students are identified as absent and there is follow up on students with unexplained absences.
- Attendance codes and the part time and special circumstances registers are completed using the correct codes most of the time.
- Information on student absences is discussed and distributed regularly to executive staff, however, the follow up from executive to teachers is inconsistent. Some teachers are
unclear of their obligation to follow up absences.

- The recording of attendance follows departmental procedure and teachers are aware of the correct attendance codes.
- Data is entered correctly into the OASIS attendance register.
- Absentee rates for students seem to follow a pattern of peaking on Fridays and Mondays.
- There are best practice strategies being implemented by some teachers and the school needs to move towards a more consistent whole school approach to attendance.
- There is evidence in identified classes that behaviour and learning directly correlates with improved attendance.
- The Deputy Principal graphs the attendance data for executive meetings regularly and improved follow up across the school is to be encouraged.

**Future directions**

It is recommended that an attendance team with representatives in each stage be formed and address the following area of improvement.

- Continue to develop strategies to reward outstanding attendance and improvement.
- Communicate with students and parents an awareness program of requirements and benefits of high attendance at school.
- Further develop the process of notifying parents when unexplained absences occur.
- Enhance a whole school approach in which all teachers take a role for monitoring and following up student attendance.
- Further develop attendance action plans for identified students whose attendance needs improvement.
- Identify strategies to improve focus targets such as improving attendance on Mondays and Fridays.

**Curriculum**

**Background**

In 2010 the school has implemented the many components of the National Partnerships Literacy program. Primarily, permanent teachers participated in professional learning in Accelerated Literacy. Teachers of students in Years 3, 4, and 5 were trained in the administration of focused literacy assessment and the data was used to prepare individual learning plans with a focus on reading for at risk students. Implementation of the learning plan involved embedding identified strategies in class programs and in one on one tutor programs.

Accelerated Literacy uses rich text to develop all components of literacy. Teachers have focused on explicitly teaching more complex aspects of comprehension.

As part of our learning, teachers also completed surveys around analysis of NAPLAN data and their confidence in implementing Accelerated Literacy in the classroom.

**Findings**

The 2008 and 2009 NAPLAN and National Partnership data indicated that there was a need for improvement in reading. The initiative was implemented and the 2010 NAPLAN data indicates significant improvement in writing and sound growth in reading.

At risk students were identified and Individual Learning Plan were developed for these students. The ILPs were based on information gained from focused assessments carried out by class teachers with support from the Support Teacher Learning Assistance (STLA). The majority of students receiving individual tutoring have made significant progress.

Students targeted from the middle NAPLAN bands have benefited from small group explicit teaching in all aspects of comprehension.

The 2010 survey of teachers following Accelerated Literacy training and implementation in classrooms indicates teachers are requiring additional support in the areas of programming and teaching reading and writing.

Professional learning for teachers around the analysis of NAPLAN data and follow up support
material enabled increased awareness and class adjustments to class programs.

**Future directions**

The school will make a number of developmental improvements in 2011. These include:

- continued sharing of best practice in explicit teaching of writing to maintain growth trends through professional learning of teaching within Accelerated Literacy;
- investigation into issues around the achievement of underperforming students with particular reference to girls;
- continuation of individual tutoring of at risk students in Years 3 – 5 with expansion into Year 2;
- professional learning for all teachers in explicit teaching of aspects of comprehension;
- ongoing professional learning for teachers through lesson studies, grade planning, programming days, and consultancy support; and
- ongoing professional learning for all teachers in accessing and analysing NAPLAN data and implementation of strategies to support students by informing teaching programs.

**Parent, student, and teacher satisfaction**

In 2010 the school conducted several surveys seeking to establish the opinions of students, parents and teachers regarding how satisfied they were with overall functioning of the school. The surveys were very similar in nature and were done electronically.

**Background**

Forster PS believes in continual improvement in the physical, social and learning environment of the school. To determine the effectiveness of our commitment to this end, surveys were carried out towards the latter part of 2010. Surveys consisted of a student survey of 100 Year 4 to 5 students, a parent survey of 21 respondents who were randomly selected from families, and a teacher survey of 26 teaching staff. Anecdotal information was also considered in the evaluation.

**Findings and conclusions**

Between ninety and ninety-seven percent of students were satisfied with the general functioning of the school, including features such as attractiveness, support for student welfare, positive reward systems, compliance in wearing the school uniform, access to Information and computer technology (I.C.T.) and the setting of high expectations by staff.

Seventy-two percent of students felt satisfied with how friendly the school felt.

Eighty-seven percent of students felt satisfied with the school’s Fair Discipline practices.

Only seventy-one percent of students read the school newsletter.

Between ninety and one hundred percent of parents were satisfied with the general functioning of the school, including features such as tolerance of others, importance placed on student needs, support for student welfare, and positive reward systems and the importance of the school newsletter.

Sixty-three percent of parents felt satisfied with the school’s Fair Discipline practices.

One hundred percent of parents felt that the School Newsletter was informative.

Between ninety and one hundred percent of staff were satisfied with the general functioning of the school, including features such as friendliness of the school, programs offering challenges to students, focus on literacy and numeracy programs, provision of extra-curricular programs and the setting of high expectations by staff.

Sixty-nine percent of staff felt satisfied with the Fair Discipline practices.

