

# 2017 School Action Plan Report

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## **Context:**

2017 marked the second year of the implementation of the School Strategic Plan 2016-2019.

## **Methodology:**

This report has been compiled using data gathered from a variety of sources. One initiative was to continue to address the recommendations from the IB PYP Authorisation Report (2016) that have been written into the PYP Action Plan to create and strengthen systems, actions and use of tools in the areas of curriculum, pedagogy, relationships, community partnerships, innovation and strategy to improve the school in line with the AAP. Other sources of data used to formulate this report are:

- Formative and summative assessments
- Work samples including moderated work samples
- PM, PAT Maths, spelling assessment and other whole school data
- NAPLAN data
- PIPS data
- Survey results including an independent consultant (Cheryl O'Connor) report, survey monkey, the school satisfaction survey and climate survey
- Longitudinal data from ETD
- Staff reflections using the NIST tool and reflections on the AAP
- Professional Learning reflections
- Professional Pathways, Annual Professional Discussions (APD) and the Teacher Talk process
- Reports, 3 way interviews, ILPs and PLPs

## ***Evaluation of performance:***

### **Strategic priority 1: Embed all elements of the Primary Years Programme (PYP) across the whole school community.**

#### Targets

By the end of 2017:

- 88% of students agree they are getting a good education at Forrest Primary School from 86% in 2015. (Data Source- System School Satisfaction Survey)
- 86% of parents agree they are satisfied with their child's education at Forrest Primary School from 83% in 2015. (Data Source- System School Satisfaction Survey )
- 95% of teaching staff will have attained formal qualifications to teach the Primary Years Programme (PYP) from 82% in 2015. (Data Source-In School PL register)

Progress:

#### **PYP – Transdisciplinary Learning**

During the January school holidays the teachers attended a two day Professional Learning (PL) workshop which focused on transdisciplinary learning. A PYP consultant, Helen Morschel, delivered the workshop to the whole teaching staff, including our relief teachers. The teachers were inspired by Helen's presentation and began making changes to their classrooms to reflect a more transdisciplinary approach to learning.

A transdisciplinary approach refers to learning that is authentic and relevant to the real world. Learning is not confined by traditional subjects but is supported and enriched by them. Each Transdisciplinary Theme encompasses a vast band of universal understandings common to all of humanity and is open enough to embrace a variety of content areas. For example the theme 'Who We Are' explores the nature of self, our personal beliefs and values, our personal, physical, mental, social and spiritual health, human relationships, our rights and responsibilities and what it is to be human. This Transdisciplinary Theme is deeply investigated through different questions and explorations throughout the students' learning journey, leaving them with a layered understanding of themselves and the connections they have with the rest of humanity.

This type of learning results in children developing skills needed in the 21 Century such as critical, conceptual thinking, problem solving and creativity. The PL resulted in teachers focusing upon the following:

- encouraging a growth mindset
- asking good questions and teaching children to ask good questions.
- organising the classroom to be 'the third teacher' (that is, giving children autonomy in the classroom and providing furniture to match contemporary pedagogies.)
- using relevant artefacts
- identifying and using formative assessment
- Using the five essential elements of PYP effectively (knowledge, concepts, skills, attitudes, action). These are the core of transdisciplinary learning.



Immediately before the Transdisciplinary workshop, new teachers undertook the basic course of PYP: making it Happen in the Classroom.

**Collaborative Planning** PYP has a total commitment to collaborative team planning which translates into all members of a team being released together each week for a substantial, uninterrupted block of time and includes regular meetings with the PYP coordinator to ensure the Units of Inquiry are transdisciplinary in nature. All planners are now on Google Docs so that team members and specialists can collaborate.

### PYP and Excursions

Excursions and educational visits to organisations, local attractions or museums are an integral part of student life at Forrest Primary School. All trips are carefully planned ahead, risk assessed and parents are fully informed about the proposed itinerary and possible costs attached to the trip.

Excursions form part of the various units of inquiry and vary from year to year. Visits to the local environmental centres, art galleries and live theatre or musical performances are planned into the curriculum.

When students and teachers are together outside the classroom and in new educational environments, different experiences are made possible. Students may have the opportunity to observe many things that are not available at school. While the purpose of excursions is essentially to educate, they usually provide an enjoyable, bonding experience for everyone involved.

### IB Global Conference

In 2007, the PYP coordinator and the Literacy and Numeracy Officer, Jemma O'Brien and Hayley Singh, attended the annual International Baccalaureate Global Conference in Yokohama, Japan. This conference, held over three days, featured expert keynote speakers in the education field followed by breakout sessions presented by IB educators and experts from around the world. Some of the highlights included workshops on Positive Education and developing resilience in children, building teacher agency through action research and inquiry and developing creativity and curiosity in children so that they thrive academically.

Information from the conference affirmed Forrest's practice of focusing on wellbeing, individual growth and international mindedness, valuing the Learner Profile as a tool to achieve international mindedness and our commitment to raise global citizens.

The Forrest representatives were also able to network with other PYP schools across the world, meeting inspiring educators and making valuable associations with the IB head office team.

### PYP 'Teach Meets'

During the year Forrest Primary School participated in the PYP network 'Teach Meet' sessions. Each PYP school in the ACT (including non-government PYP schools) opened their doors from 4-5pm and teachers visited their grade specific session to share best practice. A number of staff from Forrest presented sessions about inquiry learning as well as demonstrating useful tools for planning units of inquiry. Staff have reported that these sessions are a valuable professional learning experience as they allow for networking, sharing of ideas and they give rise to innovative practice in the classroom.

### The PYP Exhibition: An In-depth, Collaborative Inquiry

In their final year in a PYP school, and therefore at Forrest Primary School (FPS), students carry out an extended, in-depth, collaborative project known as the PYP exhibition. The Exhibition is an expression and a culmination of everything the students have experienced throughout their years of IB schooling.

The students work collaboratively to conduct an in- depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP, namely knowledge, skills, concepts, attitudes and action in ways that can be shared with the whole school community.

It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB Learner Profile developed throughout their engagement with the PYP; in this way it promotes them as global citizens. The exhibition provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

## **2017 Exhibition**

In 2017 the Exhibition transdisciplinary theme was 'How We Express Ourselves'. As a group, students developed a Central Idea and their own Line of Inquiry over an 8 week period. During this time, the students demonstrated all of the essential elements of the PYP to demonstrate their knowledge and understanding of real world issues and the world around them. Students presented their knowledge in a range of ways including: written pieces, poems, dances and artworks.

