



School Annual Report 2023

Forest Crescent Primary

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Year 6 Graduating Class 2023



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 2023 we commenced with 664 students from Kindergarten to Year 6. Of our student population, 212 students had a Language Background Other Than English, 34 students were identified as Students with Disabilities or Severe Medical Conditions, 30 students were of indigenous backgrounds and there were 6 International students enrolled.

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), Drama 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.

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?

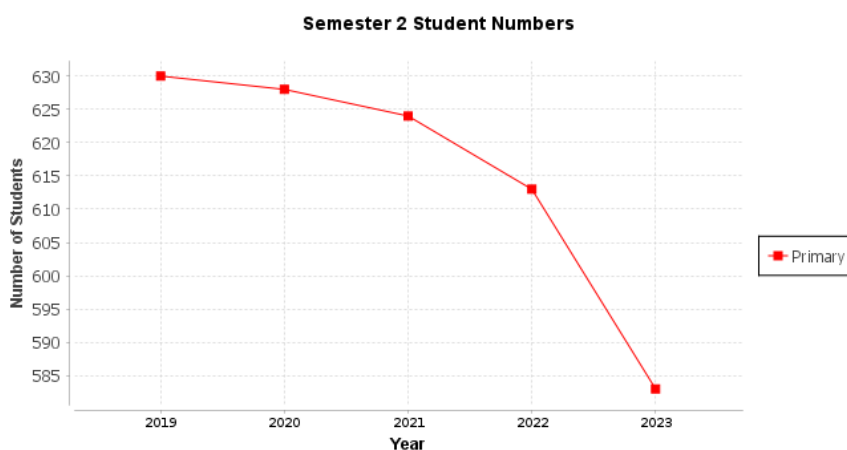
Student Numbers and Characteristics

Forest Crescent Primary's student numbers are shown below as of 2023, Semester 2. Student number trends are shown in the bottom graph.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full-Time	(40)	62	80	88	90	90	85	88	623
Part-Time	80								

School Enrolment Profile

This graph indicates a slight decrease in full-time student numbers from the past five years (630 – 583); however, it still sits comfortably within the Level 6 classification. Total enrolments as of Semester 2 2023 including kindergarten was 663 students,. 2022 had a significant decrease in kindergarten numbers (60) who were Pre Primary (62) in 2023 and will be in Year 1 2024 creating a smaller student cohort which will travel up through the school..



Workforce Composition (Data) (source: Schools Online)

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Level 3 Teachers	3	1.9	0
Other Teaching Staff	42	31.4	0
Total Teaching Staff	45	33.3	0
School Support Staff			
Clerical / Administrative	4	2.9	0
Gardening / Maintenance	2	0.8	0
Other Allied Professionals	25	18.3	0
Total School Support Staff	31	22.0	0
Total	80	59.3	0

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.

Student Attendance

Student Attendance - Targets

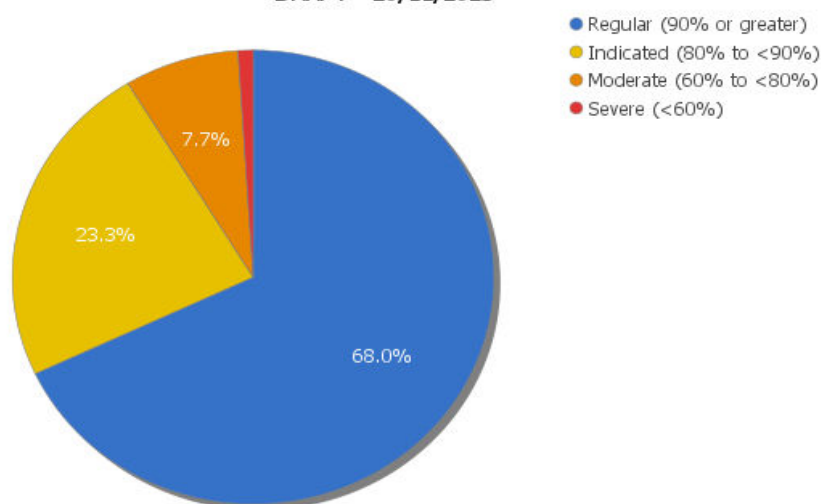
- To be above the "Like Schools" attendance rate – greater than 94%
- Our authorised absence rate to not be less than 75%

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	92.7%	92.1%	92.4%	89.6%	82.6%	76.8%	92.6%	91.7%	91.0%
2022	89.0%	88.1%	88.3%	87.4%	76.7%	69.5%	88.9%	87.6%	86.6%
2023	91.7%	90.5%	90.3%	91%	83.3%	74.3%	91.7%	90.2%	88.9%

Breakdown	Attendance Rate %	Regular Students	At-Risk Indicated	At-Risk Moderate	At-Risk Severe	Auth. %	Unauth. %
Pre Primary	91.2%	42	21	2	1	79%	21%
Year 1	90.1%	48	22	12	1	64%	36%
Year 2	91.8%	67	15	5	2	56%	44%
Year 3	92.9%	68	17	5	0	65%	35%
Year 4	89.3%	53	23	15	1	68%	32%
Year 5	92.8%	58	25	3	0	64%	36%
Year 6	92.7%	70	16	4	1	63%	37%
Compulsory	91.7%	406 (68%)	139 (23%)	46 (8%)	5 (1%)	66%	34%

The tables indicate that we have maintained an attendance rate close to our target of 94% (91.7%), which is a solid attendance result considering the ongoing situation with post COVID-19 and over seas holidays back on the agenda. This is above "Like Schools" (90.5%). This was 2.2% higher than in 2022 (89.0%).

Attendance Profile 2023 Semester 2
DRAFT - 20/11/2023



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 2022-2024, 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	46, 68, 63	51, 30, 24	2, 0, 12	1, 2, 0	0, 0, 1
Participates responsibly	72, 74, 58	21, 21, 23	7, 4, 19	1, 1, 0	0, 0, 0
Sets goals and works towards them	32, 65, 60	46, 26, 20	21, 6, 12	1, 3, 7	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	75, 47, 69, 74	18, 50, 28, 18	1, 3, 3, 7	0, 0, 0, 1	0, 0, 0, 0
Shows self-respect and care	85, 89, 80, 88	13, 9, 19, 8	2, 2, 1, 3	0, 0, 0, 1	0, 0, 0, 0
Shows courtesy and respect for the rights of others	87, 82, 81, 84	9, 15, 15, 14	4, 3, 4, 1	0, 0, 0, 1	0, 0, 0, 0
Participates responsibly in social and civic activities	86, 79, 73, 86	10, 21, 24, 8	4, 0, 3, 5	0, 0, 0, 1	0, 0, 0, 0
Cooperates productively and builds positive relationships with others	85, 88, 79, 81	8, 8, 17, 15	7, 4, 4, 4	0, 0, 0, 0	0, 0, 0, 0
Is enthusiastic about learning	74, 81, 74, 78	18, 15, 20, 15	8, 4, 6, 6	0, 1, 0, 1	0, 0, 0, 0
Sets goals and works towards them with perseverance	72, 70, 78, 78	21, 20, 17, 14	7, 10, 5, 7	0, 2, 0, 1	0, 0, 0, 0
Shows confidence in making positive choices and decisions	85, 69, 78, 81	9, 26, 19, 14	6, 5, 3, 4	0, 0, 0, 1	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:

- 66% consistently work to the best of their ability. (Yr 4's only 47%)
- 86% consistently show self-respect and care.
- 84 % consistently show courtesy and respect for the rights of others
- 83% consistently participate responsibly in social and civic activities
- 83 % consistently cooperate productively and build positive relationships with others,
- 77 % are consistently enthusiastic about learning,
- 75% consistently set goals and work towards them with perseverance and
- 78 % consistently show confidence in making positive choices and decisions.

