



# School Annual Report 2022

Forest Crescent Primary

# Contents

Introduction .....	2
School Overview .....	2
Our Vision.....	2
Our Shared Values .....	2
Our Self Assessment.....	2
Student Numbers and Characteristics .....	3
Workforce Composition (Data) (source: Schools Online).....	3
Student Attendance.....	4
Student Attitude, Behaviour & Effort .....	5
Successful Students - Literacy Review.....	6
Successful Students - Numeracy Review .....	10
Successful Students - Science Review .....	12
Successful Students - HASS Review .....	14
NAPLAN 2022 Review .....	16
2022 National Parent Survey.....	18
Financial Information- School Income by Funding Source.....	20
Curriculum Priorities 2023 .....	21
English Whole School Priorities .....	21
Mathematics Whole School Priorities.....	22



Year 6 Graduating Class 2022

# Forest Crescent Primary School Annual Report

## Introduction

### School Overview

Forest Crescent Primary School is an Independent Public School operating within the Western Australian Government system, sitting in the locality of Forest Lakes, Thornlie. We are proud of providing a learning environment where students and staff work together to learn new skills, take on leadership roles and develop self-confidence. The staff at Forest Crescent work as a dynamic team, and there is a strong sense of community within the school due to the staff working closely with the parent community to build strong partnerships that assist our school to continue to change and grow. Their commitment to life-long learning ensures they are actively involved in professional learning to enrich their teaching practice. Our vision of "Success for All" builds upon student, staff and parent learning as we move forward as a collective and is consistent with our "In Learning We Grow" motto.

In 2022 we commenced with 667 students from Kindergarten to Year 6. Of our student population, 139 students had a Language Background Other Than English, 37 students were identified as Students with Disabilities or Severe Medical Conditions, and 26 students were of indigenous backgrounds.

As a school, we have high expectations of our students, staff and community, and this is supported by our school community, who take pride in their school. We value the diversity of our students and the inclusive practices employed within the school.

Early intervention is a key focus area of our school, supported through early identification and building effective relationships with parents. A case conference approach ensures that our students are identified early and appropriate intervention programs are planned. Approximately 150 students are currently monitored using Individual Education Plans, with around 80 students and their families involved in Case Conference each term.

Our specialist programs in Music, Visual Arts, LOTE (Italian) and Physical Education have been highly successful over many years providing teaching and learning programs that cater for the whole child; providing an exceptional educational experience for all students attending Forest Crescent. In 2021 we commenced offering Drama as a specialist program to strengthen our Arts curriculum.

### Our Vision

Forest Crescent Primary School has an inclusive learning environment providing quality teaching and equitable opportunities for all students to achieve.

*We provide support and opportunities for all students to realise their full potential, become lifelong learners, embed resilience through developing social and emotional skills, and promote positive relationships with the community with a global perspective. Our Staff value inclusivity and diversity and encourage student success through a wide range of opportunities that enable every child to reach their academic potential and be a good world citizen.*

### Our Shared Values

Community, staff and students will strive to be confident, honest, respectful, caring, friendly and courteous, and will be guided by these five core values and create the best learning environment for all:

1. Endeavour to achieve one's potential through a commitment to the pursuit of knowledge and understanding.
2. Be self-respecting and develop a unique sense of personal meaning and identity.
3. Demonstrate respect, concern and acceptance of others, their rights and property.
4. Be socially and civically responsible.
5. Be environmentally aware and responsible

### Our Self Assessment

Strong self-assessment processes underpin the planning and review processes at Forest Crescent Primary School. We use the school improvement and accountability framework to ask three questions.

- What are we seeking to achieve?
- How well are we doing?
- What can we improve?

## Student Numbers and Characteristics

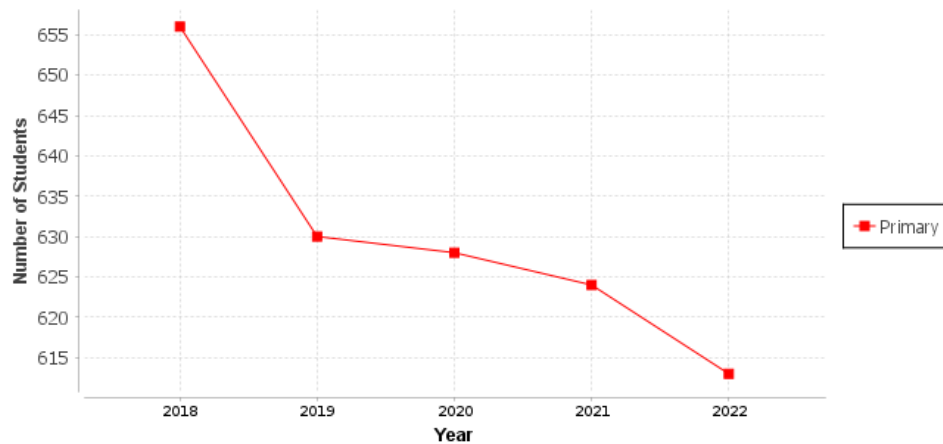
Forest Crescent Primary's student numbers are shown below as of 2022, Semester 2. Student number trends are shown in the bottom graph.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full-Time	(31)	82	83	89	97	85	91	86	644
Part-Time	61								

### School Enrolment Profile

This graph indicates a slight decrease in full-time student numbers from the past four years (630 – 615); however, it still sits comfortably within the Level 6 classification. There has been minimal impact on student numbers since the opening of Southern Grove PS in 2018. Total enrolments as of Semester 2 2022 were 674 students, while kindergarten students are counted as 1 FTE. 2022 had a significant decrease in kindergarten numbers.

Semester 2 Student Numbers



## Workforce Composition (Data) (source: Schools Online)

	No	FTE	AB'L	
<b>Administration Staff</b>				All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.
Principals	1	1.0	0	
Associate / Deputy / Vice Principals	3	3.0	0	
Total Administration Staff	4	4.0	0	
<b>Teaching Staff</b>				
Level 3 Teachers	4	2.9	0	
Other Teaching Staff	42	31.0	0	
Total Teaching Staff	46	34.0	0	
<b>School Support Staff</b>				
Clerical / Administrative	3	3.0	0	
Gardening / Maintenance	2	0.8	0	
Other Allied Professionals	26	20.8	0	
Total School Support Staff	31	24.6	0	
<b>Total</b>	<b>81</b>	<b>62.5</b>	<b>0</b>	

## Student Attendance

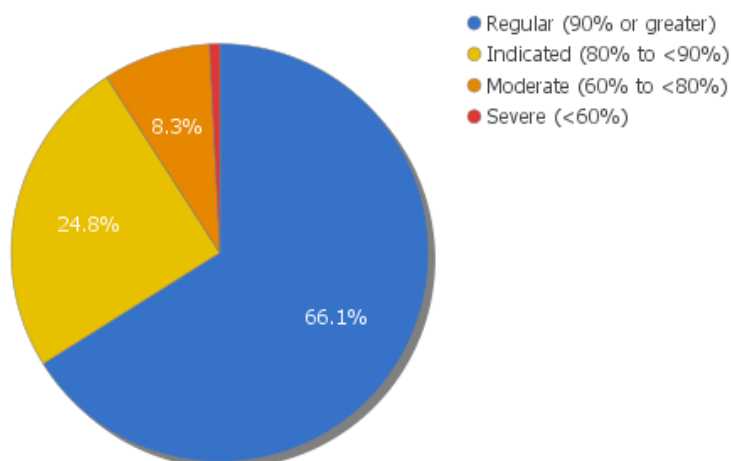
### Student Attendance - Targets

- To be above the "Like Schools" attendance rate – greater than 94%
- Our authorised absence rate to not be less than 75%

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2020</b>	93.6%	93.2%	93.2%	97.3%	84.8%	77.6%	93.7%	92.9%	91.9%
<b>2021</b>	92.7%	92.1%	92.4%	89.6%	82.6%	76.8%	92.6%	91.7%	91.0%
<b>2022</b>	89.0%	88.1%	88.3%	87.4%	76.7%	69.5%	88.9%	87.6%	86.6%

Breakdown	Attendance Rate %	Regular Students	At-Risk Indicated	At-Risk Moderate	At-Risk Severe	Auth. %	Unauth. %
Kindy	85.6%	30	22	8	4	65%	35%
Pre Primary	89.6%	51	23	8	2	71%	30%
Year 1	90.6%	53	23	10	0	67%	33%
Year 2	91.2%	67	13	10	1	68%	32%
Year 3	89.6%	53	35	9	1	81%	19%
Year 4	90.4%	54	26	9	0	72%	28%
Year 5	92.9%	70	17	4	0	64%	36%
Year 6	92.4%	65	18	2	1	71%	29%
Compulsory	90.9%	413 (66%)	155 (25%)	52 (8%)	5 (1%)	71%	29%

The tables indicate that we have maintained an attendance rate close to our target of 94% (89.0%), which is a solid attendance result considering the ongoing situation with COVID-19. This is above "Like Schools" (88.1%). This was slightly lower than in 2021 (92.7%), again impacted by COVID-19.