Groups of children inquired into a range of diverse topics, including the psychology behind different colours, politics through street art, art in nature, creative expression through cooking as art, etc.

The Exhibition process extended to teachers throughout the school as they became mentors for a group. Students met with their mentors regularly to share their progress, ask questions and seek feedback.

"As a junior teacher, it was very exciting for our students to have some fantastic role models to look up to when attending the Exhibition. As a mentor, it was great to get know some of the older students by sharing their passions, curiosities and connections to their inquiry. The Exhibition process allows all students, high or low, to see success during this time. I saw passion, enthusiasm and confidence in all of my group members. It was great to see the connection and growth through the transdisciplinary theme as it made me think about how the students in my class will be thinking and what they will be capable of in a few years' time." Junior teacher FPS

## **How the Action Plan was addressed in 2017**

In 2017 Forrest Primary School developed and enhanced the PYP Action Plan through a collaborative approach involving teachers, staff and the leadership team.

Each term in 2017, during Tuesday staff meetings, teachers collaboratively reviewed specific standards and practices outlined in the Forrest Primary School PYP Action Plan. During the authorisation process in 2016 several standards received recommendations for improvement. In Term 1 we focused on these standards and developed specific actions.

In Terms 2, 3 and 4 we continued to collaboratively develop future actions for standards by brainstorming ways to improve during staff meetings. Teachers formed groups, addressed one standard and recorded possible actions. The actions were then reviewed and typed into the Action Plan by the PYP Coordinator. Each time staff had input into the Action Plan they were able to see their actions in writing and in that way they had ownership of the document.

These actions resulted in the following progress towards our identified targets in 2017 for the priority:  
**Target: 88% of students agree they are getting a good education at Forrest Primary School from 86% in 2015 . (Data Source- System School Satisfaction Survey)**

**Outcome:**

93% of students agreed that they were getting a good education.

This was 5% higher than our target and 1% lower than 2016. In comparison to state averages data for primary schools Forrest students responded with 'agree' or 'strongly agree' at a higher rate by 8%.

### **Target**

**86% of parents agree they are satisfied with their child's education at Forrest Primary School from 83% in 2015 . (Data Source- System School Satisfaction Survey)**

### **Outcome:**

Parent and carer responses for this item in the Survey showed an improvement of 4%. With an agreement score of 86% this target has been met.

**Target: 100% of teaching staff will have attained formal qualifications to teach the Primary Years Programme (PYP) from 82% in 2015. (Data Source-In School PL register)**

### **Outcome:**

In 2017 100% staff teaching at the school have formal qualifications to teach the PYP. This is through a preliminary course, 'PYP: Making It Happen'.

100% teaching staff also participated in the Transdisciplinary two day workshop, as did regular relief staff, which strengthened staff capacity even further.

**Strategic Priority 2: Improve student outcomes in literacy and numeracy by embedding an explicit learning agenda driven by data analysis**

### **Targets**

By the end of 2017:

- Maintain the percentage of students reaching end of year Reading PM Benchmarks at 89% in 2015 (+/- 5 %) (Data Source-In School PM Benchmark testing data)
- 86% of Year 3 students exceed the National Minimum Standard in spelling from 81% in 2015 (Data Source-NAPLAN Results)
- 71% of Year 5 students will reach or exceed the expected growth in reading from 68% in 2015. (Data Source-NAPLAN Results)
- 63% of students will reach or exceed the expected growth in numeracy from 60% in 2015. (Data Source-NAPLAN Results)

### **Progress:**

#### **Numeracy Principals as Numeracy Leaders (PANL)**

In 2017, the ACT Education Directorate launched an initiative called 'Principals as Numeracy Leaders' (PANL). The programme is designed to skill school leaders in the leadership of numeracy instruction. It aims to: target gaps in learning in the early years and therefore reduce learning difficulties in later years; effectively deliver the Australian Curriculum; design approaches that are inquiry based.

The course consisted of four workshops delivered by Peter Farmer and David Dunstan from the Association of Independent Schools Western Australia and included 40 ACT government schools of which Forrest was one. Three executive members and one classroom teacher attended the sessions. Following the series of workshops the IB PYP Schools that undertook the program, namely Forrest, Red Hill and Miles Franklin, collaborated to improve their collective capacity to implement PANL professional learning within the three schools.

This first two workshops held in Term 1 were an introduction to the pedagogical content knowledge which underpins mathematical understanding and the instructional leadership model utilised throughout the programme. The participating leadership team had the opportunity to experience fun, hands-on Mathematics games and strategies that can assist students to gain a solid understanding of Numeracy.

In the second term, the leadership team practised new learning by presenting a series of professional learning sessions for staff which focused on quality numeracy practices, the use of monitoring, planning and evaluating and the implementation of numeracy interventions.

One Forrest Teacher, who is studying to become a Lead Teacher, has become a Resolve Champion in Inquiry Maths. (Resolve Champions attend accelerated professional learning in order to lead inquiry maths in schools across Australia. They also trial new inquiry ideas K-12 and give feedback to a national body.) Our Resolve Champion attended planning sessions with each team; purchased and distributed inquiry maths concrete materials; presented workshops at PLCs resulting in teachers learning new strategies; and established a blog for Forrest Teachers, many of whom contribute regularly.

In the second set of 2 workshops the participating team learnt how to guide the teachers through the Australian Curriculum with emphasis on the Achievement Standards rather than the content descriptors and how to use the trajectories as a navigation tool.

Many classroom teachers also attended professional learning including the Middle Years Mental Computation and Count Me In Too courses to reinforce the same principles taught through PANL. Teachers shared their knowledge with their teams during our PLCs and then implemented new ideas and strategies and later evaluated the effectiveness of the programmes.

### **How has Forrest Benefitted from PANL?**

- An Inquiry Maths approach is being used across the whole school
- Gaps in understanding are being identified and addressed at all stages and ages.
- There is a new appreciation of the need for concrete materials across the whole school in order to close gaps in understanding.
- Teachers have a new freedom to use concrete materials with all children and have been provided with excellent maths kits.
- Teachers have a better understanding of how mathematics is most effectively taught from the Australian Curriculum. For example, teachers are encouraged to respond to the Achievement Standards rather than the content descriptors so that there is more opportunity to respond to the big picture and the needs of each child rather than being concerned with items of the curriculum that may have been covered previously.
- New maths experts are emerging from across the school to join the committee.
- The IB schools, Forrest, Miles Franklin and Red Hill, have been able to share best practice in Inquiry Maths. At the end of 2017 we created a 'critical friend' approach whereby we observed inquiry maths in action in each other's schools and discussed ways forward to improve outcomes in mathematics for all students.
- The school provided ongoing communication to the community via Board and P & C meetings as well as information meetings about the progress against the AAP priorities.
- PLC practice was improved by teachers becoming a powerful community, learning together, respectful of the work being done by other teaching teams.

### **Readers' Workshop**

In Literacy, Readers' Workshop was implemented into Year 6 and embedded in Year 5. Year 6 embraced the programme as it gave children autonomy in the selection of texts and regular conferencing with the teacher to ensure goals were met.

Readers' Workshop uses a gradual release approach to reading. Teaching specific reading strategies through mini lessons gives students the opportunity to practise the strategies. They make their thinking visible. Readers' workshop engages students to read texts that are suitable for them (IPick). The students 'pick' books which are a 'good fit' because they can understand and enjoy the book and they can sustain reading for a goodly period of time.

Features of Readers' Workshop. It:

- is enjoyable
- builds reading stamina

- is engaging for all readers at any level
- encourages and supports independent reading (Attribute of the Learner Profile (LP):Principled)
- allows time for one to one conferencing (LP Attribute: Reflective / Thinker)
- makes students' thinking visible (Thinker)
- uses a bank of strategies for deeper comprehension and engagement of text (LP Attribute: Knowledgeable/ Thinker)
- uses quality literature / texts

### **The Writing Project**

Throughout 2017 the Principal and Leadership Team and one classroom teacher (who is working on becoming a Lead Teacher) were introduced to the ideas of Louise Dempsey 's, 'Writing Workshop.' Louise Dempsey is a New Zealand educator, who is an internationally acclaimed writing authority. Louise has been contracted to deliver Professional Learning to all ACT teachers in 2018, and the first stage of the project is to present new learning to school leaders.

The leadership team shared learnings with the staff who trialled some of the ideas throughout 2017, enhancing the Balanced Writing Programme.

### **Balanced Writing Programme**

Our writing programme teaches children how to write effectively for a variety of purposes. Children draft, edit, confer and publish writing pieces to entertain, inform and persuade. Writing is an important part of a balanced literacy programme. Children are also taught touch typing and keyboard skills on Chromebooks and iPads. These skills are becoming increasingly important for children to master. During the writing process children have many opportunities to practise handwriting skills as well as to produce published texts using technology.

### **Data Literacy Professional Learning: Beyond Numbers**

In 2017 the teaching staff, including our regular relief staff, participated in a Data Literacy Professional Learning workshop to enhance our staff capacity in the area of Data Literacy. Being data literate is more significant now than it has ever been, not just as educators, but as citizens. The 2 hour workshop focused on the four elements of using data in the classroom namely: *data tools, analysis of data, interpretation and goal setting, creation of an action plan.* Teachers worked with Forrest student writing samples to apply their learning and were able to clearly articulate goals and effective strategies. The rich discussions had by teachers during the workshop demonstrated their continued passion and commitment to improve student learning outcomes at Forrest.

The secondary goal of the workshop was to improve the confidence of staff when talking about data. At the beginning of the session teachers were asked to scale themselves in terms of confidence from 0-10 (0 having no confidence and 10 being extremely confident). At the end teachers were asked to repeat the self-reflection, a coaching technique that showed that every participant had improved from his/her initial score. Many teachers commented on how it was great to consider qualitative data such as work samples as well as quantitative data. Teachers continued these important discussions and applied new knowledge throughout the year.

**“If teachers aren't talking about data discoveries, no discoveries are happening”**  
(Morrison, 'Why teachers must be data experts', 2009)

### **Individual Learning Plans (ILP) and Personal Learning Plans (PLP)**

ILP and PLP meetings provide an opportunity for parents and teachers to share significant data against the child's priorities. At Forrest, we hold these conversations about individual learning plans three times per year and we involve class teachers, parents and all executive staff. These meetings serve to sharpen the goals of the plan, improve the confidence of the parents involved and the strategy ensures that school and home are on the same page. Progress against the goals provides another way of measuring growth of the children involved.

### **Moderation**

Moderation is an important part of assessment. At the end of each term teaching teams spent considerable time

comparing writing samples using tools such as rubrics.

Although NAPLAN assessments provide a valuable 'snapshot' of learning, it focuses on only one genre of writing, while classroom teachers model, teach and have students practise other genres (also referred to as text types) including narrative, information text, recount, description and persuasion. During moderation sessions teachers discuss procedures, outcomes and students' ability to use success criteria or rubrics to complete written tasks in whatever text type is being currently taught. This allows for consistency of the learning intention. Teachers ensure that students access the same criteria during the writing process. By setting specific product goals, teachers can foster motivation and continue to motivate students by providing feedback when improvements are made and by helping the child to analyse feedback when they are not made to the required standard.

The writing process involves writing for authentic purposes with specific audiences, while encouraging students to take personal responsibility for written work. It is important for students to have student-to-student interaction throughout the writing process and to self-evaluate their efforts. Effective writing strategies used by our teachers include explicitly teaching students to plan, revise and edit their tasks. In collaborative writing, students can provide each other with positive feedback where they suggest improved ideas, vocabulary and descriptions. Teachers explicitly teach students how to write more complex and sophisticated sentences, and students are encouraged to apply these sentence construction skills as they write and revise their work. It is important that we provide students with good models for the type of writing they are expected to produce.

Our teachers at Forrest maintain high standards by considering all of the above information in weekly, collaborative team meetings when they meet with the literacy and numeracy leader and the PYP coordinator .

### **Assessment and Reporting**

Assessment and Reporting takes into account both the mandated requirements of Australian Curriculum and the perspective of the Primary Years Programme (PYP). The assessed curriculum explains how teachers go about gathering and analysing information about student performance.

The purposes of assessment are to:

- promote student learning
- provide information about student learning
- contribute to the successful implementation of the programme.

Through assessment teachers are able to identify what students know, understand, can do and value at different stages in the teaching and learning process.

In the PYP, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning.

Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

### **Written Reports**

Written reports were completed and distributed at the end of Term 2 and Term 4, using the ACT template and an IB style of reporting. There are comment boxes for English, Mathematics and a general comment.

Written reports are seen as a summative record for the student, parents and the school itself of a student's progress. The reports clearly indicate areas of strength, areas for improvement and are helpful aids to a student's self-development.

The underlying values of the PYP are reinforced through reference to progress against the Learner Profile, disposition to learning, Positive Education, a restorative approach to relationships and reference to a growth mindset. Teachers look for evidence of conceptual and creative thinking, where children make links between their learning and the real world.

In addition the school is required to grade every child on an A-E scale. Most parents receive this assessment on a separate report form but parents may contact the teacher or the school to opt out.



### **Three- way Conferences**

Three-way Conferences', the PYP preferred conference for mid-year, involve the student, parent/s and teacher. In 2017 the conferences were held in Weeks 2 and 3 of Term 3.

In a three-way conference, students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher. The student, parent/s and teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used to give information to the written report.

### **Teacher-parent(s) Conferences**

It is an option for parents to conference with the teacher mid-year without the child present if they so desire. These conferences give parents information about the student's progress, development and needs, and about the school programme. Teachers gather background information, answer parent's questions, address their concerns and help define their role in the learning process.

Teachers or parents may request a teacher-parent interview at any time throughout the year.

### **Learning Journeys (also called Student-led conferences)**

Throughout the year we gained valuable feedback on how to improve our approach to Learning Journeys. This led to modifications and improvement of this valuable assessment process. We now hold Learning Journeys for grade levels on different days of the year. This allows parents who have siblings to be present for the entire duration of their child's learning journey (and a by-product is that the new system ensures there is enough parking space for all parents.)

Student led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parent/s. It may involve students demonstrating their understanding through a variety of different learning situations.

The student shares samples of work that have been selected with the teacher beforehand. The student identifies strengths and areas of improvement. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child.

The conferences (all being held simultaneously) or Learning Journey is carefully prepared by the teaching team, and time is set aside for the children to practise their presentation. At Forrest the Learning Journey is held at the end of each Unit of Inquiry as a culmination of the learning.

### **Seesaw – A Data Tool**

#### **How will Seesaw be used?**

On Monday 22 May 2017 Forrest Primary implemented Seesaw as a digital portfolio. See-Saw records student progress in real time through pictures, notes, videos, drawings and audio. Through these tools students can explain, describe, decode, label, demonstrate (audio) and record what they have learnt or the nature of their current inquiry. Seesaw also provides options which allow students to share what they have created on google drive.

Seesaw is well suited for all students from Preschool to Year 6. Parents and family members are given access to their child's account and this allows them to receive notifications each time the child posts a new item. These notifications provide useful feedback and comments very similar to those on Facebook - allowing likes and comments on posts. Parents and family members have access only to their own child's work through an app. All content is stored securely and approved by the teacher prior to publishing.

#### **Why is Forrest Primary using Seesaw?**

This programme is the perfect way to:

- document learning as it happens
- empower students to think deeply and to reflect on their learning
- teach digital citizenship and 21st century skills
- build an organized record of student work from Kindergarten to Year 6
- create a community around learning
- involve families in real time through notifications
- provide families with opportunities to connect with the classroom and their child's learning

Feedback from parents has been profuse and consistently positive. They say that they appreciate being 'let in' to the classroom, that it is real time and that it is easily accessible.

**These actions resulted in the following progress towards our identified targets in 2017 for the priority:**

**Target:**

**86% of Year 3 students exceed the National Minimum Standard in spelling from 81% in 2015 (Data Source-NAPLAN Results)**

**Outcome:**

**92.7% of Year 3 students exceeded the National Minimum Standard in spelling. This is an improvement of 6.7% against the target and an improvement of 11.7% from 2015. Forrest has surpassed the target set.**

**Target: 71% of Year 5 students will reach or exceed the expected growth in reading from 68% in 2015. (Data Source-NAPLAN Results)**

**Outcome: 53% of Year 5 students reached or exceeded growth expectations in reading at Forrest in 2016. This was significantly lower than the 2015 and 2016 scores and the target of 71% was not reached.**

**Target: 63% of students will reach or exceed the expected growth in numeracy from 60% in 2015. (Data Source-NAPLAN Results)**

**Outcome: Numeracy growth for students in Year 5 improved from 2015 by 14.5%.**

**74.5% of students reached or exceeded their growth expectation which surpassed the target set of 63% by 11.5%.**

**Target: Maintain the percentage of students reaching end of year Reading PM Benchmarks at 89% in 2015 (+/- 5 %) (Data Source-In School PM Benchmark testing data)**

**Outcome: Students at Forrest continue to exceed the state benchmarks at the end of the year. In 2017 91% of students reached or exceeded the end of year Reading PM Benchmark.**

**Priority 3- Enhance the school's environment and culture to promote success in learning while maintaining positive and caring relationships with all stakeholders.**

**Targets:**

88% teachers agree that the learning needs of students are being met from 86% in 2015 (Data Source-System School Satisfaction Survey)

75% teachers agree that they receive useful feedback about their work from 73% in 2015. (Data Source – System School Satisfaction Data.)

70% teachers feel their professional achievements are celebrated from 66% in 2015 (Data Source- System School Satisfaction Survey)

75% parents agree that the school works with parents to support their student's learning from 73% in 2015 (Data Source – School Satisfaction Survey)

**Professional Learning- to promote success in learning**

Forrest Primary School and the International Baccalaureate Community believe that teachers play a vital role in shaping our future through the education of our children. Our world, our culture and our language are changing all

the time and as educators, we must continually grow and learn. The continuing professional learning of all ACT teachers is recognised through the inclusion of professional learning as a requirement of teacher registration. The careful selection of the courses that teachers attend align with our Annual Action Plan (AAP). Teachers chosen to attend the courses are based on the following: Needs of the School according to the Strategic Plan and the AAP; Annual Professional Conversation with the Principal: Individual Professional Goals; Personal Interest

To ensure consistency with the class programmes, every effort is made to employ a relief teacher who is well known to our students, familiar with the school policies and the IB practice.

- Assessor Training
- Count Me in Too (Maths)
- Future Schools Conference
- Google for Education
- Growth Coaching
- Health and Safety
- International Baccalaureate Conference
- Inquiry by Kath Murdoch – whole staff
- IB Asia Pacific Conference
- Leadership- Guy Williams
- Literacy
- Making The PYP Happen
- Middle Years Mental Computation
- Positive Education
- Positive Behaviour Management with Bill Rodgers
- Principals as Numeracy Leaders (PANL)
- Protective Behaviours
- Professional learning undertaken so far this year has included:
- PYP Coordinator Training
- Readers' Workshop
- Schools Expo and STEM conference
- Trauma Training
- Transdisciplinary Workshop for whole teaching staff including relief teachers (two days)

### **Feedback to Teachers**

Teachers are regularly given useful feedback. They report that the feedback is useful, affirming of their practice and they say that they feel valued.

Feedback is given formally through the report writing process where teams and individuals are conferenced and written feedback is given to each teacher.

Teacher Talk is a process whereby teachers are observed giving a lesson around an AAP priority. In 2017 this was Inquiry Maths. Teachers are observed by an executive teacher and a colleague. A coaching conversation follows the lesson whereby the teacher is asked to think about three things that went well and explain one 'rewind'/ something you would do differently next time. The teacher reflects on what that improvement would give the children. The observers then give feedback and at least one 'tip'. Written feedback is then prepared, again in a coaching, positive style, with recommendations for improvement if relevant (as discussed in the post-lesson conference) but there are no surprises.

Feedback is given through the Annual Professional Conversation, both at the conference and in an email sent after the discussion.

Informal feedback is given regularly, anecdotally.

A structure exists at FPS whereby feedback is also given through supervision and when there is a need, there will be

an authentic, respectful conversation about practice and standards. Staff generally respond to such conversations positively and professionally.

### **Coaching**

At Forrest, coaching, both Growth Coaching and Solutions Focus Coaching, are embedded practices so that staff can reach their own potential through articulating and realizing personal or professional goals that are important to the individual. Teachers are given 'affirms' through the coaching process which is another source of positive feedback.

At times we coach children in the same way. We also coach groups for organizational change. This has helped us realise our goal to become a positive Education School and a Restorative Practice school.

### **Professional Learning Communities (PLCs)**

In 2017 we continued our commitment to PLCs where teachers learn together to improve student outcomes. We enjoyed PLCs which were held on Wednesday Afternoons 3.30-4.15pm. Interactive learning occurred both in Year teams and other team arrangements according to the subject. Goals were set, minutes were taken and teams were accountable for consistent recording. The group determined what was important to study and presenters were from the staff itself.

### **Positive Education**

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. We refer to flourishing as a combination of 'feeling good and doing good.' Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

Schools are one of the most important developmental contexts in young people's lives and can be a key source of the skills and competencies that support their capacity for successful adaptation (Hamilton and Hamilton, 2009). Positive Education continues to grow with the recognition of the important role played by schools in fostering wellbeing and the link between wellbeing and academic success.

In 2017, we began the work to become a positive education school, aiming to launch our initiative in 2018. Firstly, a group of stakeholders, consisting of the principal, deputy principal, school psychologist, Board Chair and the P&C Out of Hours Care Coordinator undertook a one day introduction session in Sydney. Justin Robinson, the positive Education leader from the Positive Education Institute in Geelong, facilitated the event.

The group then gave an interactive session to the staff to demonstrate how Positive education could be implemented in the classroom creatively, to be part of the daily programme rather than an added extra to the curriculum. Teachers were immediately interested and supportive as they believe that wellbeing is an important foundation to effective learning.

In August, the deputy principal took two teachers to Geelong for a one day session which would give the teachers more skills in integrating the programme into the units of Inquiry and PYP generally. Following that workshop and feedback to the teachers, the school became 'switched on' to positive Education and the teachers took the following actions in Term 4:

- Teaching teams matched Positive Education Language with the language of the Learner Profile and Attitudes.
- Teachers mapped Character Strengths with year levels.
- Teachers identified examples of kindness lessons and children practised kindness throughout the term.
- Children and staff carried out 1000 Acts of Kindness.
- Teachers began using the Google Community/blog.
- Children made affirmation charts for their classmates.
- The executive staff made affirmation 'wordles' for all teachers which were included in a creative Christmas present for each staff member including relief teachers.

### **Restorative Practices**

Although Restorative Practices continues to be a philosophy, a 'way of being' in our school, it hasn't yet been well

enough embedded or articulated to our community. For that reason, at the end of 2017, a group of 5 teachers which included three executive teachers, attended a four day workshop led by Terry O'Connell (a former policeman who introduced Restorative Justice and Family Group Conferencing to Australia.) The teachers were inspired by the course and plan to give a 5 week presentation / workshop in PLCs in 2018 with a view to strengthening practices in the school in the future.

### **Sustainability**

2017 marks the time sustainability was formally integrated as part of the school curriculum. Forrest Primary School actively engaged in a continuous cycle of planning, implementing and reviewing our approach to sustainability. The sustainability committee were excited to have a \$5,000 budget in 2017. The committee's plan included a distinctive change in the bins around the school. The sustainability committee set up a new system to ensure all community members recycled correctly and limited the amount of waste going into landfill. Students learnt about sustainable practices and each class elected two 'Waste Warriors' to monitor rubbish and educate the school community. The teachers and children involved in this project dedicated hours of work to this project, believing that the effort of the whole school will contribute to a cleaner, healthier planet.



Students, staff and the community were encouraged to use natural resources, including energy, water, waste and biodiversity, in more sustainable ways. The 'Waste Warriors' Action Club allowed students to share ownership of sustainability initiatives and decision making to make effective sustainability decisions and choices.

The garden project continued to evolve with new garden plots and vegetables being added. One teacher, one parent and one grandfather were committed to the garden with many enthusiastic children joining garden club.

Unfortunately, the garden is at the back of the school and needs to be transferred to a better position in the future where it will be more visible and more accessible.



*Sam Bird and a Waste Warrior, are working hard to keep our school clean.*

### **Aboriginal and Torres Strait Islander (ATSI) Education and Cultural Inclusion**

In 2017 the Minister of Education, Yvette Berry launched a system priority of Cultural Inclusion. School leaders from Forrest attended the intensive Professional Learning Sessions run by the directorate.

### **Reconciliation Action Plan (RAP)**

By the end of the year, having consulted widely, we have produced a draft for our new RAP around the priorities of Relationships, Respect, and Opportunities. Parents who attended Culture Club had valuable input around belonging and pride. They felt that Culture Club provided a special space where aboriginal children felt connected, self-expressed and proud in their school. The RAP will be launched in 2018.

### **Indigenous Culture Club**

Our indigenous Culture Club is held every Monday afternoon from 3-4 pm. It provides an environment where Aboriginal and Torres Strait Islander students feel safe, supported and empowered to reach individual academic, social and emotional goals.

Culture Club is collaboratively run by staff, parents, community members and our students. Students explore their identity, culture and heritage and get to know Forrest country and Ngunnawal history through an arts and environment based programme. At Culture Club the P&C provide afternoon tea and Woden Community Services provide a bus to take children home after Culture Club.

Our International Baccalaureate Programme, (IB PYP) and the Australian Curriculum (AC) provide opportunities for all students to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. Through the AC children will understand that contemporary ATSI communities are strong, resilient, rich and diverse. Aunty Brenda, our indigenous Learning Support Assistant, supports this curriculum initiative by participating in Culture Club (providing music, art, and connection). Aunty Brenda is also present in the classrooms, working with all children, to support the learning from the Programme of Inquiry across the school.

**National Reconciliation Week and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week**

We celebrated both Reconciliation and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week in 2017. These events are significant ones as it is a time to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. It also is a time to celebrate and build on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians.



Forrest Primary marked Reconciliation Week by participating in some fun events. Indigenous students and their friends attended the Sorry Day Bridge Walk across Commonwealth Bridge on Friday 26 May. Students from Culture Club (formerly Homework Club) created a colourful banner to carry over the bridge and even won a beautiful piece of Aboriginal art for their efforts. We plan to invite more of our school community to the walk next year to represent



Forrest Primary School and to show our support for reconciliation. When they returned to school, our Indigenous students held an inspiring assembly which explained the significance of Sorry Day and Reconciliation Week. Aunty Brenda taught the students a song called “Yil Lull” which the students performed at the assembly.

We acknowledge all of the students who participated in the assembly and the way they are growing in pride and confidence. Two students who demonstrated outstanding leadership during the assembly were Shauna and Jayden. Shauna began the assembly by reading the Welcome to Country in the traditional Ngunnawal language. Jayden spoke so confidently about Culture Club and how it has empowered him to learn more about his Aboriginal heritage.

**Meccano program**

On Wednesdays the ACT Volunteers’ group ran a meccano programme where selected students worked on their special 5 week Meccano project on a ‘one on one’ arrangement with a volunteer. This experience is designed as an opportunity to work with a mentor to build confidence, a sense of achievement, collaborative problem-solving, strategic thinking and conversational language skills. Children form a significant relationship with the volunteer which can be a protective factor against school refusal and/or school failure.



**Official Opening of the Library**

At the beginning of 2017, at the P&C Community Welcome Barbeque, we held the official opening of the library (stage 1). The library project was a joint P&C / ETD dollar for dollar project whereby each party contributed \$150,000. The school purchased furniture with its \$20,000 contribution. We now have a wonderful flexible,

contemporary space for all children to enjoy reading for pleasure and leisure. Thank you to the P&C who have supported the school in achieving this dream, restoring the library as the heart of the school!

### Looking after Maintenance of the School

Forrest is 59 years old, built in 1958. Although it is old, it is well maintained. Maintaining our school facility to a high standard ensures the safety of all students, staff and visitors and creates a positive relationship between school environment and student achievement. The school acknowledges our Business Manager and our Building Services Officer for their continual work in maintaining our school building.

What has been accomplished this year?

- Upgrading the library is an ongoing project. Our BSO has assembled newly purchased office furniture and fittings. The new furniture looks impressive and provides a lovely new work area so that the teacher-librarian and her team can process books and store materials more efficiently
- Tree audits were carried out routinely. After the big storm in January there was extensive damage both to our property and the surrounding footpaths and verges. Patrick managed the 'clean up' operation with the ACT government body, TAMS.
- LED lighting was installed throughout the whole school during the holidays.
- Two of our parents have worked with the principal and ETD facilities to assess the functioning of the Paul Henryon (Year 6) sustainable building. ETD followed this up by improving the louvre function.
- The upstairs teacher office has been renovated and re-wired for better computer use. This space is used by our EALD and specialist teachers.
- Our Business Manager has been working relentlessly on fixing plumbing problems for both the school and Out of Hours Care. There was an ongoing problem with tree roots disturbing the plumbing in the toilets particularly on the junior side. This issue was placed on the 'Specific Works Program 2017 -2018 Project Proposals' and was closely monitored by the Education Directorate who paid for plumbing costs.
- The school and facilities worked together to repaired the kindergarten ceilings (and renewed ceilings in the library, Year 1 corridor and a Year 2 room).
- Desks and chairs were purchased for the Year 4 classrooms and corridors.
- Chairs were purchased for the Year 5 classrooms to go with the desks purchased in the previous year.
- The school purchased many new white book shelves from IKEA, which were assembled and placed in all classrooms. The book shelves will store student belongings and allow for more flexible seating arrangements in the classroom. The teachers and children were overjoyed and they look very smart!
- The hot water has been fixed in the female staff toilets. This was a welcoming feeling, especially in winter!
- Forrest doesn't have many incidences of broken windows compared to many other schools, but we monitor routinely and replace broken and cracked windows promptly.
- A sign on Hobart Avenue was replaced after a truck knocked it over.
- The ACT Traffic crew and the Forrest Executive team worked together to have the entry link lanes and the corresponding signs into the 'pick-up area' improved.
- New shrubs were planted at the front of the school. A special thank you to our dedicated parents who planted the gardens.
- The flying fox play areas have been topped up with soft fall to make it safer for our children.
- The old fluorescent lights that remained in the school were replaced with LED lights. This has enhanced the energy efficiency of the school.
- Bollards we placed at the back of the canteen area, near the corner of National Circuit and Hobart Ave. New signage saying 'No Parking on Grass' was installed. This will prevent accidents caused by cars illegally parked and backing off the area.



We believe that looking after the school through regular maintenance and repair creates an environment where children can learn and flourish.

## **P&C Maintenance**

The kitchen adjacent to the Junior Hall was refurbished over the July school holidays by the P&C. The new kitchen includes two ovens and one induction cooktop, a pantry and many cabinets with drawers and cupboards. An under the cupboard range hood was added for additional ventilation. The benchtops are Caesar stone which is long wearing, hygienic and durable. The refurbishment was carried out in alignment with ACT health requirements. Since the refurbishment, afternoon tea for Afters has never tasted better!

### **Results against Targets as an outcome of these Actions:**

**Target: 75% teachers agree that they receive useful feedback about their work from 73% in 2015. (Data Source – System School Satisfaction Data.)**

**Outcome: The target was exceeded by 7% with 95% teachers agreeing that the learning needs of students are being met**

**Target: 70% teachers feel their professional achievements are celebrated from 66% in 2015 (Data Source- System School Satisfaction Survey)**

**Outcome: The target was well exceeded by 20% with 95% teachers agreeing that they get useful feedback.**

**Target: 75% parents agree that the school works with parents to support their student's learning from 73% in 2015 (Data Source – School Satisfaction Survey)**

**Outcome: The target was exceeded by 9% with 84% parents agreeing that the school works with parents to support their students' learning.**

## **Performance in other areas of the curriculum**

### **P&C Welcome BBQ**

Every year in February, the P&C hosts a welcome BBQ for the Forrest community. This is a good opportunity to meet new families and connect with the new teacher.

### **Parent Representatives**

A Parent Representative elects to support the teacher and build a community of parents.

### **Celebrating Student Achievement**

At Forrest Primary, we acknowledge the great work being done by teachers to nurture and support the well-being and success of their students at school and beyond. Providing students with recognition of their achievements is a way of promoting a positive school culture and ensuring our students are always striving to do their best. There are many different ways in which we recognise and celebrate the achievements of our students, both publicly and privately:

- **SeeSaw-** The implementation of See Saw this year has provided many families with instant feedback of their child's progress at school and allows parents to comment directly to their child and teacher.
- **Reports-** Student reports provide parents with clear and accurate information about their child's achievements and progress in all learning areas. Student reports outline achievements and progress in a range of learning areas and highlight effort, successes and challenges.
- **Leadership Opportunities-** The concept of student leadership is often used interchangeably with the terms student agency, student voice, and student participation. Throughout the year, students have the opportunity to act as school ambassadors or representatives beyond the school (for example, Student Congress), to engage in peer support, buddying or mentoring programs and lead whole school learning days such as 'Valuing Science Technology Engineering (Arts) Mathematics' = STEM or STEAM Day.
- **Taking Action-** As a part of the PYP, students were encouraged to take action as a result of Units of Inquiry undertaken in the classroom, personal inquiries or as a part of the Lunch Time Club Action Team. We take the opportunity to celebrate and value these actions by supporting fundraising initiatives and allowing students to share



their ideas.

- Merit Certificates- Each month, three students from each class were selected by the classroom teacher to receive a merit certificate based on their achievements within the classroom or wider school community.

### **Student Voice**

The Future of Education: Student Congress

The Minister of Education held a Student Congress to which she invited students from public schools across Canberra to participate. The Minister actively advocates for improvement for all students for the future and wants input from as many people and groups as possible. She rates student voice very highly and invested in two whole day eliciting student ideas and feedback about what students think constitutes a good school.

Forrest was represented by two year 6 students who participated with enthusiasm and commitment to questions like 'How are you going? How do you think everyone is going? What do you think needs to be in place for everyone to succeed?'

### **Future of Education Conversations**

The Minister encouraged as many forums as possible to gain feedback on what would be the way forward for Canberra Schools in the future. Forrest supported this endeavour by holding various forums with English As an Additional Language 'Dialect (EALD) families, ATSI families at Culture Club. In August the Minister and our Board chair attended the Indigenous Culture Club where we sought feedback and ideas to go forward. Feedback was also sought from teachers, students and parents in various ways.

The board parent members held a forum and had Year 6 children interviewing people on what they thought would constitute good education in the future.

*The road to a better education for all our children is not to return to the past but to build schools where curiosity, engagement and talent can be discovered and nurtured. That calls for integrating research-informed international lessons into local needs and capabilities.'* Pasi Sahlberg

### **Reading Information Night**

Teachers presented valuable information on how to support reading at home and in the classroom. The session included information about: how children become literate using meaning, visual information and the structure of the language; how to listen to your child read; how to introduce a book for a child using meaning and the pictures as a tool; fluency as a key to success; how we teach phonics; first step strategies; reading levels; why we don't compare children; guided, modelled, shared and silent reading in the classroom; learning assistance given at Forrest, ie Reading Recovery for 6 year olds and our model of Learning Assistance.

Parents asked questions and received useful handouts. We welcome parents to discuss their child's progress, or our approach to literacy learning at any time.

### **'Think U Know' Cyber Safety Presentation**

Forrest Primary School hosted a 'ThinkUKnow' presentation on 16 May 2017 for all parents, carers and teachers.

'ThinkUKnow' Australia [www.thinkuknow.org.au](http://www.thinkuknow.org.au) is a cyber safety education programme that educates parents, carers and teachers about how people are using technology, the challenges they may face online, and how to help them overcome challenges in a safe and ethical way. The presentation was delivered by a local law enforcement member and an industry volunteer. The presentation covered issues relating to children and young peoples' privacy and security online, their relationships with other users and their online reputation. It provided insight into the devices young people are using, as well as the popular websites, apps and social networking sites they are accessing.

### **Year 3 and 4 Google 'drop in' session and Cyber Safety Presentation**

In May the ICT committee and Year 3 and 4 teachers gave a presentation to parents on the Google Platform. Parents were shown how to access Google Classroom through their child's account as well as how they could be involved in supporting their child to complete homework. Parents were then able to ask questions and have a go at using Google Classroom and Google Docs. At 6pm the Australian Federal Police in conjunction with 'ThinkUKnow' then

held a parent forum about cyber safety. The cyber safety education program focused on how children are using technology, the challenges they may face online, and how to help them overcome these in a safe and ethical way. Parents were given tips to ensure devices are secure as well as steps to take if there is a breach in safety.

<https://www.thinkuknow.org.au/>

### **The National Futures Conference**

We were very fortunate to be given the opportunity to participate in the 3 day National Futures conference in Melbourne. The first day Ms Richardson and Ms McMullen participated in a master class with Prakash Nair, a leading American expert in classroom learning spaces and 21st century skills. The other 2 days provided an opportunity to hear from industry and academic experts from Australia and overseas on the skills our students require for their future jobs, many of which don't exist yet. A number of teachers and departmental staff presented information about the role schools play in supporting students to develop technical and design thinking skills.

### **Year 5 and 6 Camps**

Years 5 and 6 went on their annual school camp in March, year 5 students to Camp Cooba and Year 6 to Camp Jindabyne. School camp is a great opportunity to develop a range of social skills. Most activities at camp involve team work, which is great to strengthen established friendships and also to develop new ones.

### **Matt Giteau Cup**

Forrest entered two teams into the Matt Giteau Cup in 2017. The Matt Giteau cup is a 10 a side Rugby Union Gala Day held for primary schools in the Brumbies region. The day is run by Brumbies Development staff and fully qualified referees. Forrest Primary teams trained during school lunch times, learning how to play the game in a safe and responsible manner by qualified coaches. Teams were selected based on general behaviour, attitude and effort in training.

### **Valuing Wellbeing and Harmony Day**

In March 2017 Forrest Primary School celebrated Valuing Wellbeing and Harmony Day. Students were organized into mixed aged groups from K-6 and participated in 2x30 minute rotations from 12.30 to 1.30pm. Each activity was designed to improve wellbeing and promote harmony. The Year 6 students acted as leaders for the groups and facilitated teamwork, inclusivity and developed connections throughout the school. Activities included yoga, meditation, craft, dance and drumming.

### **Japanese**

Every year our school hosts students from the Tohoku region in Japan for one day. These students lost one or both parents in the disastrous East Japan earthquake and tsunami in March 2011. The Tohoku Youth Program is run by the Australia-Japan Society (ACT) and invites students each year to Canberra to take part in a 2 week educational and social programme with young people their own age. We spent time with these wonderful students and volunteers and shared our Australian heritage and Japanese language classes with them. Our Japanese mothers, who are consistently involved in the Japanese programme, supported this event by being there and providing afternoon tea.

### **ANZAC Assembly**

On Wednesday 26 April, we hosted an ANZAC day assembly. This was held in the Senior Hall at 10.30am. The senior school students led the assembly with the Year 6 band performing and Kindergarten children laying a wreath. Parents and community members were invited to join us in remembering all the service men and women who have served our country.

### **Footsteps**

This year, for the first time, every year level K-6 participated in the Footsteps Dance Programme which aims to enhance kinaesthetic awareness, improve movement, flexibility, rhythm and performance skills. The programme challenges students physically and mentally, develops stamina, coordination and gives the students an appreciation and understanding of music. This programme is now a key component of our Physical Education and Arts Programme. Students were involved in 10 x 45 minute dance sessions.

### **Jump Rope**

We were excited to participate in the Jump Rope for Heart in 2017 at Forrest Primary. The Heart Foundation Jump Rope for Heart is an amazing programme which encourages children to become more active by learning new skipping skills.

### **Musica Viva – Teranga Concert**

On Tuesday 30 May, the whole school was fortunate enough to attend a musical concert hosted by Musica Viva. The concert showcased a percussion-based group called Teranga who delighted our and teachers students with their charismatic performance led by master musician, Pape M'Baye. During the performance students were introduced to traditional West African instruments and joined in the rhythmic dances.

Forrest Primary School has worked in partnership with Musica Viva for many years. The Musica Viva programme provides the best possible platform for students to experience live music. Their performances are designed especially for schools, catering for general classroom teachers and music specialists. The programme also supports teachers with curriculum aligned digital teaching resources.

### **Trivia Night**

The P&C hosted the annual Trivia Night which was held at the Deakin Soccer Club for the last time. (We will move to a different venue in 2018.) Trivia night is the major fundraiser for the P&C. The event was well attended by parents and staff with an artwork auction, raffle and games. The committee went to great lengths to collect prizes, collated hampers and organise the event while the teachers and children produced amazing artworks that were auctioned at very high prices with very competitive bidders!

### **Carnivals**

#### *Athletics Carnival*

Students and teachers braced for the cold but it turned out to be a surprisingly warm winters day for the Forrest Athletics Carnival in 2017. The Senior students travelled to Woden sports ground and competed in both track and field events while the Junior students stayed at school enjoying their tabloid programme. Impressive sportsmanship was shown at both events.

#### *Swimming Carnival*

The 2017 swimming carnival was held at the AIS pool in Bruce. The day saw swimmers from 8 years and up taking part in events and supporting their houses. It was a great day for all involved.

#### *Cross Country*

The 2017 Cross Country Carnival was held at Mt Stromlo running track. All students 8 years and older took part in the day which saw sunny skies and great physical activity.

We acknowledge and thank the Telopea Park PE teachers and students who assist at our carnivals each and every time. For the Telopea students it provides a leadership development opportunity, and for the Forrest students it provides support and fun, especially when the high school students are dressed in their 'onesies!'

Our students have grown in their enthusiasm to support their houses, Phillip- Green Dampier- Yellow, Flinders- Red and Cook-Blue. The children sing, barrack, wave, dance and encourage each other and are almost as keen as the students at Hogwarts!

### **Enrichment Programmes**

2017 saw the beginning of the Bike Education workshops. Students in years 3-6 learnt how to maintain their bikes, how to keep safe on the road and they also appreciated the fun and fitness that can be achieved through bike riding.

### **Acknowledgements**

We acknowledge the passion, dedication and diligence, the expertise and care with which our staff worked to deliver excellence in education for our students at Forrest in 2017.

We acknowledge the support and partnership of our parents and community members.

We acknowledge the zest and energy, the great attitudes of our children and the way they've tried their best.

We acknowledge the way that we, as a community, all strived to identify with the attributes of the Learner Profile: to be knowledgeable, caring, communicators, balanced, thinkers, inquirers, risk-takers, open-minded, principled and reflective.