Successful Students - Literacy Review

2023 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 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 was on reading comprehension.
- Targeted intervention for students identified as at risk.

Writing

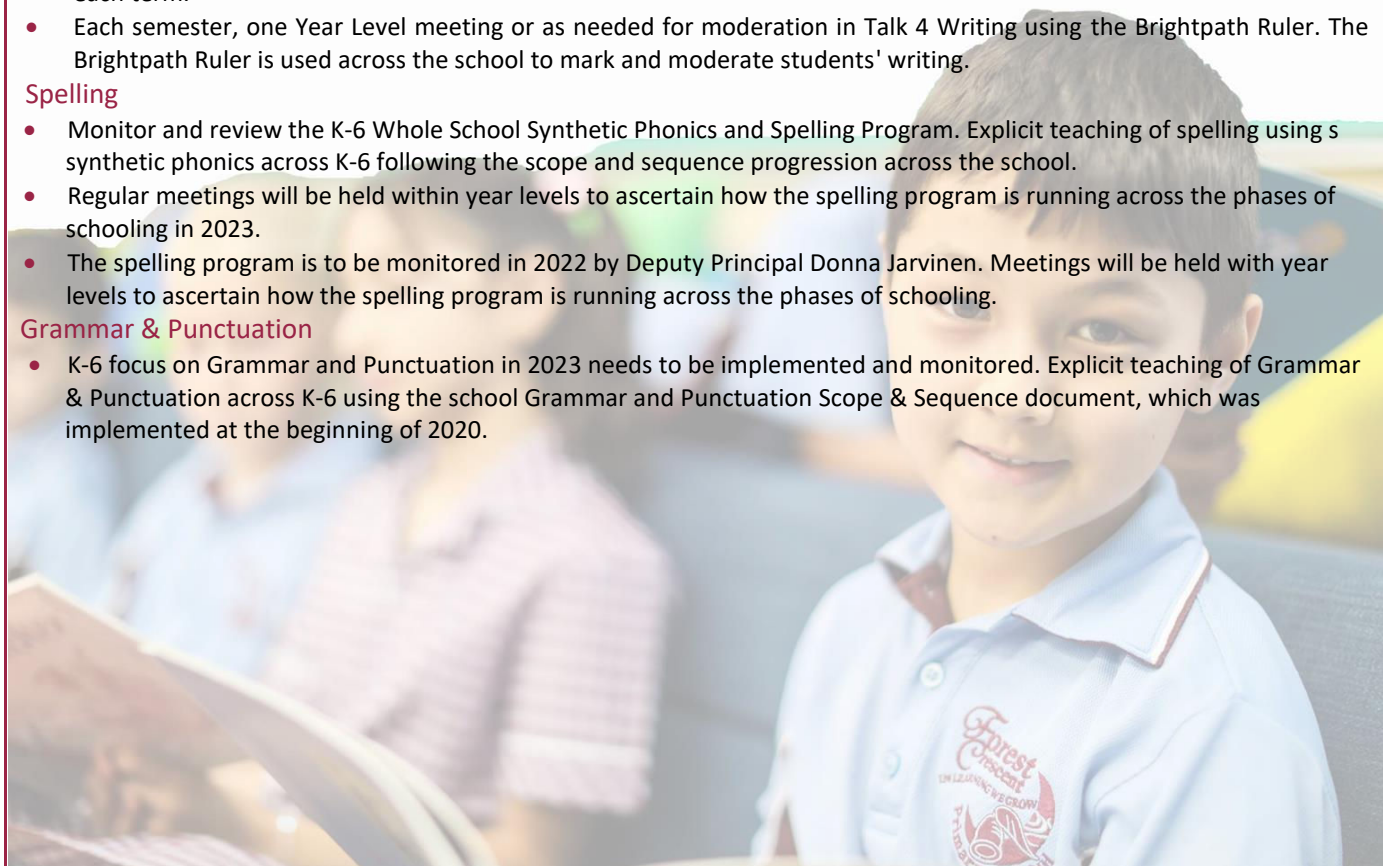
- Explicit teaching using class story mapping from K-6 to elaborate and embed the text through role-playing.
- Explicitly teaching listening and speaking interactions using appropriate voice levels, articulation, body language, gestures, and eye contact through formal and informal role-play utilising 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.
- Regular meetings will be held within year levels to ascertain how the spelling program is running across the phases of schooling in 2023.
- 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 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

Kindergarten to Year Two

- 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 the parent workshops are essential to ensure that parents have a good understanding of the home-based reading program across K-PP. The kindergarten and pre-primary parent workshops will be held at the end of term 1.
- K-PP implemented the home-based reading program from PLD using the Picture Books with Comprehension Questions across 2023. The program continued to be successful. Recommendation for 2024 is to continue with the program with a Better Beginnings parent workshop being held in kindergarten at the beginning of term 2.
- 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 which require explicit teaching and need to be part of the daily Kindergarten program. (In 2023 the kindergarten program moved to a five-day fortnight which has been successful with less student absentees and more time for the classroom teacher to implement and explicitly teach oral language skills.)
- 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. (Ongoing support across PP-2)
- 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. (In semester 2 the year one and year two students have had access to a range of decodable readers.)
- 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 the growth each student had made 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 semester 1 the year 3 students completed the MiniLit Sage Program in week 7 term 1.)
- 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 “Heggerty Phonemic Awareness Program.” Heggerty is a systematic and explicit phonemic awareness program which can be accessed by all children. (The Heggerty Program has been successful and will continue to be implemented across K-1 in 2024.)
- 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 are implementing the spelling program in their classes. Teachers will be given some time in year levels in term 1 to review whole school spelling practices. (In semester 2 the PP-2 teachers have been investigating other more effective spelling programs to implement across PP-2 to align with the new Phonic Initiative as a directive from the Department of Education. The current PLD scope, and sequence spelling program doesn’t align to the new Phonics Initiative and the Science of Reading. The English committee had been looking at more effective spelling programs to use with PP-2. Kerry Wybenga in year 2 trialled the UFLI program with her class and found it very successful. The UFLI program will be adopted in 2024 across PP-2 and a year 1 phonics assessment will be administered midway through 2024 against the Department of Education’s expected proficiency. In term 4 a teacher from each year level in PP-2 attended UFLI training at DSF. To follow on from the UFLI training and prepare for the beginning of 2024 all classroom teachers from PP-2 will be involved in on site UFLI training presented by Kerry Wybenga.)
- DIBELS reading assessment was used by classroom teachers on all students 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.

Years Three to Six

- 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 and in 2023 all teaching staff and education assistants will be given an opportunity 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 and likewise extend some of our students. The online resource has linked activities which incorporate reading

comprehension, writing using a range of genres and recording. (In semester 2 an audit across Year 1-6 indicated that eight classes across the school from year 3-5 were using the online resource.)

- EALD support will be targeted at eligible EALD students across the school. (Ongoing)
- 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.
- Indicated that across 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 indicates 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 are implementing the synthetics spelling program in their classes. Teachers will be given some time in year levels in term 1. (In 2023 the review into spelling for year 3-6 wasn't completed it will need to be addressed in 2024.)
- DIBELS reading assessment was used by classroom teachers on all students 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.

Professional Learning:

- Three teachers in PP-1 will attend online professional learning through DSF on implementing the "Heggerty Phonemic Awareness Program." (Staff attended PL in term 1.)
- Two staff members will attend a two-day training workshop through DSF on Talk 4 Writing in term 1. (Staff attended PL in Term 1.)
- Two PP staff members will attend a one-day training workshop through DSF on Talk 4 Writing in the Early Years in term 1. (Staff attended PL in term 1.)
- Reading Comprehension PL for all teaching and non-teaching staff. (No PL in Reading Comprehension has been implemented with staff as currently our school's PL days consist of School Culture and Leadership Training. Professional learning in Reading Comprehension will need to be implemented in 2024)
- Upskill new classroom teachers on administering and interpreting the DIBELS assessment. (This was implemented in term 1 by a staff member from the English committee. In 2024 this strategy will need to be implemented for all new staff in PP-6.)

Resources:

- Purchase resources across K-6 which are outlined in the budget and align to the English plan. (In semester 2 resources were purchased for K, PP & year 5. Resources were also purchased for the new UFLI program.)
- Renew annual licence for PAT Reading, Sunshine Online and Australian Storybox. (PAT Reading & Sunshine Online licences renewed. The licence for Australian Storybox was renewed in October 2023 it will expire in October 2024.)
- Update whole school literacy files in term 1 and give these to classroom teachers. (Literacy files will need to be updated and reviewed at the beginning of 2024.)
- Weed year 2 reading books and SAER reading books located in the library. (Semester 2 teacher resources in English and SAER were weeded. Year 2 reading books will need to be weeded in 2024)
- The Reading Tutoring Program (RTP) supports older students working below the benchmark in reading. (Ongoing for 2024 complete assessment early in term 1)
- The MiniLit Sage program is used for early intervention in year 1 and year 2 for those students who are struggling to learn to read. (Ongoing for 2024)

Evaluation:

- Neale analysis administered on all new students to FCPS across year 3- 6. (Ongoing over 2023 maintain for 2024.)
- Maintain whole school literacy assessment administered on all new students to FCPS across year 1-2.
- DIBELS used for students reading levels across the school. (Term 1 & Term 4)
- Brightpath Ruler and Talk for Writing tasks as per schedule. (Semester 1 & Semester 2)
- PAT Reading Year 1-6 (Semester 2)
- South Australian Spelling Year 1-6 (Semester 2)
- PP On Entry Assessment (Term 1)
- NAPLAN Year 3 & 5 (Term 1)
- MiniLit Sage (SAER) WARL & WARN (Ongoing assessment completed term 4)
- Reading Tutoring Program RTP (SAER) (Ongoing assessment completed term 4)
- EALD Progress Maps (Semester 1 & Semester 2)

READING TUTORING PROGRAM (RTP)

Reinforced Reading Program at Forest Crescent Primary School 2017- 2023

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
3,4,5 & 6	2023	10	8

In 2023 twenty-two students were assessed for the Reading Tutoring Program RTP across year 3 -6. Twelve of the students assessed were non-candidates for the RTP. Eight of the students successful completed the RTP over a period of ten -twelve weeks. One student didn't complete the RTP as they left the school in term 2 and then returned in late term 3. The other student made slow progress and had a high level of absenteeism. The RTP has continued to be a successful intervention program for those students who require one-one intervention.

MINILIT SAGE PROGRAM

In 2023 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 2023 approximately 24 students attended the program compared to 40 students in 2022. The recommendation is to continue in 2024 with the MiniLit Sage program in year 1 and year 2. The MiniLit Sage 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 2023 for K-6.

K SEMESTER 2 2023 ORAL NARRATIVE	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
FCPS	140	123	135	160	21	74
All Schools	139	115	130	160	27	-
PP SEMESTER 2 2023 NARRATIVE						
FCPS	142	90	145	190	58	57
All Schools	130	80	125	180	56	-
YR 1 SEMESTER 2 2023 NARRATIVE						
FCPS	273	230	280	321	68	70
All Schools	199	140	205	255	68	-
YR 2 SEMESTER 2 2023 INFORMATION REPORT						
FCPS	246	190	240	310	64	87
All Schools	225	160	230	300	77	-
YR 3 SEMESTER 2 2023 PERSAUSIVE TEXT						
FCPS	336	274	350	390	62	78
All Schools	291	220	300	360	84	-
YR 4 SEMESTER 2 2023 PERSAUSIVE TEXT						
FCPS	349	284	350	415	62	85
All Schools	344	280	350	420	88	-
YR 5 SEMESTER 2 2023 PERSAUSIVE TEXT						
FCPS	461	420	460	500	47	82
All Schools	388	325	395	460	87	-
YR 6 SEMESTER 2 2023 PERSAUSIVE TEXT						
FCPS	448	420	455	476	44	85
All Schools	422	360	430	495	85	-

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 an improvement across years 2-6 in reading. In PAT Reading the Year 1 students are at the median percentile, but there are fewer students in the in the 25th percentile and below. In 2024 PAT Reading results can provide teachers with individual profiles for students which relate to retrieving directly stated information, interpreting explicit information, interpreting by making inferences and reflecting on texts. Classroom teachers need to use the information from 2023 to teach, plan and improve reading comprehension across the school. In 2024 reading comprehension will need 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 have been purchased in 2023 and these can be used to support older students. High interest readers for SAER have been purchased. In 2023 an audit of SAER reading books was undertaken.

PAT READING Year 1-6 SEMESTER 2 2023

OCT 2023	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	75 students	Normed	85 students	Normed	86 students	Normed	81 Students	Normed	85 students	Normed	85 Students	Normed
95 th	102.7	110.9	119	125.8	131.1	139.2	138.6	147.5	141.4	147.5	142.6	149.8
75 th	90.6	95.1	106.2	111.2	115.7	123.7	131.6	131.8	132.6	134.7	132.7	137.4
Median	84.2	84.2	97.7	101.1	108.2	113	123.6	120.9	127.8	125.8	127.8	128.8
25 th	75.7	73.2	89.3	91	97.8	102.3	111.3	110	119.5	116.9	123.1	120.1
5 th	65.1	57.5	79.9	76.4	84.4	86.8	95.2	94.3	105.8	104.1	108.3	107.7

DIBELS

Year 1 – 6 completed DIBELS assessment on all students using the assessment for the beginning and the end of the year. The following two tables compare term 1 and term 3 results showing the students at risk and those next group of students who may be at some risk of reading difficulties. The results show that in year 1 there was significant progress in reading from the beginning of the year to the end of the year. In year 2 – year 6 students had made progress but there were still significant students at risk in reading at the end of year 6.

DIBELS READING Year 1-6 SEMESTER 1 & 2 2023

DIBELS BEGINNING 2023	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	76 students	86 students	86 students	93 students	86 students	90 students At
Risk	23%	25%	22%	5%	13%	22%
At some risk	35%	16%	20%	18%	27%	25%
DIBELS END 2023	73 students	86 students	85 students	87 students	85 students	88 students
At Risk	16%	25%	25%	14%	30%	35%
At some risk	16%	19%	17%	26%	10%	12%

Recommendations for 2024

- Professional learning and upskilling in teaching reading comprehension to all classroom teachers and education assistants across K-6.
- Implementation and monitoring of the UFLI program across PP-2.
- Revise and research more effective spelling programs in years 3-6 which align with the Science of Reading and improve spelling outcomes across the school.
- Talk 4 Writing and Brightpath schedule to be revised for 2024.
- Opportunities for teachers to teach, plan and implement reading for students using the PAT Reading results form 2023.
- Maintain and continue to build on resources across K-6.
- MiniLit Sage and the Reading Tutoring Program for students who are at risk in literacy.
- Inservice any new staff using DSF – Talk for Writing, Heggerty Phonemic Awareness Program, KAT Training, Brightpath Rulers – School based training and online modules.

Successful Students - Numeracy Review

2023 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.

Mathematics Whole School Priorities

Students require a sound grasp of the meanings of numbers and how we write them. They also need to develop an understanding of the meaning and use of basic operations, a working and flexible repertoire of computational skills, and the capacity to identify and work with number patterns and relationships.

The following concepts are the priorities for 2023 as determined by the students' performances. Teachers will have access to more detailed cohort data and the performance of individual students for their planning and student handover for 2024. The priorities listed may have a common thread connecting later year levels with preceding year levels as they provide the prerequisite understandings for the following year. This will be refined at the 2023 Numeracy Committee Meeting. Targets derived from NAPLAN results (Term 1), more so if the perceived NAPLAN weaknesses were still evident in PAT Numeracy testing (Term 3 & 4)

Common Understandings of Numeracy Across All Year Levels

- Maths language- Looking at the language of maths across various meaningful contexts.
- Comprehension of problems (including multi-step) and applying operational and calculation skills to solve said problems.
- Basic facts, which include all operations and properties of multiplication, division and addition, and subtraction with an emphasis on fluency and recall (for Years 3 to 6) to develop a range of efficient mental and written strategies

Early Childhood- Kindy- Pre Primary

Number & Algebra

- Strong showing in Year 1 & 2 PAT Maths of concepts introduced at the Foundation level.
- Continue with 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 recognise place value above 20; continue the 1 to 9 pattern within a decade.
- Continue with developing early flexibility with number recognition, that it can be represented and partitioned in different ways,
- Matching written words to numerals- Represents a two-digit number in numerals from words. 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 from answers.

Year 1

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
- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. Solves a simple addition/subtraction problem in context.
- Count and order small collections of Australian coins and notes according to their value
- 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; Describing duration using months, weeks, days and hours and solving a problem involving the order of months
- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features
- Measures the length of an object using informal units
- Give and follow directions to familiar locations; interprets directions to locate the position of an object

Statistics & Probability

- Choose simple questions and gather responses and make simple inferences
- Identifies the likelihood of chance events using everyday language Using algebraic understandings to explore patterns that occur in real-life data sets (Science, coding, HASS)

Year 2

Number & Algebra

- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections
- Recognising, and describing common use of halves. Understand the meaning of 'half', splitting quantities into 'fair' shares and partitioning quantities repeatedly into halves.

• Solve simple addition and subtraction problems using a range of efficient mental and written strategies.

Recognise, model, represent & order numbers to 1000; Identifies a number less than 1000 on a number line

- Solve simple addition and subtraction problems using a range of efficient mental and written strategies. Identifies a word problem represented by an addition number sentence.
- Determines a sum by grouping according to place value
- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences
- Describe patterns with numbers and identify missing elements
- Divides a two-digit number by a one-digit number in context
- Continues a pattern with constant 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 and a time duration in months, years and days.
- Compares the capacity of objects using informal units
- Compares the masses of objects using balance scales
- Identifies an image after a flip.
- Calculates the areas of irregular shapes by counting squares and half squares and orders shapes on a grid by their area

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.
- Selects the most appropriate question to gather data in a survey, and devise a question that matches the data
- Interprets a tally table in context.

Year 3

Number & Algebra

- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.
- Describe patterns with numbers and identify missing elements. Explore and describe number patterns resulting from performing multiplication.
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations.
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies.
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.
- 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
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.
- Multi-step problems involving addition, subtraction, division and multiplication.

Measurement & Geometry

- Tell time to the minute and investigate the relationship between units of time.
- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features; make models of three-dimensional objects and describe key features
- Identify and describe half and quarter turns
- Compare objects using familiar metric units of area and volume
- Measure, order and compare objects using familiar metric units of length, mass and capacity

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 4

Number & Algebra

- Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction.
- Solves a multi-step problem involving purchase.
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.
- Explore and describe number patterns resulting from performing multiplication; Describe, continue, and create number patterns resulting from performing addition or subtraction.
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.
- Use efficient mental and written strategies and apply to solve problems.
- Multi-step problems involving addition, subtraction, division and multiplication.

Measurement & Geometry

- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures.
- Use 'am' and 'pm' notation and solve simple time problems.

Statistics & Probability

- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values
- Evaluate the effectiveness of different displays in illustrating data features including variability

Year 5

Number & Algebra

- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies.
- Compare, order and represent decimals.
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.
- Calculates the difference between two large numbers.
- Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction. Uses place value and/or partitioning to solve a subtraction problem.
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.
- Multi-step problems involving addition, subtraction, division and multiplication.

Measurement & Geometry

- Use a grid reference system to describe locations. Describe routes using landmarks and directional language.
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries.
- Choose appropriate units of measurement for length, area, volume, capacity and mass~ magnitude of measurement relationship between units of measure.
- Use scaled instruments to measure, order and compare lengths, masses, capacities and temperatures.
- Describe and interpret different data sets in context.
- Solves a problem involving elapsed time and am/pm notation.
- Compares angles to a right angle.

Statistics & Probability

- Interprets a picture graph where one picture represents many data values.
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values.

Year Six

Number & Algebra

- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.
- Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies.
- Compare fractions with related denominators and locate and represent them on a number line.
- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers.
- 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.
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries

Measurement & Geometry

- Connect three-dimensional objects with their nets and other two-dimensional representations
- Convert between common metric units of length, mass and capacity
- Introduce the Cartesian coordinate system using all four quadrants
- Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving

Statistics & Probability

- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.
- Describe and interpret different data sets in context.

PAT MATHEMATICS Year 1-6 SEMESTER 2 2023

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 2023.

The percentile rank of a score is the percentage of students who achieve less than that score. For example, a student with a percentile rank of 75 compared to year 3 has a score that is higher than 75 per cent of Australian year 3 students.

Table 5 shows the PAT Maths scale score values for given percentile ranks and the standard deviation of achievement at each year level of the 2023 norms. The 50th percentile represents each norm group's mean, or average, achievement.

It is evident from the data (scaled scores) that there has continued to be an improvement across years 1-6 in mathematics.

PAT MATHEMATICS DATA												
OCT 2023	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	students	Normed	students	Normed	students	Normed	Students	Normed	students	Normed	students	Normed
95 th	121.8	118.3	122.6	128.4	134.3	136.8	138.7	139.9	147.4	146.2	154.9	148.5
75 th	113.2	107.2	107.7	116.5	119.6	124.2	125.6	128.8	131.4	134	134.8	137
Median	104.1	99.5	103.1	108.3	114.7	115.4	118.8	121.1	122.9	125.5	130.1	128.9
25 th	99.5	91.7	99.1	100	106.5	106.6	113.4	113.3	117	117	123.1	120.9
5 th	90.0	80.6	88.2	88.2	93.9	94	105.5	102.2	105.3	104.8	116.8	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

2023 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 2 2023

FCPS >85% C+	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Semester1 Overall	92%	96.7%	93.8%	92.1%	94.1%	96.6%	92.8%
Like schools Comparisons	91.45%	90.2%	90.9%	92.6%	90.6%	88.1%	89.87%
Semester 1 Inquiry Skills	61.3%	98.7%	89.7%	85.4%	94.5%	83.5%	90.2%

We achieved 85% or more students with a "C" grade or better across all year levels.

Given that FCPS did not meet the target for inquiry skills in pre-primary (61.3%) or year 5 (83.5%), and year that the year 3 inquiry skills were only just over the target (85.4%), it is recommended that this strand be given priority for 2024.

Additionally, across all year levels except for year 6, the number of students receiving an A grade was less than comparison schools. Consideration could be given to identifying and supporting students who show potential to achieve higher grades, with additional access to learning opportunities.

Learning Area Priorities

Key Strategies

- 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 and the school Facebook page.
- Use 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

Resources

- Continue to update teacher resources in line with National Curriculum requirements, as requested by teachers.
- Inquisitive subscription for teachers who wish to use it.
- ClickView subscription to access relevant videos to support teaching and learning programs.
- Science-themed reading books.
- Four days (1 per term) for the coordinator to monitor/review/update/organise resources.
- Consumables budget per year level (Year1-6).
- Assessment/Inquiry files per year level to support moderation and reporting (continue to keep updated)

Priority Focus #3 - Excellence in Teaching & Leadership

Staff engaging in:

- Professional learning on request.
- Mentoring / Support among staff where needed.
- Participation in Nicholson Network Science Committee and STAWA

Evaluation

- 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).
- SAIS reporting data

WHAT HAS BEEN HAPPENING IN SEMESTER 2023 PHASES OF DEVELOPMENT FOR SCIENCE

Curriculum Across the School

Pre-Primary – Physical Sciences and Earth and Space Sciences

- The focus of learning for pre-primary students was to understand that how an object moves depends on a variety of factors, including its size and shape as well as how daily and seasonal changes affect everyday life.
- The strands of Science as a Human Endeavour and Science Inquiry Skills were taught through the Science Understanding strands. Students in pre-primary learnt that science involves observing, asking questions and describing changes. They began to pose and respond to questions, pose predictions about familiar objects and events and participate in guided investigations, as well as learnt to use informal measurements to collect and record observations, sort information and compare observations.

Year 1 – Physical Sciences and Earth and Space Sciences

- The teaching and learning program in year one focussed on learning that light and sound are produced by a range of sources and can be sensed, as well as learning about observable changes that occur in the sky and landscape.
- The strands of Science as a Human Endeavour and Science Inquiry Skills were taught through the Science Understanding strands. Students moved into the Year 1-2 band of these strands and started to learn that Science involves observing, asking questions, and describing changes in objects and events, as well as understanding the use of science in their daily lives. They began to pose and respond to questions, pose predictions about familiar objects and events, and participate in guided investigations. Further, they learnt to use informal measurements to collect and record observations, sort information and compare observations.

Year 2 - Physical Sciences and Earth and Space Sciences

- In year two, students learnt that a push or a pull affects how an object moves or changes shape, and that Earth's resources are used in a variety of ways.
- As the strands of Science as a Human Endeavour and Science Inquiry Skills cover a two-year band, students in year two further developed the knowledge and skills introduced in year one. In addition, the students also started to test out how different materials can be combined for a particular purpose.

Year 3 – Physical Sciences and Earth and Space Sciences

- The teaching and learning program focussed on how the Earth's rotation on its axis causes regular changes, including night and day, as well as learning that heat can be produced in many ways and can move from one object to another.
- The strands of Science as a Human Endeavour and Science Inquiry Skills were taught through the Science Understanding strands. Students moved into the Year 3-4 band of these strands and started to learn that science involves making predictions, describing patterns and relationships, and learning that science knowledge helps people to understand the effects of their actions. They began to learn to identify questions to be investigated, undertake scientific investigations, and consider elements of a fair test. They compared results with predictions and reflected on their investigations.

Year 4 – Chemical Sciences and Earth and Space Sciences.

- Year 4 - Chemical Sciences and Earth and Space Sciences
- In year four, students learnt that natural and processed materials have a range of physical properties that can influence their use. Further, they learnt that the Earth's surface changes over time as a result of natural processes and human activity.
- As the strands of Science as a Human Endeavour and Science Inquiry Skills cover a two-year band, students in year four further developed the knowledge and skills introduced in year three.

Year 5 – Biological Sciences and Chemical Sciences

- The focus of the teaching and learning in year five centred on understanding that solids, liquids and gases have different observable properties and behave in different ways, and that living things have structural features and adaptations that help them to survive in their environment.
- The strands of Science as a Human Endeavour and Science Inquiry Skills were taught through the Science Understanding strands. In year five, the students moved into the Year 5-6 band. They began to learn that science involves testing predictions by gathering data and using evidence to develop explanations, as well as developing the understanding that scientific knowledge is used to solve problems and inform personal and community decisions. They undertook scientific investigations, learnt how to clarify questions, make predictions, and decide on variables to be changed. They used a greater range of representations to describe their observations, looking for patterns and relationships.

Year 6 – Physical Sciences and Chemical Sciences

- In year six, the program focussed on learning that changes to materials can be reversible or irreversible. Further, students developed the understanding that electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.
- As the strands of Science as a Human Endeavour and Science Inquiry Skills cover a two-year band, students in year six further developed the knowledge and skills introduced in year five.

Successful Students - HASS Review

HASS Learning Area 2023 Review Semester 2

2023 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 2023

FCPS >85% C+	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Semester1 Overall	95.30%	93.50%	88.10%	94.40%	90.00%	88.20%	89.80%
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.
- Each year level must develop and implement one (1) common assessment task during the year to allow teacher moderation to occur during a moderation session.
- Utilise key learning programs such as inquisitive.

WHAT HAS BEEN HAPPENING IN 2023 PHASES OF DEVELOPMENT FOR HASS

Kindy –

- Students have participated in activities that often integrate across the Early Years Learning Framework. (literacy, numeracy, HASS, STEM, art, design and technology and cultural awareness).

Pre-Primary – Year 2

History

- Focus on a wide range of new vocabulary to extend prior knowledge.
- Hands-on learning environments inside and outside of the classroom.
- Use of ICT / technology to support learning: construction/building and creating, research and visuals, e-books, short clips and clickview.
- The students have engaged in the Inquisitive online learning platform.
- Inclusive and differentiated opportunities for EAL/D and Special needs students.

Pre-Primary:

Students have participated in activities that often integrate across the Early Years Learning Framework (literacy, numeracy, HASS, STEM, art, design and technology and cultural awareness) .

Year 1:

This term the year 1 students have been learning about Australian history. The students have engaged in the Kalamunda History Village Excursion. Students found the Excursion to be engaging and teachers were able to link it to the HASS learning areas.

Year 2:

The students participated history Play Day Incursion this semester. It went well and students really enjoyed it. Year 2 students also participated in the Fremantle Prison Excursion the students were all actively engaged and was tied to the HASS Curriculum. Inquisitive program was used to aid in student learning and understanding of HASS learning areas.

Years 3/4

Geography

Civics and Citizenship

- Use of ICT to support learning and to improve student engagement: Interactive whiteboards to show relevant videos, iPads, ClickView and Inquisitive where possible.
- Physical teacher resource books.

- Inclusive opportunities for EAL/D and Special needs students.

Year 3

• The students have been looking at Geography and Civics and Citizenship this semester. Students explore the Australian states and territories including the capital cities. The natural features of Australia and where they are located. Students have also developed an understanding of communities and what they can do to become an active member in their community. A highlight this semester has been the Fire Fighter incursion. Students were able to learn about roles within the community and how to be and become active citizens

Year 4

• The students have been looking at Geography and Civics and Citizenship this semester. Students explore the Australian states and territories including the capital cities. The natural features of Australia and where they are located. Students have also developed an understanding of communities and what they can do to become an active member in their community. A highlight this semester has been the Fire Fighter incursion. Students were able to learn about roles within the community and how to be and become active citizens. 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.

Years 5 / 6

Geography

Economics and Business

- Hands-on and cross-curricular learning.
- Use of ICT / technology to support learning: iPads, Smartboard, ClickView, Google Earth, D.V.D's, Kahoot, Inquisitive, BTN.
- Inclusive opportunities for EAL/D and Special needs students (frameworks, Education Assistant support, small groups tasks, differentiated expectations and scaffolding for students)

Year 5

• The students have looked at the factors that shape the environmental characteristics. Including learning about the natural features of North America and South America their locations in relation to Australia. Students explore the ways that humans can alter the environment around them and the natural and made-made resources. Students developed an understanding of wants and needs, and resources that are needed in society. Students also explore purchasing decisions and what influences these decisions.

Year 6

• Students have developed an understanding of the factors that impact consumers decisions when purchasing products, including purchasing from small local business versus the main chains. Students looked at how people can make decisions about the land and the alternate use of it as well as how shops create revenue. Students develop a sense of the world and where major countries within Asia sit in relation to Australia. Exploring the differences in the economic characteristics, and the world's cultural diversity. Students also have developed a stronger understanding of Australia and its place in the world (trade, migration, tourism, aid, education, defence and sport).

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.

Year Three Classes Concert Night 2023



NAPLAN 2023 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

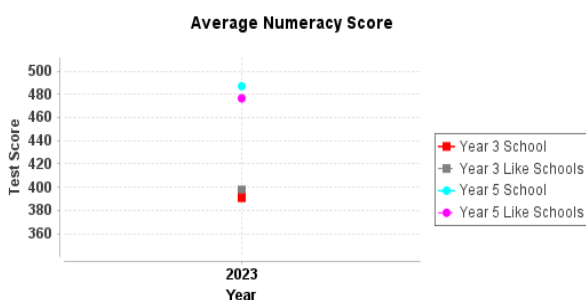
- Our NAPLAN Numeracy performance will be at or exceed that of like schools in Years 3 and Year 5. **Achieved Yr 5**
- Our NAPLAN Reading performance will be at or exceed that of like schools in Years 3 and Year 5. **Achieved Yr 5**
- Our NAPLAN Writing performance will be at or exceed that of like schools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

Due to the change in achievement standards for the 2023 tests, it is not possible to compare longitudinal data for 2023. Our next longitudinal analysis can be done in 2025 when we compare 2023 – 2025 – Year 3 – Year 5. Of the ten NAPLAN assessment we met five of our targets with all Year 5 areas with Year 3 close to "Like Schools" with no areas of significant concern.

NAPLAN Longitudinal Summary

Numeracy

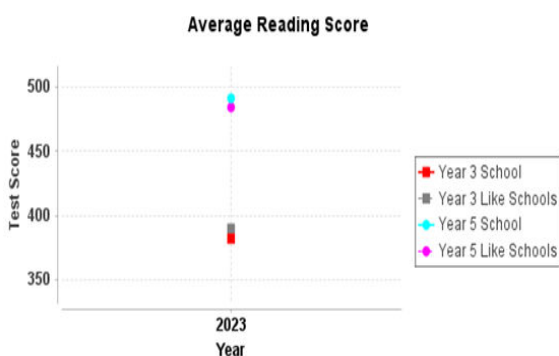
The following shows Years against "Like Schools"



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	391	398	487	477

NAPLAN Longitudinal Summary

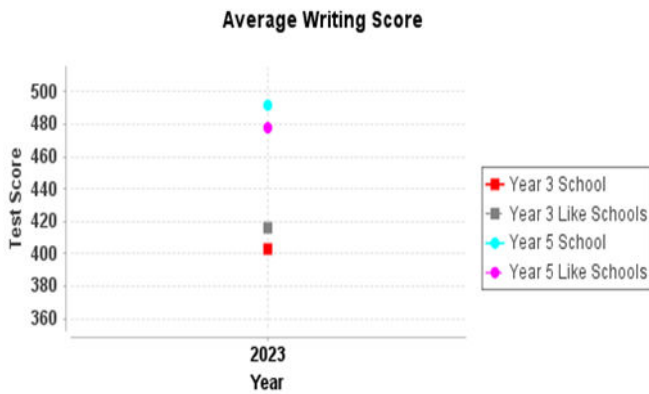
Reading



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	382	390	491	484

NAPLAN Longitudinal Summary

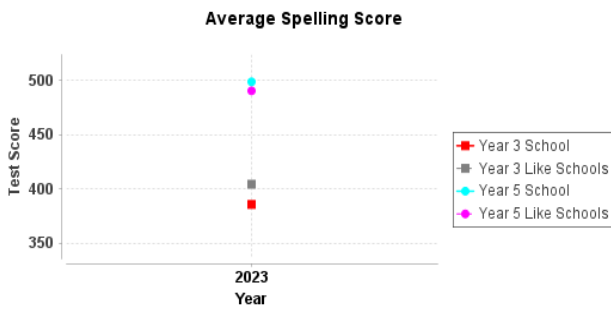
Writing



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	403	416	492	478

NAPLAN Longitudinal Summary

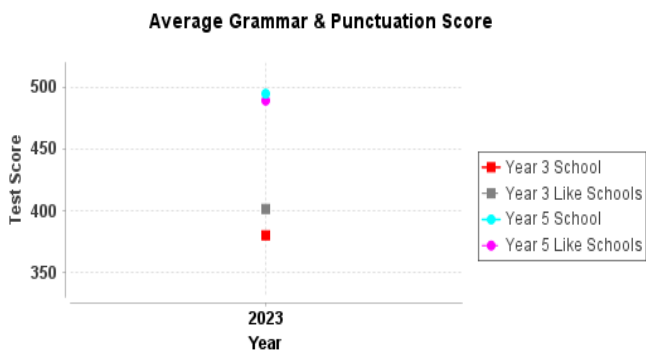
Spelling



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	386	404	499	490

NAPLAN Longitudinal Summary

Grammar and Punctuation



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	381	402	495	489

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.

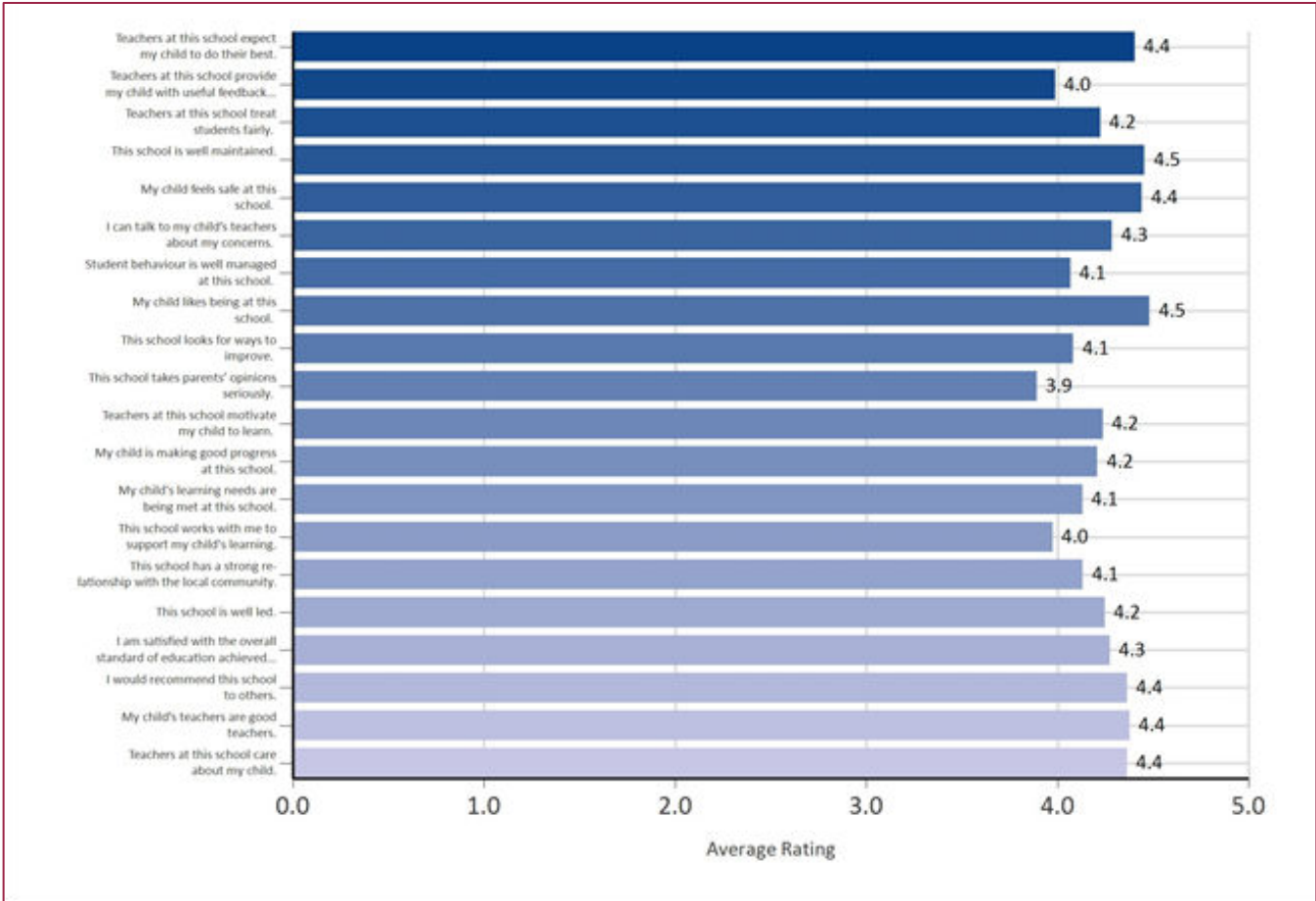
Our Business Plan Target is for all areas surveyed to achieve a score of 4.0 or above. Below are the results of the Parent Survey 2022.

- 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 \$7 683 556. 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 (\$6 749 815), with \$704 861 spent on other operational areas. The breakdown of the cash income and expenditure is listed below.

INCOME	ACTUAL	EXPENDITURE	ACTUAL
Carry Forward (Cash)	\$71,574	Salaries	\$6,749,815
Carry Forward (Salary)	\$229,611	Appointed Staff	\$5,923,086
Student-Centred Funding	\$7,047,459	Goods and Services (Cash Expenditure)	\$648,249
Per Student	\$5,321,213	Administration	\$20,678
School and Student Characteristics	\$1,419,851	Lease Payments	\$30,005
Disability Adjustments	-\$16,347	Utilities, Facilities and Maintenance	\$210,019
Targeted Initiatives	\$245,500	Buildings, Property & Equipment	\$62,096
Operational Response Allocation	\$79,228	Curriculum and Student Services	\$259,602
Regional Allocation	\$0	Professional Development	\$41,551
Transition Adjustment	\$0	Transfer to Reserve	\$0
Transfers and Adjustment	\$0	Other Expenditure	\$23,414
School Transfers - Salary	-\$177,608	Payment to CO, Regional Office and Other Schools	\$0
School Transfers - Cash	\$178,230	Residential Operations	\$0
Department Adjustments	\$0	Residential Boarding Fees to CO (Ag Colleges Only)	\$0
Locally Raised Funds (Revenue)	\$334,912	Farm Operations (Ag & Farm Schools)	\$0
Voluntary Contributions	\$28,606	Farm Revenue to CO (Ag & Farm Schools)	\$0
Charges and Fees	\$197,477	Camp School Fees to CO (Camp Schools Only)	\$0
Fees from Facilities Hire	\$66,103		
Fundraising/Donations/Sponsorships	\$32,867		
Commonwealth Govt Revenues	\$0		
Other State Govt/Local Govt Revenues	\$1,100		
Revenue from CO, Regional Office and Other Schools	\$300		
Other Revenues	\$8,458		
Transfer from Reserve or DGR	\$0		
Residential Accommodation	\$0		
Farm Revenue (Ag and Farm Schools)	\$0		
Camp School Fees (Camp Schools)	\$0		
Total	\$7,683,556	Total	\$7,398,064



Book Week 2023

Curriculum Priorities 2024

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 on the Science of Reading for all teaching and non teaching staff. The focus for 2024 is on developing reading comprehension through investigating knowledge rich curriculum.
- 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 with the intention of aligning it with the Science of Reading. Monitor and review the K-6 Whole School Synthetic Phonics and Spelling Program.
- Explicit teaching of spelling using a systematic and synthetic phonics program across K-6 following the research and evidence-based practices aligned with the Science of Reading.
- Implement and monitor the UFLI Foundations program in P-2 to explicitly teach phonics.
- Regular meetings will be held within year levels to ascertain how the spelling program is running across the phases of schooling in 2024

Grammar & Punctuation

- K-6 focus on Grammar and Punctuation in 2024 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 parent workshops will be held in Semester One (Better Beginnings).
- Oral Language is an integral part of the kindergarten program. Kindergarten staff have a wide range of resources and oral language activities which require explicit teaching and need to be part of the daily Kindergarten program.
- In PP-2 the EALD teacher will work with eligible students across PP, Year 1 & Year 2. The emphasis in PP will be on developing oral language skills with students assessed for suitability to engage in the Language Lift program from semester 2 and into year 1. Year 1 EALD students will continue with Language Lift, UFLI and the Syntax Project to develop sentence structure. Year 2 EALD students identified as tier 3 will receive instruction in systematic and synthetic phonics, while those identified as tier 2 will receive direct instruction from the Syntax Project.
- 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 students in literacy are identified using the WARN (Wheldall Assessment of Reading Nonwords) and the WARL (Wheldall Assessment of Reading Lists). Students performing in the bottom 25% of their cohort are placed in the Minilit support program. These students work in a small group situation (no more than 5 students in a group) to receive intensive, explicit phonic instruction for 45 minutes, 4 times a week.
- 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” to support the UFLI phonics program. Heggarty is a systematic and explicit phonemic awareness program which can be accessed by all children.
- The Australian version of DIBELS reading assessment is used by classroom teachers on all students 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.

Years 3 - 6

- The UFLI program will be trialled as an intervention program for students in year 3, initially. If deemed successful, the program will be extended to include students in years 4-6. All EA’s will have the opportunity to train to teach the UFLI lessons throughout the year levels.
- Continue to use Sunshine Online e readers. A school licence for Sunshine Online decodable texts has been added to the library and purchased in 2024. The online resource is linked to activities which incorporate reading comprehension, writing using a range of genres, permitting recordings of student reading. It provides support for some of our students at educational risk and likewise extend some of our students.
- EALD support, using the Syntax Project and Talk 4 Writing, will be targeted at eligible EALD students across the school as identified by our EALD teaching team. Reading comprehension will be an area of focus in 2024.
- In writing Years 3-6 teachers continue to implement the Talk 4 Writing strategies and follow the Brightpath schedule.
- Explicit teaching of spelling using synthetic phonics is maintained across Years 3-6 following the scope and sequence program, embedding the study of morphology and entomology (Science of Reading) into everyday spelling. To ensure continual improvement of our overall spelling results teachers will review and reflect on how they are implementing the synthetics spelling program in their classes.
- The Australian version of DIBELS reading assessment was used by classroom teachers on all students 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.

Mathematics Whole School Priorities

Kindy-Pre-Primary.

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

Number & Algebra

- Strong showing in Year 1 & 2 PAT Maths of concepts introduced at the Foundation level.
- Continue with 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 recognise place value above 20; continue the 1 to 9 pattern within a decade.
- Continue with developing early flexibility with number recognition, that it can be represented and partitioned in different ways,
- Matching written words to numerals- Represents a two-digit number in numerals from words.

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 from answers.

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

- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. Solves a simple addition/subtraction problem in context.
- Count and order small collections of Australian coins and notes according to their value
- 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

- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections

- Recognising, and describing common use of halves. Understand the meaning of 'half', splitting quantities into 'fair' shares and partitioning quantities repeatedly into halves.
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies.
- Recognise, model, represent & order numbers to 1000; Identifies a number less than 1000 on a number line
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies. Identifies a word problem represented by an addition number sentence.
- Determines a sum by grouping according to place value
- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences
- Describe patterns with numbers and identify missing elements
- Divides a two-digit number by a one-digit number in context
- Continues a pattern with constant 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 and a time duration in months, years and days.
- Compares the capacity of objects using informal units
- Compares the masses of objects using balance scales
- Identifies an image after a flip.
- Calculates the areas of irregular shapes by counting squares and half squares and orders shapes on a grid by their area

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.
- Selects the most appropriate question to gather data in a survey, and devise a question that matches the data
- Interprets a tally table in context.

Year Three

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

Number & Algebra

- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.
- Describe patterns with numbers and identify missing elements. Explore and describe number patterns resulting from performing multiplication.
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations.
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies.
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.
- 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
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.
- Multi-step problems involving addition, subtraction, division and multiplication.

Measurement & Geometry

- Tell time to the minute and investigate the relationship between units of time.
- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features; make models of three-dimensional objects and describe key features
- Identify and describe half and quarter turns
- Compare objects using familiar metric units of area and volume
- Measure, order and compare objects using familiar metric units of length, mass and capacity

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 4 - Year 6

Year Four

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

Number & Algebra

- Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction.
- Solves a multi-step problem involving purchase.
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.

- Explore and describe number patterns resulting from performing multiplication; Describe, continue, and create number patterns resulting from performing addition or subtraction.
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.
- Use efficient mental and written strategies and apply to solve problems.
- Multi-step problems involving addition, subtraction, division and multiplication.

Measurement & Geometry

- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures.
- Use 'am' and 'pm' notation and solve simple time problems.

Statistics & Probability

- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values
- Evaluate the effectiveness of different displays in illustrating data features including variability

Year Five

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

Number & Algebra

- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies.
- Compare, order and represent decimals.
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.
- Calculates the difference between two large numbers.
- Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction. Uses place value and/or partitioning to solve a subtraction problem.
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.
- Multi-step problems involving addition, subtraction, division and multiplication.

Measurement & Geometry

- Use a grid reference system to describe locations. Describe routes using landmarks and directional language.
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries.
- Choose appropriate units of measurement for length, area, volume, capacity and mass~ magnitude of measurement relationship between units of measure.
- Use scaled instruments to measure, order and compare lengths, masses, capacities and temperatures.
- Describe and interpret different data sets in context.
- Solves a problem involving elapsed time and am/pm notation.
- Compares angles to a right angle.

Statistics & Probability

- Interprets a picture graph where one picture represents many data values.
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values.

Year Six

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

Number & Algebra

- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.
- Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies.
- Compare fractions with related denominators and locate and represent them on a number line.
- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers.
- 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.
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries

Measurement & Geometry

- Connect three-dimensional objects with their nets and other two-dimensional representations
- Convert between common metric units of length, mass and capacity
- Introduce the Cartesian coordinate system using all four quadrants
- Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving

Statistics & Probability

- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.
- Describe and interpret different data sets in context.



This report represents part of our journey to achieving the targets outlined in the School's Business Plan for 2022-2024.

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 _____