As per our Business Plan, we strive for an overall attendance rate above 94% comparative to "Like Schools". We have traditionally averaged outstanding student attendance rates, with teachers following up on unauthorised and lengthy absences as soon as possible. When students are identified with "at-risk" attendance patterns, the Deputy Principal works with the child's family and classroom teacher to ensure positive attendance. Many of our absences are due to the taking of family holidays during school time. The Principal sends a letter to each family outlining the significance of regular attendance and that student absences for family holidays will be coded as unauthorised.

## Student Attitude, Behaviour & Effort

Staff assess and report student attitude, behaviour, and effort (ABE) in Semester 1 and Semester 2 reports. The attitude, behaviours and effort attributes are split into Lower Primary Attributes (Pre-Primary, Year 1 and Year 2) and Primary Attributes (Year 3, Year 4, Year 5 & Year 6). Teacher ratings are consistently, often, sometimes or seldom.

Per the Business Plan 2020-2022, our target is that 60% of students consistently display each attribute. The table below indicates the percentage of students in Pre Primary to Year 2 (Junior Primary) demonstrating the particular attribute, and below that, the Years 3 to Year 6 ABE's (Senior Primary)

### In Junior Primary, the attributes are:

- Is enthusiastic about learning
- Participates responsibly
- Sets Goals and works towards them.

### In Years PP-2, we meet 1 of our 3 targets with:

- 54% of students consistently enthusiastic about learning
- 63% of students consistently participate responsibly and
- 49 % of students consistently set goals and work towards them.

Junior Primary Attitude, Behaviour and Effort %					
Pre-Primary		Year One		Year Two	
Attributes	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	45, 48, 70	45, 40, 23	9, 12, 7	1, 0, 0	0, 0, 0
Participates responsibly	70, 55, 65	27, 32, 25	2, 12, 10	1, 1, 0	0, 0, 0
Sets goals and works towards them	41, 36, 69	41, 34, 16	16, 24, 14	1, 4, 1	0, 0, 1

Consistently setting goals and working towards them is an area of further improvement.

Senior Primary Attitude, Behaviour and Effort %					
Year Three	Year Four		Year Five		Year Six
Attributes	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	60, 56, 69, 71	36, 38, 18, 23	4, 4, 13, 6	0, 2, 0, 0	0, 0, 0, 0
Shows self-respect and care	87, 89, 83, 80	12, 10, 12, 19	1, 1, 5, 1	0, 0, 0, 0	0, 0, 0, 0
Shows courtesy and respect for the rights of others	81, 81, 82, 78	17, 11, 13, 21	2, 7, 5, 1	0, 1, 0, 0	0, 0, 0, 0
Participates responsibly in social and civic activities	85, 73, 81, 81	14, 21, 12, 19	1, 5, 7, 0	0, 1, 0, 0	0, 0, 0, 0
Cooperates productively and builds positive relationships with others	78, 74, 76, 80	19, 17, 14, 19	3, 6, 1, 1	0, 3, 0, 0	0, 0, 0, 0
Is enthusiastic about learning	64, 71, 74, 83	32, 22, 17, 12	4, 6, 9, 5	0, 1, 0, 0	0, 0, 0, 0
Sets goals and works towards them with perseverance	65, 59, 76, 78	33, 28, 12, 17	1, 11, 12, 5	1, 2, 0, 0	0, 0, 0, 0
Shows confidence in making positive choices and decisions	76, 73, 77, 76	22, 18, 11, 20	2, 8, 12, 4	0, 1, 0, 0	0, 0, 0, 0

### The Primary attributes for Years 3-6 are:

- Works to the best of his/her ability
- Shows self-respect and care
- Shows courtesy for the rights of others
- Participates responsibly and builds positive relationships with others
- Cooperates productively and builds positive relationships with others
- Is enthusiastic about learning
- Sets goals and works towards them with perseverance
- Shows confidence in making positive choices and decisions.

### In Years 3-6, we meet eight of the eight targets, with:

- 64% consistently work to the best of their ability.
- 84% consistently show self-respect and care.
- 81 % consistently show courtesy and respect for the rights of others
- 80% consistently participate responsibly in social and civic activities
- 77 % consistently cooperate productively and build positive relationships with others,
- 73 % are consistently enthusiastic about learning,
- 70% consistently set goals and work towards them with perseverance and
- 76 % consistently show confidence in making positive choices and decisions.

## Successful Students - Literacy Review

### 2022 Operational Plan Targets:

- Students achieve at or above similar schools as measured by NAPLAN.
- 85% of students achieving at or above C in Year 1-6 through SAIS data.

### Kindergarten to Year Two

- 80% of students identified as being at educational risk in Literacy and Numeracy Pre-Primary On Entry Assessment achieve above the NAPLAN National Minimum Standard for Literacy and Numeracy in Year 3

### Years Three to Six

- Our NAPLAN Reading performance will be at or exceed that of like schools in Years 3 and Year 5.
- Our NAPLAN Writing performance will be at or exceed that of like schools in Years 3 and 5.
- Our NAPLAN Spelling performance will be at or exceed that of like schools in Years 3 and 5.

Our NAPLAN Grammar and Punctuation performance will be at or exceed that of like schools in Year 3 and Year 5.

### Key Strategies:

#### Reading

- Diagnostic data to influence staff planning for differentiated teaching and learning through collaboration and moderation sessions.
- Continue with a critical reflection of our reading practice and align our approach with current best practices and assessments in reading.
- Explicit teaching of vocabulary before reading, viewing or listening to oral and written texts.
- Continue with professional learning for all teaching and non-teaching staff on "The Big Six" components of reading.
- Targeted intervention for students identified as at risk.

#### Writing

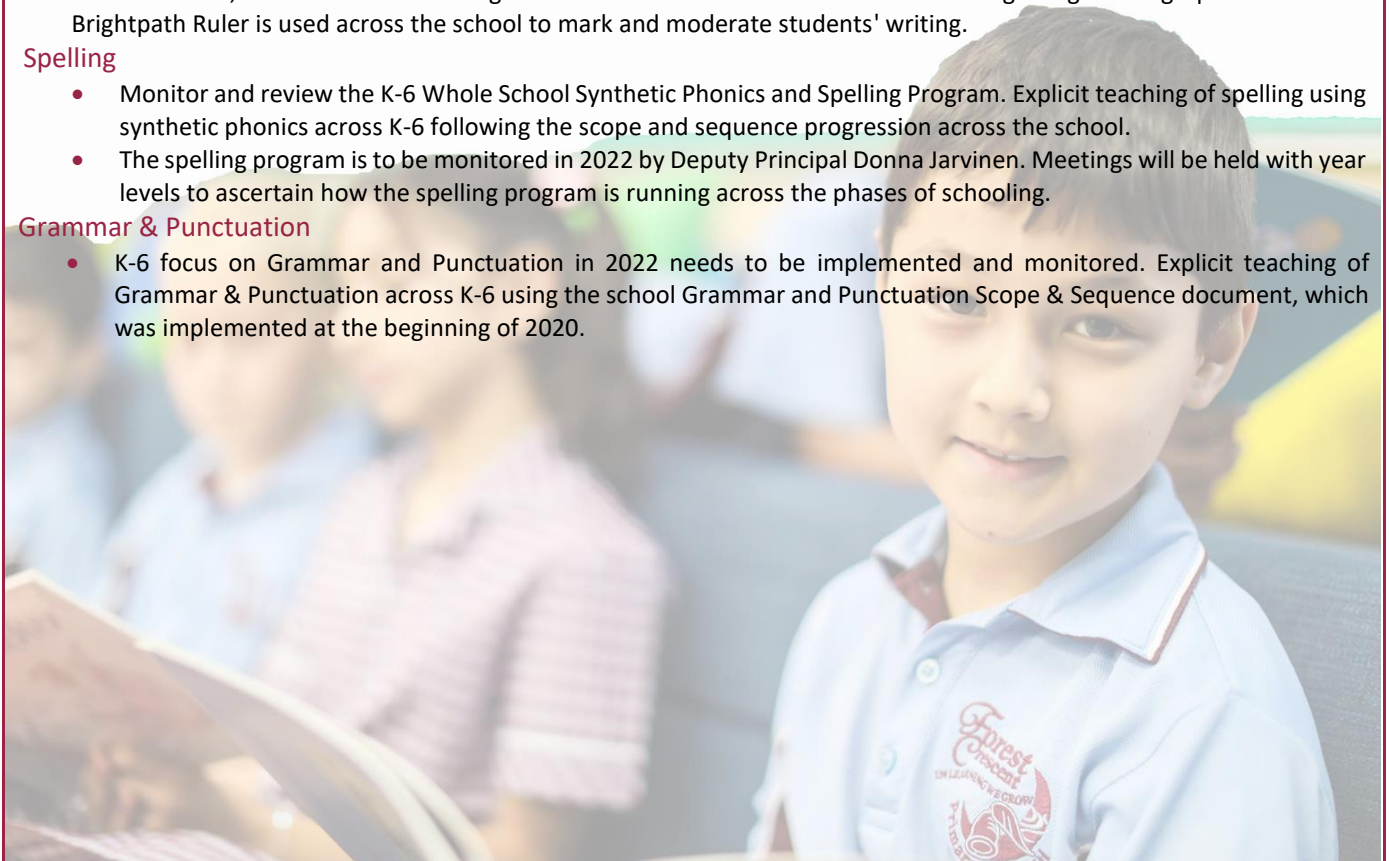
- Explicit teaching using class story mapping from K-6 to elaborate and embed the text through role-playing.
- Explicitly teaching listening and speaking interactions using appropriate voice levels, articulation, body language, gestures, and eye contact through formal and informal role-play utilising various materials and props.
- We provide effective feedback to students using the Talk 4 Writing Toolkits and Brightpath.
- We are embedding editing and re-reading as part of the writing process using peer tutoring and teacher conferencing.
- In Talk 4 Writing, review and modify the planning cycle for writing in all year levels, including poetry, at the beginning of each term.
- Each semester, one Year Level meeting or as needed for moderation in Talk 4 Writing using the Brightpath Ruler. The Brightpath Ruler is used across the school to mark and moderate students' writing.

