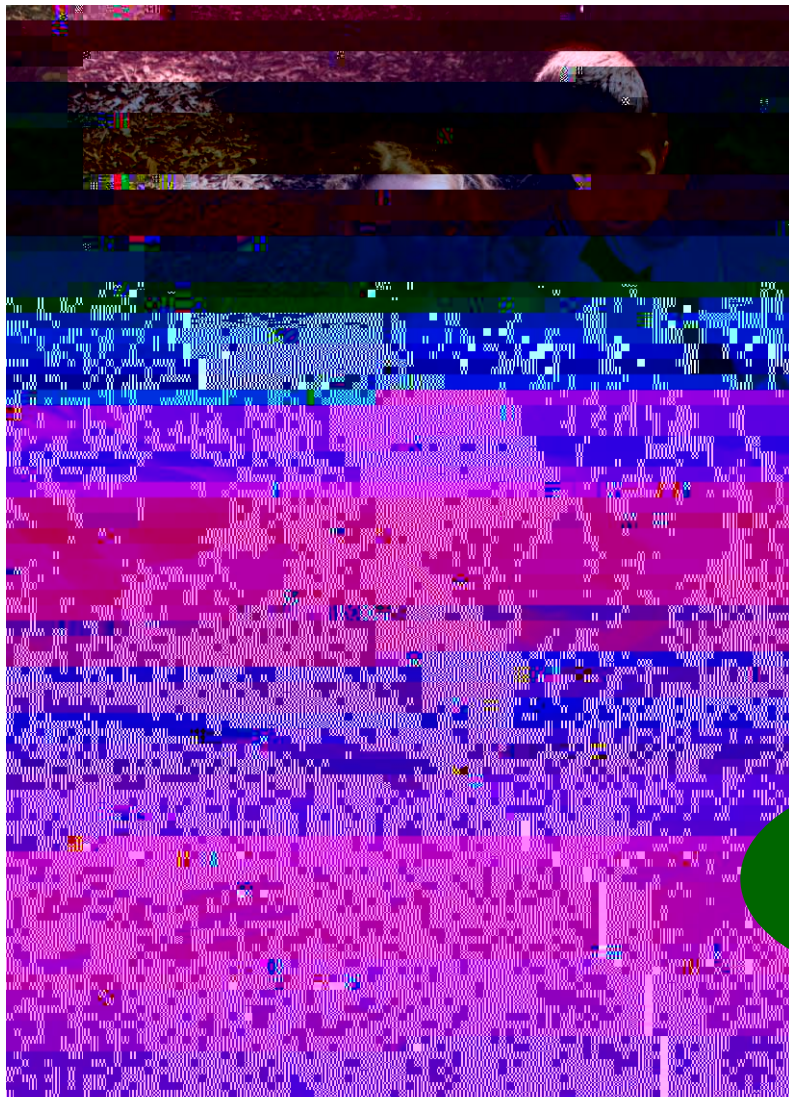


# Frenchs Forest Public School (1946) Annual Report



2016



## Introduction

The Annual Report for 2016 is provided to the community of Frenchs Forest Public School as an account of the school's operations and achievements throughout the year.

## Building a learning community with high expectations

Small but successful steps were taken to increase engagement of parents with learning including increased numbers attending open classrooms and community events.

Parents and teachers worked together successfully to develop learning goals for students needing support.

Teachers successfully completed the first year of working within the new performance and development framework resulting in increased dialogue around excellent pedagogical practices

The school centenary afforded a unique opportunity for students, staff, parents and the wider community to come together to celebrate learning across the school both over the centenary year and in reflecting on the past years.

Increased participation in educational information exchanges, e.g. curriculum information sessions, school surveys, parent/teacher interviews, meet the teacher evenings.	In 2016 staff developed learning goals for students requiring additional support. Parents were invited to participate in the development of the learning goals and were given explicit feedback about student progress in achieving goals.	
Student feedback on improved engagement with learning, personal achievement and growth.	Open days were increased to one per term so parents could engage with the children's learning in a more meaningful way. Times varied so more parents could attend the open classrooms.	
	Staff noticed students and parents were increasingly engaged throughout the year with the centenary learning programs run across the whole school. This provided good dialogue around what engages children and parents and how can we build this into our normal curriculum delivery	

Fostering student and staff wellbeing

Data around student behaviour indicates 2016 was successful in meeting the improvement measure to reduce incidences of students referred to the thinking room

All staff actively participated in PBL professional learning and data review resulting in high awareness of school wellbeing practices

Through the school wide PBL program students are becoming increasingly self

Decrease in number of students being referred to thinking room.

Increase in staff actively participating in PBL  
Increase across the community in demonstrating awareness of school wellbeing practices

Excellence in learning through quality teaching

External validation allowed the executive to refocus elements of the school plan

Practices to use data to gather evidence of student learning and growth were planned and begun

Staff professional learning was consistent, planned and in line with the strategic directions

<p>Increase in number of students achieving at or above expected level, according to syllabus outcomes in English</p> <p>Increase in number of students achieving at or above expected level, according to syllabus outcomes in Mathematics</p>	<p>Processes were begun in 2016 to efficiently and accurately track student achievement and growth. Processes include school wide tracking of report grades in all learning areas, staff review of data particularly across stages and the purchase of standardized testing for students in years 1-6.</p> <p>With data gathered in 2016 and 2017, evidence will be available to assess the improvement measures in English and mathematics.</p> <p>Staff continued to engage in planned weekly professional learning around improving their practice. Executive teachers engaged with current research to guide the direction of the professional learning in line with the school strategic direction.</p> <p>The school executive underwent an external validation of school practices against the School Excellence Framework which allowed them to refocus the direction of elements of the strategic plan. Directions will be built in to the 2017 plan.</p>	<p>Quality teaching funding</p> <p>Professional learning funding</p>

Continue to embed the use of data into determining learning directions for students

Review the 2017 school plan taking into account the findings of the external validation recommendations

Continue to review assessment practices across the school moving toward consistency and deep understanding

Continue to embed mathematics practices within the new curriculum

(annual)		(annual)
<p>Improve the quality of teaching and learning for Aboriginal students</p>	<p>Personalised learning plans developed in consultation with parents, teachers and the principal ensured an ongoing focus on improving the literacy and engagement of Aboriginal students in the school</p>	<p>\$894</p>

Beginning teachers were provided with ongoing feedback and support embedded in the collaborative 148

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

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Principal	1.000
Assistant Principal(s)	3.000
Classroom Teacher(s)	10.004
Learning and Support Teacher(s)	0.500
Teacher Librarian	0.600

Other Revenue	0.00
	-2,541,909.78
Recurrent Expenses	-2,541,909.78
Capital Expenses	0.00
Employee Related	



past through specific teaching and learning programs. Many letters, emails and verbal accolades were given to the school, one example as follows: