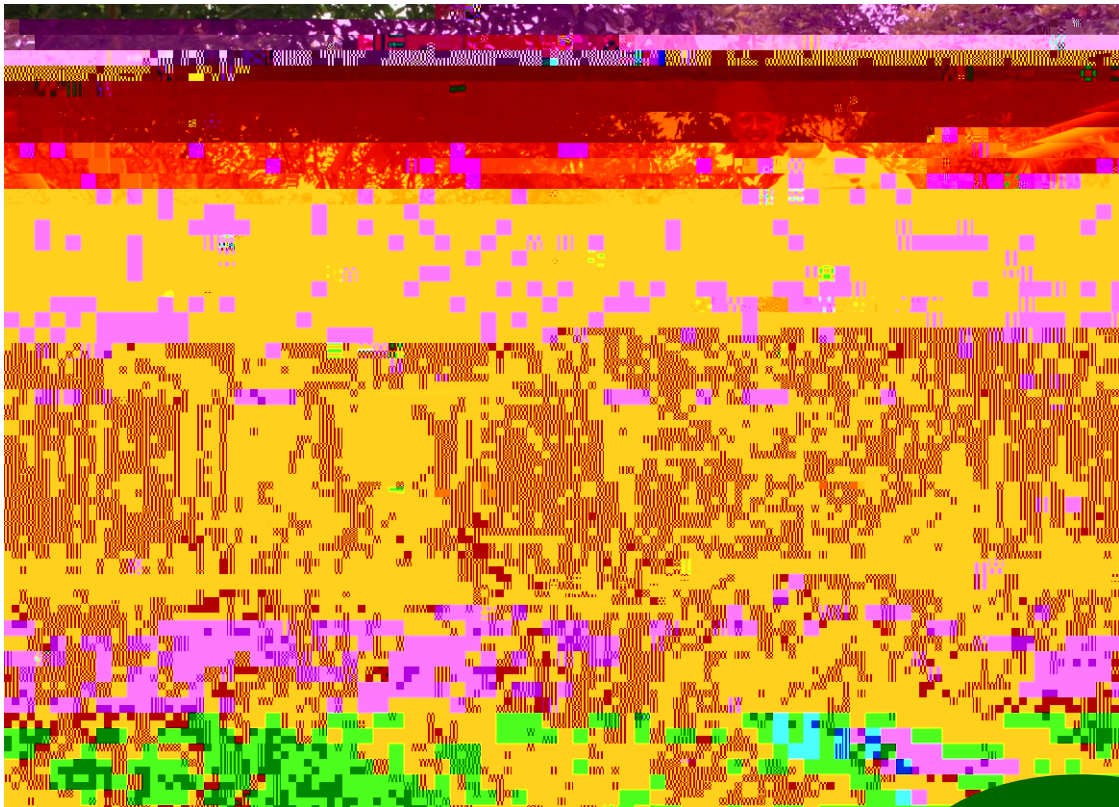


# Frenchs Forest Public School (1946) Annual Report



2015



## Introduction

The Annual Report for 2015 is provided to the community of Frenchs Forest Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gail Smith  
Principal

## Strategic Direction 1

Building a learning community with high expectations

### Purpose

To develop a culture of educational aspiration and high expectations and continual improvement across the school community.

### Overall summary of progress

In 2015 the school planned to implement professional learning for staff and parents around English, mathematics, history and geography. Staff were involved in weekly professional learning addressing the purpose of the strategic direction. Parents were involved in professional learning with mathematics with a plan to further implement parent sessions in 2016. The professional learning was highly valued but only reached a small number of parents.

In 2015 staff discussed proposed changes to the timing of parent teacher interviews to make them mor4 7

## Strategic Direction 2

Fostering student and staff wellbeing

### Purpose

To support cognitive, social, emotional and physical wellbeing, creating a positive teaching and learning environment.

### Overall summary of progress

In 2015 the school PBL team planned ongoing evaluation of the school's current PBL practices to set the direction for any changes that may be needed to further address the whole school approach to behavioural expectations. The PBL team reviewed the data and successfully evaluated the PBL program with a view to maintain current practice in 2016. Results from the *Tell Them From Me* survey indicated the school is managing student behaviour well.

## Strategic Direction 3

Excellence in learning through quality teaching

### Purpose

To develop knowledge, understanding and skills of all students through core curriculum and significant extra-curricular opportunities, ensuring excellence in learning and student development

### Overall summary of progress

A review of the learning support processes was completed successfully. 2016 will see the implementation of clear procedures for referring and supporting students with learning needs. Role statements for the learning support teacher, the classroom teacher and the school learning support officer were clarified and communicated. In 2016 the processes will be evaluated.

The teacher librarian worked with stages 1, 2 and 3 on library and information skills over the year. This will continue in 2016.

Teachers worked in stage teams to develop transparent criteria for student assessment. There was ongoing moderation and discussion. The work with assessment will be enhanced as teams share assessments and move toward whole school criteria that flows between stages

Immersion into the new mathematics syllabus included professional learning with our academic partner Anita Chin which gave teachers strategies to implement effective mathematics teaching methods. This will continue in 2016

### Progress towards achieving improvement measures

Resources  
(annual)

Improvement measure  
(to be achieved over 3  
years)

Progress achieved this year

Increase in number of  
students achieving at or  
above expected level,  
according to syllabus  
outcomes in English

## Student information

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

## Student enrolment profile

Student attendance profile

Workforce information

R

## Teacher qualifications

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

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

## Professional learning and teacher accreditation

Professional learning for staff is highly valued at Frenchs Forest Public School and is built into the school strategic plan in a purposeful and ongoing manner. In 2015 three teachers were successful in gaining accreditation at the level of Professional Competence whilst five teachers continued to maintain Proficient accreditation.

## Financial summary for 229 (SAP) schools

### Financial summary table for the year ended 31 December 2015

The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

|                              | 2015<br>Actual (\$) |
|------------------------------|---------------------|
| Opening Balance              | 389,032             |
| Revenue                      | 2,737,801           |
| Appropriation                | 2,366,496           |
| Sale of Goods and Services   | 5,196               |
| Grants and Contributions     | 355,653             |
| Investment Income            | 10,455              |
| Gain and loss                | -                   |
| Other Revenue                | -                   |
| Expenses                     | (2,665,008)         |
| Recurrent Expenses           |                     |
| Employee Related             | (2,242,858)         |
| Operating Expenses           | (422,150)           |
| Capital Expenses             |                     |
| Employee Related             | -                   |
| Operating Expenses           | -                   |
| Surplus/Deficit for the Year | 72,793              |
| Balance Carried Forward      | 461,825             |



## Funds received through the Resource Allocation Model

The RAM data is the main component of the *Appropriation* section of the financial summary above. A full copy of the school's 2015 financial statement is available at the annual general meetings of the parents and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### School performance

#### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### School satisfaction

In 2015 parents, staff and students were invited to take part in the *Tell Them From Me* survey;

Parent results

30 parents responded to the on-line survey

| Question area                    | 10-point scale (10 = strong agreement) |
|----------------------------------|--|
| Parents feel welcome             | 7.3                                    |
| Parents are informed             | 6.6                                    |
| Parents support learning at home | 7                                      |
| School supports learning         | 7.1                                    |
| Support for positive behaviour   | 7.9                                    |
| Safety at school                 | 7.3                                    |