#### Spelling

- Monitor and review the K-6 Whole School Synthetic Phonics and Spelling Program. Explicit teaching of spelling using synthetic phonics across K-6 following the scope and sequence progression across the school.
- The spelling program is to be monitored in 2022 by Deputy Principal Donna Jarvinen. Meetings will be held with year levels to ascertain how the spelling program is running across the phases of schooling.

#### Grammar & Punctuation

- K-6 focus on Grammar and Punctuation in 2022 needs to be implemented and monitored. Explicit teaching of Grammar & Punctuation across K-6 using the school Grammar and Punctuation Scope & Sequence document, which was implemented at the beginning of 2020.



## **Curriculum Across the School**

### **Kindergarten to Year Two**

- K-PP have continued with a home-based reading program from PLD called Picture Books with Comprehension Questions. A workshop was held for Pre-Primary parents in term 2, and a Better Beginnings workshop was held for Kindergarten parents at the end of term 2. (The home-based reading program has continued to be successful, and parent workshops are essential to ensure that parents understand the home-based reading program across K-PP. This program will be maintained for 2023.)
- In Kindy, the Oral Language Program continues to be implemented across all Kindergarten classes on Wednesdays. Currently, the attendance on Wednesdays is very inconsistent, with a percentage of students not attending the half-day program. (Oral Language will continue to be an integral part of the Kindergarten program in 2023. In 2023 the Kindergarten program will move to a five-day fortnight. Kindergarten staff have a wide range of resources and oral language activities that require explicit teaching and must be part of the daily Kindergarten program.)
- PP-2 EALD teachers currently offer support across PP, year 1 & year 2, implementing oral language, reading comprehension and writing to support small groups of EALD students. (In semester 2 EALD teachers continued to work across PP-2 supporting small groups of children. This continued to be a successful strategy, with students showing significant improvement. Students who didn't make an improvement were identified and further investigations have been undertaken.)
- Year 1 and Year 2 students continue to engage in modelled texts to teach key reading strategies. Students have a range of decodable readers that are sent home weekly to support early reading. (The home reading program continued in semester 2 and students have made significant gains in reading using a range of decodable texts. More decodable texts will be purchased in 2023 to support this home-based reading program.)
- Across year 1 and year 2, SAER in literacy were identified using the WARN (Wheldall Assessment of Reading Nonwords) and the WARL (Wheldall Assessment of Reading Lists). In 2022 the new MiniLit Sage program has been implemented across year 1 and year 2. Currently 38 students across year 1 – year 2 are accessing this program. The students in the program are making good progress. (The Mini-Lit Sage program implemented this year for SAER has shown that students across year 1- year 2 have been successful. In week 8 and 9 the students will be assessed using the WARL and WARN assessments to measure each student's growth in the program. Some students in year 1 will continue with the program into year 2. Some year 2 students may still require support in year 3 this will be reviewed after the assessments have been completed.)
- In writing K-2 teachers continue to implement the Talk 4 Writing strategies and follow the Brightpath schedule. (The Talk 4 Writing and Brightpath schedule was implemented across K-2 in semester 2 with some significant progress being made across the year levels. In 2023 teachers will need to make time in collaborative DOTT to moderate in writing across a year level.)
- K-PP classroom teachers are implementing the "Heggarty Phonemic Awareness Program." Year 1 teachers attended professional learning in term 2 through DSF and are currently implementing the Heggarty Program in year 1. (K-1 teachers continued implementing the "Heggarty Phonemic Awareness Program" across all classes. The program has been successful and will continue in 2023 it is a systematic and explicit phonemic awareness program which all children can access.)
- Explicit teaching of spelling using synthetic phonics is maintained across K-2 following the scope and sequence program. (In semester 2 the explicit teaching of spelling using synthetic phonics has been maintained. To improve our overall spelling results in 2023, PP – 2 teachers will require time to review and reflect on how they implement the spelling program in their classes. Teachers will be given some time in year levels early in term 1 2023.)
- MiniLit Sage Program implemented across year 1 and year 2 for SAER in literacy. (MiniLit Sage Program for SAER in literacy will be maintained for 2023.)

### **Years Three to Six**

- The Reading Tutoring Program (MultiLit) is being implemented across the school for older students. Currently one year five student has completed the program making steady progress over eight weeks. The other year five student has nearly completed the program. One year four student has entered the program and is progressing well. (In semester 2 the Reading Tutoring Program (MultiLit) continued to be used across year four. Approximately four students completed the program over the year. The two year four students completed the program in eight weeks. Some year four teachers did ask for some other students to be assessed. These students were assessed using the MultiLit placement test, but the results showed the students didn't require this program. The students who were assessed had



attended our MiniLit programs in previous years. The overall whole school literacy data indicates that several students in year 2 are well below the benchmark in literacy and not diagnosed as having Special Needs. These students will require some intervention and support in 2023.)

- A licence for Sunshine Online e readers was purchased for the school. Currently three year classes are using this online resource with their students and the feedback from the teachers is very positive. This online resource can be used across the curriculum and tracks individual student's progress. (In semester 2 the teachers who continued to use this resource had great success with their students. This online resource is an excellent resource. In 2023 all teaching staff and education assistants will be allowed to view the resource as it could be implemented across a range of year levels and provide support for some of our students at educational risk, likewise extending some of our students. The online resource has linked activities that incorporate reading comprehension, writing using a range of genres, and recording.)
- EALD support was targeted at year 5 for semester 1 with the EALD Education Assistant working with eligible EALD students in this year level. (In semester 2 EALD support was targeted across different year levels depending on the student's eligibility and the needs of the students.)
- In writing 3-6 teachers continue to implement the Talk 4 Writing strategies and follow the Brightpath schedule. (The Talk 4 Writing and Brightpath schedule was implemented across year 3-6 in semester 2 with some significant progress being made across the year levels. In 2023 teachers across year 3-6 will change in term 3 from using an Information Report for Brightpath to a Persuasive Text. In 2023 teachers will need to make time in collaborative DOTT to moderate in writing across a year level.)
- Explicit teaching of spelling using synthetic phonics is maintained across 3-6 following the scope and sequence program. (In semester 2 the explicit teaching of spelling using synthetic phonics has been maintained. The current results from the South Australian Spelling Assessment data indicate that 20% of students have made little or no growth in their spelling compared to their chronological age. To improve our overall spelling results in 2023 year 3 – year 6 teachers will require some time to review and reflect on how they implement the synthetics spelling program in their classes. Teachers will be given some time in year levels early in term 1 2023.)
- DIBBELS reading assessment was used by classroom teachers on all students is to provide information on student's reading skills and to ensure that all students are on track for becoming a reader. This assessment tool will monitor and track individual students reading across year levels. (In semester 2 teachers across PP-6 implemented the end of year DIBBELS assessment. This data still needs to be analysed but it shows growth across year levels. DIBBELS assessment will continue in 2023 as classroom teachers found it useful information.

#### **Professional Learning:**

- Two Education Assistants and the literacy specialist undertook MiniLit Sage training in term 1. Three staff members complete online training in the Reading Tutoring Program. This training was undertaken to support the SAER programs which are currently running at the school.
- Three Year 1 teachers received Professional learning through DSF "Heggarty Phonemic Awareness Program." One teacher in year 1 still needs to attend training in semester 2. (One year 1 teacher still needs to attend Heggarty Phonemic Awareness training in 2023.)
- Donna Jarvinen completed PL with teachers in year 1-6 on the DIBBELS assessment. In term 3 Donna still needs to complete PL with PP staff on the DIBBELS assessment. (DIBBELS PL completed with PP staff in term 3.)
- Three staff members attended a two-day training workshop through DSF on Talk 4 Writing in term 1.

#### **Resources:**

- All resources across K-6 have been purchased.
- Reading books from the library were relocated to the year 2 block.
- Annual licence for PAT Reading and Sunshine Online Reading were purchased.
- Whole school literacy files were updated and revised in term 1 and then given to classroom teachers.
- Year 3 reading books were weeded and more fiction and non-fiction reading books were purchased.

#### **Evaluation:**

- Year 1 – Year 6 teachers implemented the new DIBBELS reading assessment with their students.

(Useful assessment tool for teachers to inform their teaching program maintain for 2023.)

- Neale Analysis was administered on new students in year 3 – year 6 in semester 2. (Maintain for 2023)
- Whole school literacy assessment was administered on new students in year 1 – year 2. (Maintain for 2023)

- In Kindergarten KAT assessment was administered in 2022 these included comprehension assessment, semantics assessment for EALD students, phonological awareness assessment, locational relationships and concepts of print. (Maintain for 2023)
- EALD Progress Maps completed for EALD students

### MULTILIT READING TUTORING PROGRAM (MRT)

#### MULTILIT Reinforced Reading Program at Forest Crescent Primary School 2017- 2022

Year level	Year	Number of students identified	Completed Program
4	2017	12	12
4	2018	11	11
4	2019	9	9
4	2020	5	5
2, 4 & 5	2021	4	7
4 & 5	2022	4	4

It is evident that over the past six years, the number of students who require intervention at year 4 has reduced significantly. In 2022 we targeted two year 5 students who were new to our school and two year four students. All students successfully completed the program. The recommendation is for the MultiLit Reading Tutor Program (MRT) to continue in 2023 and the target group is year 4 students.

#### MINILIT SAGE PROGRAM

In 2022 the MiniLit Sage Program was implemented across year 1 and year 2. MiniLit Sage is a 2-tier small group reading program for students in the bottom 25% of the expected range for their age group. It is specifically aimed at year 1 and year 2 students. In 2022 approximately 40 students attended the program. The recommendation is to continue with MiniLit Sage program in year 1 and year 2. This program does not replace the classroom spelling program.

#### Talk 4 Writing / Brightpath Rulers

Talk 4 Writing tasks were assessed using the Brightpath rulers and then compared to All Schools. Below are the following tables for Semester 2 2022 for K-6.

In Semester 2 students in kindergarten have improved in Oral Narratives compared to like schools. In Pre-Primary the mean for writing recounts is above the mean compared to like schools. In year 1 students have made a significant improvement in narrative writing compared to like schools.

In year 2-5 students have made significant improvement in information report writing compared to like schools. In year 6 students have made a significant improvement in persuasive writing. To maintain this progress, teachers will need to continue explicitly teaching writing using the Talk 4 writing process and strategies.

#### PAT Reading

Pat Reading Comprehension was used in Semester 2 to assess student's reading comprehension levels. The testing was completed at the end of term 3 and the beginning of term 4.

It is evident from the data that there has continued to see improvement across years 2-6 in reading. In PAT Reading, the Year 1 students are below the median percentile, but fewer students are in the 25<sup>th</sup> percentile and below.

In 2023 PAT Reading results can provide teachers with individual student profiles which relate to retrieving directly stated information, interpreting explicit information, interpreting by making inferences and reflecting on texts.

In 2023 reading comprehension will need to continue to be supported by providing professional learning for all teaching staff and education assistants. This professional learning will need to align with The Science of Reading. Students need to be supported in reading by having the opportunities to use decodable texts. More levelled reading texts are needed to support older students. High-interest readers for SAER need to continue to be purchased and maintained. In 2023 an audit of SAER reading books needs to be undertaken as it wasn't completed in 2022.

#### Recommendations for 2023

- Professional learning and upskilling in teaching reading comprehension for all staff.
- Improve spelling results across year 3-6.
- Talk 4 Writing and Brightpath schedule to be revised for 2023.
- Opportunities for teachers to moderate in writing in Collaborative DOTT.
- Maintain and continue to build on decodable readers and reading books to support all levels of readers.
- Provide a program for SAER in literacy who are unable to access MiniLit Sage or MultiLit and don't have any special needs time allocation or have been diagnosed.
- Inservice any new staff using DSF – Talk for Writing, Heggerty Phonemic Awareness Program,
- Brightpath Rulers – School-based

## Successful Students - Numeracy Review

### 2022 Operational Plan Target:

- Students achieve at or above similar schools as measured by NAPLAN.
- 85% of students achieving at or above C in Years 1-6 through SAIS data.

### Learning Area Priorities

#### Mathematics Whole School Priorities

##### Early Childhood- Kindy to Year 3

- Maths language- Looking at the language of Maths across various contexts.
- Early number concepts and principles of counting.
- Developing familiarity with two- and three-dimensional shapes.
- Recognising and describing the everyday use of halves. Understand the meaning of 'half', splitting quantities into 'fair' shares and partitioning quantities repeatedly into halves.
- Investigate and describe number patterns and sequences formed by skip-counting and repeating patterns with objects.
- Using calculation strategies-counting on informal partitioning and rearranging parts, multiples (equivalent groups) to count and compare.
- Recognise, classify, draw, and make models of two-dimensional shapes and three-dimensional objects using noticeable features.
- Group, partition, and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting and efficient mental strategies for simple addition and subtraction. Partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems drawing primarily on mental strategies for doubling, halving, adding to 100, and building on basic facts knowledge (includes all operations & properties of multiplication & division and addition & subtraction with an emphasis on fluency and recall for Years 3 to 6)
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections. Read, write, say and understand the meaning of unit fractions, partitioning and rearranging quantities to show equal parts. Model and represent unit fractions, including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$  and their multiples to a complete whole.
- Count and order small collections of Australian coins and notes according to their value. Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents.
- Tell time to the minute, connect between analogue and digital time and use understanding to interpret and use the timetable.

#### Mathematics Whole School Priorities

##### Year 4 to Year 6

- Represent multi-step word problems using equations and appropriate calculation and operational understandings. Uses a repertoire of calculating strategies, including estimation, to solve problems and check the reasonableness of answers to calculations.
- Investigate equivalent fractions used in context and represent these fractions, quarters, halves and thirds, including mixed numerals in order of magnitude. Investigate strategies to solve problems involving the addition and subtraction of fractions with the same denominator. Determine sequential patterns with whole numbers, fractions and decimals, referring to the metric system. Multiply and divide decimals by powers of 10.
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries.
- With and without digital technologies, investigate angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles.
- Recognise the place value system beyond hundredths and compare, order, and make connections of common equivalence between fractions and decimal notation through real-life contexts.
- Represent money values in multiple ways, solve purchase problems, and calculate the change to the nearest five cents. Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.
- Understand the calendar to determine given dates, lapsed times, and timetables featuring 12 and 24-hour times and lapsed times.
- Collect data, organise it into categories, and construct suitable data displays from given or collected data with and without digital technologies. Include tables, column graphs, picture graphs, bar graphs, dot plots where one picture can represent singular or many data values. (cross-curricula links)
- Using algebraic understandings to explore patterns that occur in real-life data sets (Science, coding, HASS)

Year Five Students Competing in the Australian Maths Competition

## Numeracy Learning Area 2022 End of Year Review Semester 2

### 2022 Operational Plan Targets: (Priorities)

#### Priority Focus # 2 – Successful students

- Staff aspire to 100% of students achieving above the National Minimal Standards in Numeracy NAPLAN.
- All staff are to continue to adopt the "Whole School Numeracy Plan".
- High levels of student engagement and participation in Mathematics.
- Students and staff utilise accessible technology to support teaching and differentiated learning.

#### Priority Focus # 2 – Successful students

- As measured through SAIS, students achieve at or above similar schools across all curriculum areas.
- 85% of students achieving at or above C in Years 1-6 through SAIS data across all curriculum areas.

#### SAIS Mathematics Data PrePrimary to Year 6 SEMESTER 1 & 2 2022

FCPS >85% C+	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FCPS Semester 1 2022	84%	88%	92%	88%	84%	85%	88%
Like schools Sem 1 2022	91%	90%	87%	82%	82%	83%	86%
FCPS Semester 2 2022	87%	88%	93%	87%	88%	82%	93%
Like schools Sem 2 2022	91%	89%	86%	83%	82%	84%	86%

The school's Student Achievement Information System (SAIS) performance in Semester 1 2022 – Semester 2 – 2022 is the source of student achievement and progress based on the Achievement Standards expected at each year level. The expected standard for each year is described as "C" or Satisfactory. Some students will have progressed beyond the achievement standard "C" and receive an "A" or "B" grade, and others will need additional support "D" or "E" grade.

The table above shows that Forest Crescent Primary meets all of our targets across the year levels of 85% at or above C grade (highlighted in green) apart from Semester 1 PP (84%), Year 4 (84%), Semester 2 – Year 5 (82%). These results are very good and correlate with Year 3 and 5 NAPLAN data. We are similar to Like Schools, with middle primary upwards registering a higher performance than Like Schools.

#### PAT MATHEMATICS Year 1-6 SEMESTER 2 2022

PAT Mathematics was used in Semester 2 to assess students' numeracy levels. The testing was completed at the end of Term 3 and the beginning of Term 4. A more detailed analysis of our PAT maths data was presented to the School Board in 2022.

It is evident from the data that there has continued to be an improvement across years 2-6 in mathematics.

#### PAT MATHEMATICS DATA

OCT 2022	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6	Year 6
Percentile	79 students	Normed	87 students	Normed	95 students	Normed	90 Students	Normed	90 students	Normed	85 students	Normed
95 <sup>th</sup>	121.1	118.3	121.8	128.4	135.5	136.8	139.6	139.9	143.6	146.2	150	148.5
75 <sup>th</sup>	109.6	107.2	110.9	116.5	121.4	124.2	126.3	128.8	130	134	134.5	137
Median	103.3	99.5	105.4	108.3	113.2	115.4	118.8	121.1	122.2	125.5	127.8	128.9
25 <sup>th</sup>	96.6	91.7	101.5	100	106.1	106.6	114.8	113.3	114.1	117	121.9	120.9
5 <sup>th</sup>	85.1	80.6	92.8	88.2	95.3	94	102.3	102.2	102.9	104.8	113.7	109.3

#### Priority Focus # 2 – Successful students

• *Students and staff utilise accessible technology to support teaching and learning across a range of learning areas responsibly.*  
The students at Forest Crescent utilise various ICT forms to support their mathematics learning in the classroom. Some of the types of technology used include:

- Thinkmentals: digital
- Interactive Whiteboards
- PowerPoint slides
- Online websites with mathematics clips (Maths Antics)
- Prodigy (curriculum program)
- Studyladder (Individual Student Tasks) and interactive features
- E-books
- iPads (QR scanners & interactive games) and cameras.

## Successful Students - Science Review

### Science Learning Area 2022 Review Semester 1

#### 2022 Operational Plan Target:

- To provide opportunities for students to participate in various inquiry-based science investigations across all learning areas (where possible).
- To raise the profile of Science at Forest Crescent Primary School.

#### Priority Focus #2 - Successful Students

- As measured through SAIS, students achieve at or above similar schools across all curriculum areas.
- 85% of students achieving at or above C in Years 1-6 through SAIS data across all curriculum areas.

#### SAIS Science Data PrePrimary to Year 6 SEMESTER 1 2022

FCPS >85% C+	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Semester1 Overall	93.97%	90.59%	91.3%	87.62%	91.85%	84.21%	90.7%
Like schools Comparisons	89.4%	92.62%	89.24%	89.73%	88.25%	88.19%	88.47%

We achieved 85% or more students with a "C" grade or better except Year 5 who were slightly below at 84.21%.

### Learning Area Priorities

#### Key Strategies

- Science Week 2022: Yr 6 hosting a science week fair.
- Term 3 (August 13-21) The school theme for National Science Week in 2022 is: Glass: More than meets the eye. It is based on the UN International Year of Glass.
- Promote newsletter contributions to showcase science activities at FCPS. (A roster for year levels throughout the four terms; e.g. Term 1: Y3-4, Term 2: Y1-2, Term 3: Y5-6 & Science Week, Term 4:K-PP)
- Promote science through assembly items, kids wrap, newsletters, science days, merit awards etc
- Use the Primary Connections Program and Curriculum Kits or Inquisitive to implement the National Curriculum requirements in each phase of schooling (optional resources).
- Allow students more opportunities to 'investigate.'
- Teachers use a scope and sequence developed for specific Science language (vocabulary)
- Aim to plan collaboratively (including integration of general capabilities and cross-curriculum priorities e.g. science and sustainability, science through stories etc.) through year levels and as a committee. (F-Y2 DOTT provider to collaborate with class teachers)
- In year levels or phases of schooling, use consistent approaches to assess and monitor achievements in science. Use of moderating tasks before reporting (1 per semester)
- Ongoing development of uniform inquiry templates to be used across the school (that can be differentiated for each year level) to allow for a consistent inquiry skills approach.
- Independent Professional learning to support the key targets for Science.
- Representation from all phases of schooling on the Science Committee.
- Possible incursions/excursions throughout the year. (Yr 4 Zoo sleepover)

#### Priority Focus # 3 - Excellence in Teaching & Leadership

Staff engaging in:

- Professional Learning on request/as needed.
- Mentoring / Support among staff where required.
- CREEC – (Canning River Eco Education Center) – Testing the water, observing organisms in the ecosystem)
- Nicholson Network meetings and Professional Learning opportunities provided by Mady Colquhoun (member of STAWA)

#### Evaluation

- SAIS report data for Semester 1 was not accessible due to COVID
- Moderation tasks to support teacher judgements (to be developed and maintained by year levels) in content areas, covering specific inquiry skills.
- Follow curriculum and use SCASA Judging Standards
- Scope and Sequence for specific science language (vocabulary).

## WHAT HAS BEEN HAPPENING IN SEMESTER 2022 PHASES OF DEVELOPMENT FOR SCIENCE

### Curriculum Across the School

#### Pre-Primary – Biological Science & Chemical Science

- The students were shown that living things have basic needs, which include food and water. They also started to see that objects are made of materials and that those materials have observable properties.

#### Year 1 – Biological Science & Chemical Science

- The focus was on providing the opportunity for the children to develop an understanding that living things have a variety of external features and that those living things live in different places where their needs are met.
- The students then started to see that everyday materials can be physically changed in a variety of ways.

#### Year 2 - Biological Science & Chemical Science

- The students examined the process of how living things grow and change through their life cycles, as well as having offspring similar to themselves.
- In addition, the students also started to test out how different materials can be combined for a particular purpose.

#### Year 3 – Biological Science & Chemical Science

- The teaching and learning program was focused on how living things can be grouped based on their observable features and how they can be distinguished from non-living things.
- Further to that the students saw that a change of state between solid and liquid can be caused by adding or removing heat.

#### Year 4 – Biological Science & Physical Science

- Students explored different living things' life cycles in depth and began to understand that their life's survival depends on other living things and their environment.
- There was an examination into how different forces can be exerted by one object onto another through direct contact or from a distance.

#### Year 5 – Earth and Space Science & Physical Science

- The main focus was on developing the students' knowledge that the Earth is part of a system of planets orbiting around a star (the sun).
- The students investigated how light from a source can form a shadow and how light can be absorbed, reflected and refracted.

#### Year 6 – Earth and Space Science & Biological Science

- The examination of how sudden geological changes, extreme weather and natural disasters can affect the Earth's surface and the steps humans can take in order to prevent, prepare and respond to those sudden changes was looked into at great depths.
- Students developed an understanding on the how the growth and survival of living things are affected by the physical conditions of their environment to which they are located in.

## Successful Students - HASS Review

### HASS Learning Area 2022 Review Semester 1

#### 2022 Operational Plan Target:

##### Priority Focus #2 - Successful Students

- As measured through SAIS, students achieve at or above similar schools across all curriculum areas.
- 85% of students achieving at or above C in Years 1-6 through SAIS data across all curriculum areas.

#### SAIS HASS Data PrePrimary to Year 6 SEMESTER 1 2022

FCPS >85% C+	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Semester1 Overall	93.97%	87.95%	87.91%	90.72%	85.88%	92.63%	93.02%
Like schools Comparisons	91.45%	92.61%	89.69%	89.48%	87.88%	88.92%	89.87%

All year levels have met the 85% C grade or better target.

#### Learning Area Priorities

##### Key Strategies

- **Develop students' knowledge and understanding of HASS topics through explicit units.**
- Integrate HASS content into other learning areas.
- Model and provide opportunities for students to practise the skills of;
  - o Questioning and researching
  - o Analysing
  - o Evaluating information
  - o Communicating and reflecting
- Teachers to analyse data to determine student progress and for academic improvement.
- Report on all facets of applicable HASS areas each year.
- Coordinator to reorganise the HASS library facilities.
- Continue to develop and utilise our relationship with outside agencies to aid student learning.
- During the year, each year level will develop and implement one common assessment task to allow teacher moderation during a moderation session (Date TBC).
- Utilise key learning programs such as inquisitive.

#### WHAT HAS BEEN HAPPENING IN 2022 PHASES OF DEVELOPMENT FOR HASS

##### Pre-Primary Geography

• The students were presented with stories of the past. They had the opportunity to explore their basic heritage and traditions.

##### Year 1 Geography

• The focus was on providing the opportunity for the children to develop an appreciation for both natural and constructed environments as they started to understand how places are cared for and whose responsibility it is to provide this care.

##### Year 2 History

• The students examined the history of our local area through the key concepts of perspectives and cause and effect in the hope to answer the key question of "why the past is important to the local community?"

##### Year 3 History

• The teaching and learning program was on celebrations and commemorations. This was achieved by looking closely at the diversity of their community and how symbols and emblems represent significance locally and in other places around the world.

##### Year 4 History

• Students explored the history of Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans and European exploration and colonisation up to the early 1800s. They investigated interactions between different groups of people and determined how these experiences contributed to the diversity of Australian culture.

##### Year 5 History and Citizenship

• The main focus was developing the students' knowledge of colonial Australia in the 1800s. This was achieved by investigating the groups of people who shaped the political and social structures in the community, as well as looking at significant events which contributed to that shaping of the community.

• Students investigated laws, specifically the types of laws and how they are enforced, and as such, the consequences they have on citizens' lives. Further, they were introduced to the key features of the electoral process in Australia, such as compulsory voting and preferential voting.

##### Year 6 History and Citizenship

• The historical context of Australia as a nation is introduced, particularly after 1900, the factors that led to Federation, and how Australian society changed throughout the 20th century.

- Students investigated Australia's democratic system of government at all 3 levels and the associated responsibilities they have at each level. They researched Australian citizenship as a whole and reflected on the rights and responsibilities that being a citizen entails.

#### **Priority Focus # 2 – Successful students**

- *Students and staff responsibly utilise accessible technology to support teaching and learning across various learning areas.*  
The students at Forest Crescent utilise various forms of ICT to support their learning of HASS. These included:
  - Inquisitive Learning Program
  - Interactive Whiteboards
  - PowerPoint slides
  - E-books
  - iPads

#### **Professional Learning:**

- Clickview training
- Professional learning on request/as needed.
- Mentoring/Support among staff where needed on using the Inquisitive learning program.

#### **Resources:**

- Inquisitive Learning Program
- Clickview
- Consumables i.e. ANZAC Biscuit ingredients, Scones ingredients and others.

#### **Evaluation:**

- Data from SAIS to determine if 85% of students in each year level have achieved a C grade or above as an overall grade for HASS.
- At least twice a year in a timely manner to report to the School Board.





# NAPLAN 2022 Review

## Successful Students

Providing every student with a pathway to a successful future is our priority. We have high expectations for all students, and targeted achievement levels are attainable for every student through the opportunities provided through the innovative and challenging teaching and learning programs delivered at Forest Crescent Primary School.

### Targets

- 80% of students identified as at educational risk in Literacy and Numeracy Pre-Primary On Entry Assessment achieve above the NAPLAN National Minimum Standard for Literacy and Numeracy in Year 3.
- Students achieve at or above similar schools as measured through NAPLAN.
- 85% of students achieving at or above C in Year 1-6 through SAIS data across all curriculum areas.

## Learning Area Targets Literacy/Numeracy

### Years 3-5

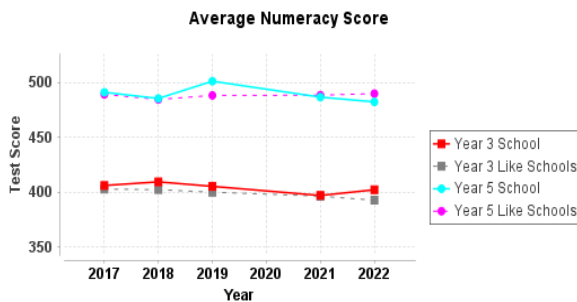
- Our NAPLAN Numeracy performance will be at or exceed that of like schools in Years 3 and Year 5. **Achieved Yr 3**
- Our NAPLAN Reading performance will be at or exceed that of like schools in Years 3 and Year 5. **Achieved Yr 3**
- Our NAPLAN Writing performance will be at or exceed that of like schools in Years 3 and 5. **Achieved Yr 3/5**
- Our NAPLAN Spelling performance will be at or exceed that of like schools in Years 3 and 5. **Achieved Yr 3 Yr 5 Below**
- Our NAPLAN Grammar and Punctuation performance will be at or exceed that of like schools in Year 3 and Year 5. **Achieved YR 3 Below Yr 5.**

Of the ten NAPLAN assessment we met seven of our targets with three Year 5 areas close to "Like Schools" with no areas of significant concern..

## NAPLAN Longitudinal Summary

### Numeracy

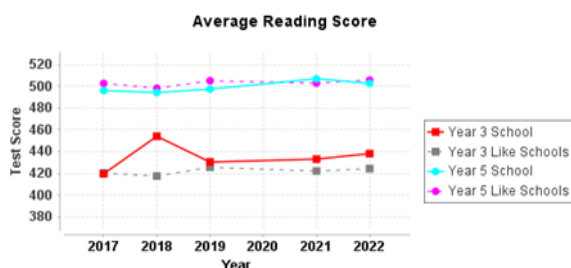
The following shows Years against "Like Schools"



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	406	403	491	489
2018	410	402	485	484
2019	405	400	501	488
2021	397	397	487	488
2022	402	393	482	490

## NAPLAN Longitudinal Summary

### Reading

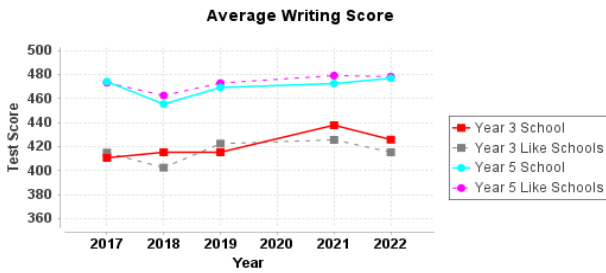


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	420	420	496	503
2018	454	418	494	498
2019	430	426	498	505
2021	433	422	507	503
2022	438	424	503	506

## NAPLAN Longitudinal Summary

### Writing

The following shows Years against "Like Schools"

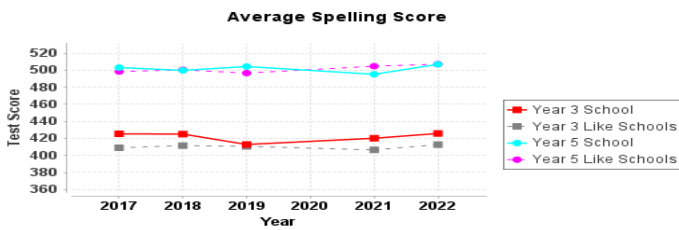


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
<b>2017</b>	411	415	474	473
<b>2018</b>	415	403	455	463
<b>2019</b>	415	422	469	473
<b>2021</b>	438	426	472	479
<b>2022</b>	426	415	477	478

## NAPLAN Longitudinal Summary

### Spelling

The following shows Years against "Like Schools"

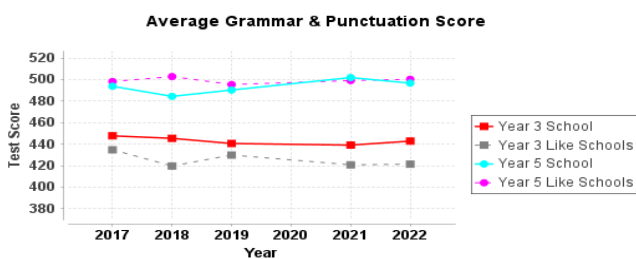


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
<b>2017</b>	425	409	503	499
<b>2018</b>	425	412	500	501
<b>2019</b>	413	411	504	497
<b>2021</b>	420	407	495	505
<b>2022</b>	426	413	507	507

## NAPLAN Longitudinal Summary

### Grammar and Punctuation

The following shows Years against "Like Schools"



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
<b>2017</b>	448	435	494	498
<b>2018</b>	445	420	503	503
<b>2019</b>	441	430	490	495
<b>2021</b>	439	421	502	499
<b>2022</b>	443	421	497	500

## 2022 National Parent Survey

### 2022 NATIONAL PARENT OPINION SURVEY

The school is required to survey the school community every two years. The last school community survey was in 2022, using the Department endorsed survey tool to gauge feedback on several aspects of our school. The responses indicate that parents' perceptions towards Forest Crescent Primary School and their views about school and parent cooperation have been positively shaped by the present culture, historical background, and current practices. These include a number of well-established supports and programs which are integral elements of the school's inclusive approach toward all students' learning, reinforced by the school community through healthy dialogue, transparent accountability and a shared belief in educational practices at Forest Crescent Primary School. The next survey will be conducted toward the end of 2024 and reported in the 2024 Annual Report.

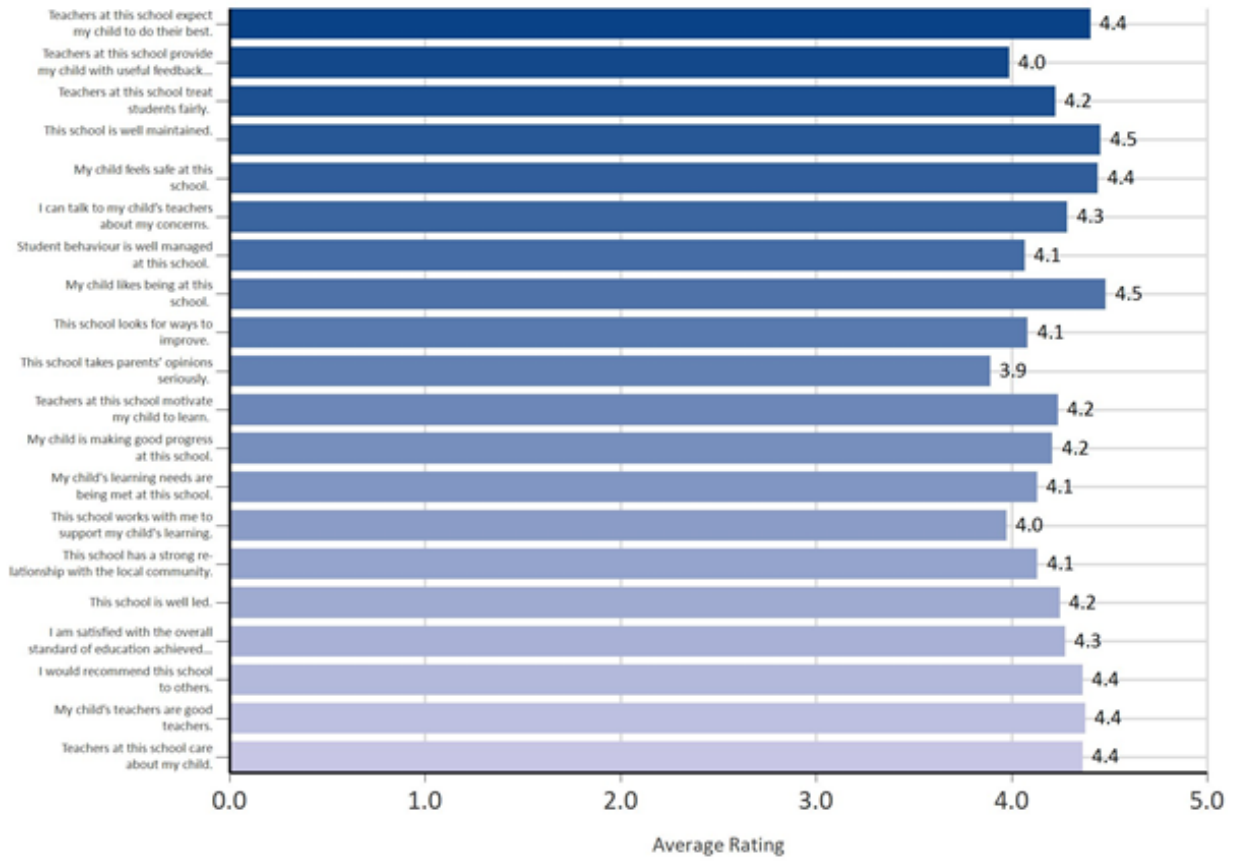
Our Business Plan Target is for all areas surveyed to achieve a score of 4.0 or above. Below are the results of the Parent Survey 2022.

- There were 77 completed surveys.
- There was an even spread of respondents across the year levels from Kindergarten to Year 6

**Of the Fourteen mandated National questions, all responses rated highly on the 5-point scale.**

- **The lowest response** was 3.9 (up from 3.8 in 2018) – **The school takes parents' opinions seriously.** Although this ranked the lowest, on closer analysis, only 8% disagreed or strongly disagreed with this statement, with 75% agreeing or strongly agreeing. A further 16 % neither agreed nor disagreed.
- All other responses were 4.0 or above.
- **The highest response** was 4.5 – **This school is well-maintained, and my child likes being at this school.** 92% of both agree or strongly agree.

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do their best.	1	1%	1	1%	1	1%	37	48%	37	48%
Teachers at this school provide my child with useful feedback about their school work.	3	4%	2	3%	9	12%	42	55%	21	27%
Teachers at this school treat students fairly.	2	3%	2	3%	2	3%	41	54%	29	38%
This school is well-maintained.	1	1%	2	3%	3	4%	26	34%	45	58%
My child feels safe at this school.	1	1%	2	3%	3	4%	27	35%	44	57%
I can talk to my child's teachers about my concerns.	3	4%	2	3%	3	4%	31	40%	38	49%
Student behaviour is well managed at this school.	4	5%	3	4%	5	7%	35	47%	28	37%
My child likes being at this school.	1	1%	2	3%	3	4%	24	31%	47	61%
This school looks for ways to improve.	2	3%	1	1%	9	12%	39	53%	23	31%
This school takes parents' opinions seriously.	4	5%	2	3%	12	16%	35	48%	20	27%
Teachers at this school motivate my child to learn.	1	1%	3	4%	6	8%	33	43%	33	43%
My child is making good progress at this school.	1	1%	4	5%	8	10%	29	38%	35	45%
My child's learning needs are being met at this school.	2	3%	5	6%	5	6%	34	44%	31	40%
This school works with me to support my child's learning.	2	3%	6	8%	9	12%	34	45%	25	33%
This school has a strong relationship with the local community.	1	1%	2	3%	9	12%	38	50%	26	34%
This school is well-led.	2	3%	1	1%	9	12%	29	38%	36	47%
I am satisfied with the overall standard of education achieved at this school.	3	4%	1	1%	2	3%	37	48%	34	44%
I would recommend this school to others.	2	3%	2	3%	5	6%	25	32%	43	56%
My child's teachers are good teachers.	2	3%	2	3%	4	5%	26	34%	43	56%
Teachers at this school care about my child.	1	1%	2	3%	4	5%	31	40%	39	51%



## Financial Information- School Income by Funding Source

Forest Crescent Primary School operated with a total (one-line) budget for the calendar year of \$7 528 616. The finance committee met monthly and provided all required financial reports to the School Board for ratification. Most of the budget was expended on staff salaries (\$6 491 374), with \$787 921 spent on other operational areas. The breakdown of the cash income and expenditure is listed below.

INCOME	ACTUAL	EXPENDITURE	ACTUAL
Carry Forward (Cash)	\$162,849	Salaries	\$6,491,374.03
Carry Forward (Salary)	\$295,307	Appointed Staff	\$6,491,374.03
Student-Centred Funding	\$6,730,147	New Appointments	\$0.00
Per Student	\$5,141,233	Casual Payments	\$0.00
School and Student Characteristics	\$1,184,510.14	Other Salary Expenditure	\$0.00
Disability Adjustments	\$128,461.05	Goods and Services (Cash Expenditure)	\$787,920.79
Targeted Initiatives	\$134,106.09	Administration	\$21,649.79
Operational Response Allocation	\$141,836.19	Lease Payments	\$17,900.00
Regional Allocation	\$0.00	Utilities, Facilities and Maintenance	\$206,664.30
Transition Adjustment	\$0.00	Buildings, Property & Equipment	\$152,725.84
Transfers and Adjustment	\$0.00	Curriculum and Student Services	\$290,882.58
School Transfers - Salary	-\$188,670.00	Professional Development	\$18,365.91
School Transfers - Cash	\$146,170.00	Transfer to Reserve	\$0.00
Department Adjustments	\$0.00	Other Expenditure	\$5,498.00
Locally Raised Funds (Revenue)	\$340,312.86	Payment to CO, Regional Office and Other Schools	\$0.00
Voluntary Contributions	\$27,732.00	Residential Operations	\$0.00
Charges and Fees	\$194,679.84	Residential Boarding Fees to CO (Ag Colleges Only)	\$0.00
Fees from Facilities Hire	\$66,112.36	Farm Operations (Ag & Farm Schools)	\$0.00
Fundraising/Donations/Sponsorships	\$44,587.00	Farm Revenue to CO (Ag & Farm Schools)	\$0.00
Commonwealth Govt Revenues	\$0.00	Camp School Fees to CO (Camp Schools Only)	\$0.00
Other State Govt/Local Govt Revenues	\$1,000.00		
Revenue from CO, Regional Office and Other Schools	\$1,598.00		
Other Revenues	\$4,603.00		
Transfer from Reserve or DGR	\$0.00		
Residential Accommodation	\$0.00		
Farm Revenue (Ag and Farm Schools)	\$0.00		
Camp School Fees (Camp Schools)	\$0.00		
<b>Total</b>	<b>\$7,528,615.61</b>	<b>Total</b>	<b>\$7,297,294.82</b>

## Curriculum Priorities 2023

These areas have seen a priority focus on finance, human resource deployment and teaching emphasis for the designated years due to a detailed school improvement cycle embedded in the school.

### English Whole School Priorities

#### Key Strategies:

##### Reading

- Diagnostic data to influence staff planning for differentiated teaching and learning through collaboration and moderation sessions.
- Continue with a critical reflection of our reading practice and align our practice with current best practices and assessments in reading.
- Explicit teaching of vocabulary before reading, viewing, or listening to oral and written texts.
- Continue with professional learning for all teaching and non-teaching staff on "The Big Six" components of reading. The focus for 2023 is on reading comprehension.
- Targeted intervention for students identified as at risk.

##### Writing

- Explicit teaching using class story mapping from K-6 to elaborate and embed the text through role-playing where it is appropriate.
- Explicitly teaching listening and speaking interactions using appropriate voice levels, articulation, body language, gestures, and eye contact through formal and informal role-play utilising various materials and props.
- We provide effective feedback to students using the Talk 4 Writing Toolkits and Brightpath.
- We are embedding editing and re-reading as part of the writing process using peer tutoring and teacher-student conferencing.
- In Talk 4 Writing, review and modify the planning cycle for writing in all year levels, including poetry at the beginning of each term.
- Year Level meetings as needed for moderation in Talk 4 Writing using the Brightpath Ruler. The Brightpath Ruler is used across the school to mark and moderate students' writing.

##### Spelling

- Monitor and review the K-6 Whole School Synthetic Phonics and Spelling Program. Explicit teaching of spelling using synthetic phonics across K-6 following the scope and sequence progression across the school.
- Regular meetings will be held within year levels to ascertain how the spelling program is running across the phases of schooling in 2023.

##### Grammar & Punctuation

- K-6 focus on Grammar and Punctuation in 2023 needs to be implemented and monitored. Explicit teaching of Grammar & Punctuation across K-6 using the school Grammar and Punctuation Scope & Sequence document, which was implemented at the beginning of 2020.

### Curriculum Across the School

#### Kindy to Year 2

- K-PP have a home-based reading program from PLD called Picture Books with Comprehension Questions. The home-based reading program has been successful, and parent workshops are essential to ensure that parents understand the home-based reading program across K-PP. The kindergarten and pre-primary parent workshops will be held at the end of term 1.
- Oral Language is an integral part of the kindergarten program. In 2023 the kindergarten program will move to a five-day fortnight. Kindergarten staff have a wide range of resources and oral language activities that require explicit teaching and must be part of the daily Kindergarten program.
- PP-2 the EALD teacher will work with eligible students across PP, year 1 & year 2. Programs will incorporate oral language, reading comprehension and writing to support small groups of EALD students.
- Year 1 and Year 2 students continue to engage in modelled texts to teach key reading strategies. Students have a range of decodable readers that are sent home weekly to support early reading.
- Across year 1 and year 2 SAER in literacy were identified using the WARN (Wheldall Assessment of Reading Nonwords) and the WARL (Wheldall Assessment of Reading Lists). In term 4 2022, students were assessed using the WARL and WARN assessments to measure each student's growth in the MiniLit Sage program. Fifteen students from year 1 will continue with the MiniLit Sage program into year 2. These students will be finished at the end of term 1. Six year 2 students still require support into year 3. These year 3 students will complete the MiniLit Sage program by the end of week 7 term 1 2023.
- In writing K-2 teachers continue to implement the Talk 4 Writing strategies and follow the Brightpath schedule.
- K-1 classroom teachers are implementing the "Heggarty Phonemic Awareness Program." Heggarty is a systematic and explicit phonemic awareness program which can be accessed by all children.

- Explicit teaching of spelling using synthetic phonics is maintained across K-2 following the scope and sequence program. To improve our overall spelling results in 2023, PP – 2 teachers will require some time to review and reflect on how they implement the spelling program in their classes. Teachers will be given some time in year levels in term 1 to review whole school spelling practices.
- DIBBELS reading assessment was used by classroom teachers on all students to provide information on students' reading skills and to ensure that all students are on track for becoming a reader. This assessment tool will monitor and track individual students reading across year levels.
- The MiniLit Sage Program will be implemented across year 1 and year 2 for SAER in literacy.

### Years 3 to 6

- The Reading Tutoring Program (MultiLit) is being implemented across the school for older students. Currently assessment is being undertaken with students in year 4.
- A licence for Sunshine Online e readers was purchased for the school in 2022. This online resource is an excellent resource. In 2023 all teaching staff and education assistants will be allowed to view the resource as it could be implemented across a range of year levels and provide support for some of our students at educational risk, likewise extending some of our students. The online resource has linked activities incorporating reading comprehension, writing using a range of genres and recording.
- EALD support will be targeted at eligible EALD students across the school.
- In writing, 3-6 teachers continue to implement the Talk 4 Writing strategies and follow the Brightpath schedule. In 2023 teachers across year 3-6 will change in term 3 from using an Information Report for Brightpath to a Persuasive Text.
- Explicit teaching of spelling using synthetic phonics is maintained across 3-6 following the scope and sequence program. Using the current 2022 results from the South Australian Spelling Assessment data indicate that 20% of students have made little or no growth in their spelling compared to their chronological age. To improve our overall spelling results in 2023, year 3 – year 6 teachers will require some time to review and reflect on how they implement the synthetics spelling program in their classes. Teachers will be given some time in year levels in term 1.
- DIBBELS reading assessment used by classroom teachers on all students to provide information on students' reading skills and to ensure that all students are on track for becoming a reader. This assessment tool will monitor and track individual students reading across year levels.

## Mathematics Whole School Priorities

### Kindy-Pre-Primary.

Following the Forest Crescent Maths Planner Curriculum Content with attention to:

#### Number & Algebra

- Early number concepts and principles of counting, Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond, ordering numbers above 20, and recognising place value above 20 continue the 1 to 9 pattern within a decade
- Developing early flexibility with number recognition, that it can be represented and partitioned in different ways,
- Matching written words to numerals
- Recognising ordinal numbers to indicate a position in a sequence and recognise, build and extend patterns

#### Measurement & Geometry

- Compare and order the duration of events using everyday language of time, telling time, regularly referencing daily occurrences

#### Statistics & Probability

- Making simple tallies and interpreting the data- ask questions to collect information and make simple inferences

### Year One

Following the Forest Crescent Maths Planner Curriculum Content with attention to:

#### Number & Algebra

- Read, write and say the numbers in order to beyond 100 and count on or back from any number to 100- Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line
- Count collections to 100 by partitioning numbers using place value
- Represent and solve simple addition and subtraction problems using a range of strategies, including counting on, partitioning and rearranging parts
- Investigate and describe number patterns formed by skip-counting and patterns with objects or pictures

#### Measurement & Geometry

- Telling time to half an hour-exposure to clocks and time regularly referencing daily occurrences; simple examples of lapsed time; Describe duration using months, weeks, days and hours
- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features
- Measures the length of an object using informal units

## Year Two

Following the Forest Crescent Maths Planner Curriculum Content with attention to:

### Number & Algebra

- Recognising and describing common use of halves. Understand the meaning of 'half', splitting quantities into 'fair' shares and partitioning quantities repeatedly into halves.
- Establishing a repertoire of calculation skills; Recognise and represent division as grouping into equal sets and solve simple problems using these representations; Recognise and represent multiplication as repeated addition, groups and arrays; Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Building on identifying number patterns with common increments

### Measurement & Geometry

- Use a calendar to identify the date and determine the number of days in each month; Determines the day of the week a particular date will fall
- Tell time to the quarter-hour, using the language of 'past' and 'to'
- Identify and describe half and quarter turns
- Use a calendar to identify the date and determine the number of days in each month
- Describe and draw two-dimensional shapes, with and without digital technologies; describe the features of three-dimensional objects; recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.

### Statistics & Probability

- Identifies the likelihood of a chance event

## Year Three

Following the Forest Crescent Maths Planner Curriculum Content with attention to:

### Number & Algebra

- Describe, continue, and create number patterns resulting from performing addition or subtraction
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies
- Describe patterns with numbers and identify missing elements
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations
- Recognise and represent multiplication as repeated addition, groups and arrays
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies; fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections; relating the number of parts to the size of a fraction; recognise that sets of objects can be partitioned in different ways to demonstrate fractions
- Model and represent unit fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$  and their multiples to a complete whole
- Recall multiplication facts of two, three, five and ten and related division facts
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

### Measurement & Geometry

- Tell time to the minute and investigate the relationship between units of time; tell time to the quarter-hour, using the language of 'past' and 'to'

### Statistics & Probability

- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies
- Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible.'

## Year Four

Following the Forest Crescent Maths Planner Curriculum Content with attention to:

### Number & Algebra

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems; recognise that 10 000 equals 10 thousands, 100 hundreds, 1000 tens and 10 000 ones; justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
- Model and represent unit fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$  and their multiples to a complete whole; partitioning areas, lengths and collections to create halves, thirds, quarters and fifths; locating unit fractions on a number line
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

### Measurement & Geometry

- Use a calendar to identify the date and determine the number of days in each month



- Tell time to the minute; investigate the relationship between units of time; recognise there are 60 minutes in an hour and 60 seconds in a minute; Tell time to the quarter-hour, using the language of 'past' and 'to.'

### Statistics & Probability

- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies

## Year Five

Following the Forest Crescent Maths Planner Curriculum Content with attention to:

### Number & Algebra

- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies
- Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction
- Recognise that the place value system can be extended to tenths and hundredths.
- Make connections between fractions and decimal notation- using knowledge of fractions to establish equivalences between fractions and decimal notation- Using fractions, decimals, percentages, ratios and rates by applying proportional reasoning.
- Model and represent unit fractions including  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$  and their multiples to a complete whole
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems

### Measurement & Geometry

- Compare angles and classify them as equal to, greater than, or less than a right angle
- Make models of three-dimensional objects and describe key features
- Use scaled instruments to measure, order and compare lengths, masses, capacities and temperatures.
- Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original
- Use 'am' and 'pm' notation and solve simple time problems; calculate the time spent at school during a normal school day; calculate the time required to travel between two locations; determine arrival time given departure time.

### Statistics & Probability

- Interprets a picture graph where one picture represents many data values

## Year Six

Following the Forest Crescent Maths Planner Curriculum Content with attention to:

### Number & Algebra

- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder
- Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition, subtraction and multiplication
- Using the number line or diagrams to compare, order and represent fractions or decimals
- Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction
- Solve problems involving division by a one-digit number, including those that result in a remainder

### Measurement & Geometry

- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures, reading and interpreting the graduated scales on a range of measuring instruments to the nearest graduation.
- Convert between units of time such as seconds, minutes, hours and days, compare 12- and 24-hour time systems and convert between them with an understanding of lapsed time across noon and days- Understand the calendar to determine given dates and lapsed time.
- Estimation of measurement for length, area, volume, capacity and mass of an object
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries
- Use a grid reference system to describe locations. Describe routes using landmarks and directional language with reference to compass headings
- Connect three-dimensional objects with their nets and other two-dimensional representations

### Statistics & Probability

- Construct suitable data displays from given or collected data with and without digital technologies. Include tables, column graphs, pie charts, dot plots and picture graphs where one picture can represent many data values.



*This report represents part of our journey to achieving the targets outlined in the School's Business Plan for 2020-2022.*

*The achievement of this is a partnership between the school and the community reflecting our motto, "In Learning We Grow".*

*We invite all community members to actively participate in our school and work together as we continue providing high-quality teaching and learning opportunities promoting educational, social and emotional excellence.*

*Signed*

Andrew Holmes \_\_\_\_\_ Principal

Date \_\_\_\_\_

Peter Massey \_\_\_\_\_ School Board Chair

Date \_\_\_\_\_