**Future directions**

A strong feeling of satisfaction exists in our school community as reflected in surveys and anecdotal evidence. Some areas for improvement have been noted. Fair Discipline practices did not gain the strong support provided in other areas surveyed. This was evident in the student, parent and teacher surveys. Other areas needing attention included the lack of popularity with students for the School Newsletter and the friendliness of the school as perceived by students.
Targeted project areas for 2011 include student pastoral care with an emphasis on the development of a more consistent approach to Fair Discipline practices.

**Professional learning**

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

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

**School Development Days**

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

- school targets in literacy, numeracy;
- Information and Computer Technology (using Smart Notebook, symbols and connected learning);
- Aboriginal Cultural Awareness for all staff; and

A highlight was a talk about boys’ education by well-known presenter, Celia Lashley. This was a Primary Principal’s Council sponsored initiative.

**National Partnerships on Literacy and Numeracy**

In 2010 the school continued its drive to improve Literacy outcomes across the school. A significant outcome of this success was the allocation of additional training for all staff in delivering Accelerated Literacy (AL) strategies in the classroom. The development of improved individual learning plans through focused intervention, were a significant outcome of this training.

**Afternoon Training Days**

Training which occurred outside of the School Development Days covered such topics as:

- use of new technology e.g. electronic whiteboards; and
- student assessment and reporting.

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 $29,636.47 was allocated to Teacher Professional Learning (TPL) and a further $5,298.07 was provided by the school’s general funds. In 2010, the average expenditure per teacher on professional learning was $832.20 and 93% of staff accessed the school’s TPL funds to attend courses.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

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

Strategies to achieve this target include:

- training teachers in the explicit teaching and programming of comprehension skills of predicting, visualising, summarising, monitoring and questioning;
- providing resources and training to support informed assessment and explicit teaching of comprehension and grammar skills;
- monitoring 50 targeted students each week;
- ongoing professional learning in AL by undertaking grade planning and programming days; and
- incorporating best practice in programming and the teaching of reading and writing in Accelerated Literacy lessons.

Our success will be measured by:

- decreasing the percentage of students in Year 3 achieving “at or below” National Minimal Standards in Reading from an
average of 18% (from 2008 to 2010) to 14% in 2011;

- increasing the percentage of students in Year 3 achieving proficiency in Reading (Bands 5 and 6) from an average of 31% (from 2008 to 2010) to 48% in 2011;

- at least 42% of students in Year 3 achieving Bands 5 and 6 in NAPLAN Reading;

- at least 36% of students in Year 5 achieving Bands 7 and 8 in NAPLAN Reading;

- increasing the percentage of students in Year 5 achieving proficiency in Reading (Bands 7 and 8) from an average of 28% (from 2008 to 2010) to 34% in 2011;

- One hundred percent of targeted students in Years 2-5 have Personalised Learning Plans developed based on pre and post assessments in Term 1 and 4, 2011;

- the development of an electronic data collection system K – 6;

- at least one Accelerated Literacy unit of work explicitly programmed and implemented with a focus on comprehension and writing as evidenced in class programs and assessment records of achievement; and

- increasing teacher confidence in implementing Accelerated Literacy, particularly in reading, writing and programming as evidenced by individual teacher improvement in reading, writing and programming using the self reflection tool.

**Target 2**

*To develop explicit and systematic teaching and learning programs in Mathematics K-6*

Strategies to achieve this target include:

- developing a working scope and sequence based on the NSW Board of Studies syllabus;

- undertaking planning and discussions of teacher and systemic assessment data to specifically improve areas of need;

- programming by all teachers to focus on strengths and weaknesses identified in assessments;

- identifying students at risk of falling below national benchmarks using an eclectic range of information including longitudinal data;

- implementing QuickSmart in targeting support for students at risk in Years 4-6;

- developing, implementing and reviewing the school’s Mathematics policy;

- training all teaching staff in the use of the revised SMART data software program;

- exploring electronic tracking systems K-6;

- undertaking two stage or whole school meetings each term to engage in significant discussion of programming and teaching strategies in mathematics; and

- enabling teachers to critically reflect practice following discussions in the use of a balanced lesson format.

Our success will be measured by:

- at least 22% of students in Year 3 achieving Bands 5 and 6 in NAPLAN Numeracy;

- at least 20% of students in Year 3 achieving Bands 5 and 6 in NAPLAN Measurement, Shapes and Graphs;

- at least 27% of students in Year 5 achieving Bands 7 and 8 in NAPLAN Numeracy;

- at least 20% of students in Year 5 achieving Bands 7 and 8 in NAPLAN Measurement, Shapes and Graphs;

- 100% of teachers further developing the K-6 scope and sequence to inform their teaching program;

- 100% of teachers K-6 consistently incorporating an agreed balanced lesson format into their teaching;

- two stage or whole school meetings being scheduled each term to engage in significant discussion of programming in mathematics;

- students who are at risk in terms of their ‘value adding’ in mathematical learning being identified through extensive longitudinal data collected from NAPLAN, BestStart, QuickSmart and PAT tests;

- an electronic data tracking system being developed and implemented K-6; and

- 100% of teachers K-6 are trained in the use of the revised SMART data software.
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 Councillors
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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: