School Annual Report 2024

Forest Crescent Primary

Contents

Year 6 Graduating Class 2024

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 in continuing to change and grow. Their commitment to life-long learning ensures they are actively involved in professional learning to enrich their teaching practice. Our "Success for All" vision builds upon student, staff and parent learning as we move forward collectively and is consistent with our "In Learning We Grow" motto.

In 2024, we commenced with 661 students from Kindergarten to Year 6. Of our student population, 227 students had a Language Background Other Than English, 29 students were identified as Students with Disabilities or Severe Medical Conditions, 29 students were of indigenous backgrounds, and there were 5 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 170 students are currently monitored using Individual Education Plans, with around 75 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 to the whole child and 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 values 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?

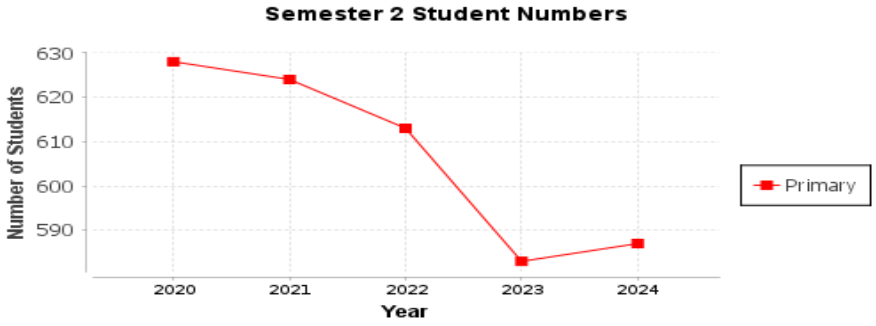
Student Numbers and Characteristics

Forest Crescent Primary's student numbers are shown below as of 2024, Semester 2. Student number trends are shown in the bottom graph.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full-Time	(40)	90	61	82	91	87	90	86	627
Part-Time	79								

School Enrolment Profile

This graph indicates a slight increase in full-time students from 2023 - 2024. The total enrolment as of Semester 2 2024, including kindergarten, was 627 students. 2022 saw a significant decrease in kindergarten numbers (60), who were pre-primary (62) in 2023 and will be in Year 1 in 2024, creating a smaller student cohort that 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	2	1.2	0
Other Teaching Staff	42	31.7	0
Total Teaching Staff	44	32.9	0
School Support Staff			
Clerical / Administrative	4	2.9	0
Gardening / Maintenance	1	0.4	0
Other Allied Professionals	26	19.1	0
Total School Support Staff	31	22.4	0
Total	**79**	**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

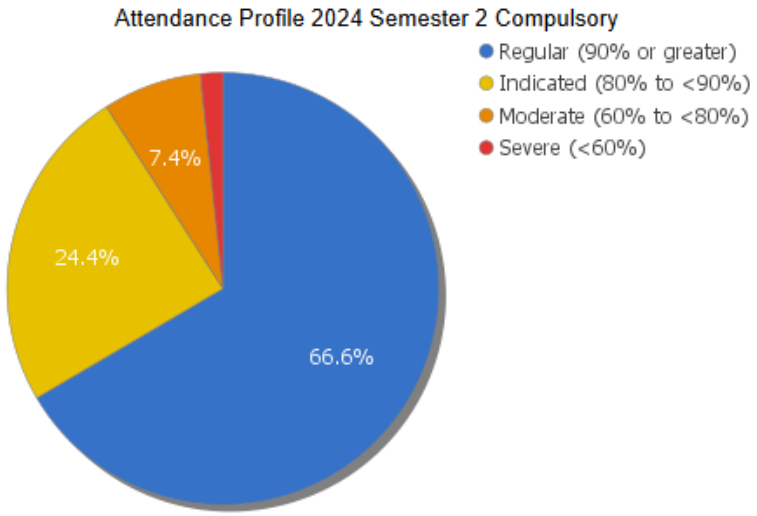
Student Attendance - Targets

- 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
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%
2024	91.7%	90.9%	91.0%	88.2%	82.8%	74.3%	91.6%	90.5%	89.4%

Breakdown	Attendance Rate %	Regular Students	At-Risk Indicated	At-Risk Moderate	At-Risk Severe	Auth. %	Unauth. %
Pre Primary	88.8%	45	22	12	1	64%	36%
Year 1	90.2%	53	24	12	2	67%	33%
Year 2	91.0%	55	19	8	1	72%	28%
Year 3	91.3%	58	26	6	1	69%	31%
Year 4	92.6%	69	13	3	2	66%	34%
Year 5	90.9%	62	25	5	3	76%	24%
Year 6	91.7%	60	21	5	0	70%	30%
Compulsory	91.6%	396 (67%)	145 (24%)	44 (7%)	10 (2%)	70%	30%

The tables indicate that we have maintained an attendance rate close to our target of 94% (91.6 %), which is a solid attendance result considering the ongoing situation with post-COVID-19 and overseas holidays back on the agenda. This is above "Like Schools" (90.5%).



Per our Business Plan, we strive for an overall attendance rate above 94% compared 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 don't meet our three targets; however, with students who "often" display these attributes, we fall into the 80%-90% range. Our results are still worth celebrating.

- 56% of students are consistently enthusiastic about learning
- 54% of students consistently participate responsibly and
- 45 % of students consistently set goals and work towards them.
- Consistently setting goals and working towards them is an area of further improvement.

Junior Primary Attitude, Behaviour and Effort %					
Pre-Primary		Year One		Year Two	
Attributes	Consistently	Often	Sometimes	Seldom	Not Assessed
Is enthusiastic about learning	47, 46, 76	42, 45, 21	9, 8, 2	1, 1, 0	1, 0, 2
Participates responsibly	53, 52, 56	41, 41, 28	5, 6, 12	0, 0, 2	1, 1, 2
Sets goals and works towards them	35, 33, 66	32, 35, 22	31, 1, 0	1, 0, 2	1, 1, 0

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	56, 56, 62, 61	36, 37, 31, 27	7, 1, 6, 11	1, 0, 1, 1	0, 0, 0, 0
Shows self-respect and care	76, 76, 85, 67	17, 17, 13, 30	7, 7, 2, 2	0, 0, 0, 1	0, 0, 0, 0
Shows courtesy and respect for the rights of others	73, 73, 79, 68	19, 20, 14, 28	8, 7, 7, 3	0, 0, 0, 1	0, 0, 0, 0
Participates responsibly in social and civic activities	71, 71, 79, 66	24, 22, 18, 31	5, 7, 3, 2	0, 0, 0, 1	0, 0, 0, 0
Cooperates productively and builds positive relationships with others	63, 63, 78, 62	32, 32 14, 33	4, 4, 8, 4	1, 1, 0, 1	0, 0, 0, 0
Is enthusiastic about learning	59, 58, 66, 60	32, 34, 26, 28	7, 6,8, 11	2, 2, 0, 1	0, 0, 0, 0
Sets goals and works towards them with perseverance	61, 61, 59, 60	33, 32, 33, 24	5, 6, 8, 15	1, 1, 0, 1	0, 0, 0, 0
Shows confidence in making positive choices and decisions	67, 68, 71, 58	25, 26, 23, 35	6, 5,5 , 6	1, 1, 1, 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 seven of the eight targets, with:

- 59% consistently work to the best of their ability.
- 76% consistently show self-respect and care.
- 73 % consistently show courtesy and respect for the rights of others
- 72% consistently participate responsibly in social and civic activities
- 67 % consistently cooperate productively and build positive relationships with others,
- 61 % are consistently enthusiastic about learning,
- 61% consistently set goals and work towards them with perseverance and
- 66 % consistently show confidence in making positive choices and decisions.

Successful Students - Literacy Review

2024 Operational Plan Targets:

- 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.
- Semester 1 - Year 1 – 85.4% Year 2 – 94.6% Year 3 – 92.8% Year 4 – 92.8% Year 5 – 97.6% Year 6 – 89.2%
- Semester 2 – Information is unavailable at the time of writing this report.

In line with the Education Department's reporting changes this semester, all EAL/D students are now reported against their year-level English Achievement Standard. Previously, EAL/D students who were not achieving at standard in English were marked as N/A (not assessed) against the achievement standard. This is a significant change in reporting practices.

Kindergarten – Year 2

- 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 3-6

- 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 on the Science of Reading for all teaching and non-teaching staff. *The focus for 2025 is on developing reading comprehension through investigating a 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 are 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.
- 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 with the English coordinator will be held within year levels to ascertain how the spelling program runs across the schooling phases in 2024.

Grammar & Punctuation

- K-6's focus on grammar and punctuation in 2024 will continue to be 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 - 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).

- K-PP classes implemented the home-based reading program from PLD using the Picture Books with Comprehension Questions across 2024. The program continued to be successful. The recommendation for 2025 is to continue with the program, with a staff-led Better Beginnings parent workshop being held in kindergarten at the beginning of term 2.
- Oral Language is an integral part of the kindergarten program. Kindergarten staff have a wide range of resources and oral language activities that require explicit teaching and must be part of the daily Kindergarten program.
- 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 systematic and synthetic phonics instruction, while those identified as tier 2 will receive direct instruction from the Syntax Project.
- In PP, the EAL/D teacher supported oral language activities within the classroom and also supported small groups of identified students.
- Identified Year 1 EAL/D students completed Language Lift and Mini Lit. All students completed classroom-based UFLI.
- Identified Year 2 EALD students completed Language Lift with others receiving tier 2 support using T4W strategies and the Syntax Project. Listening comprehension activities, including vocabulary acquisition for EAL/D students, were modelled and taught in collaboration with Year 2 graduate teachers.
- This year, we introduced the Language Lift program from Multi Lit to support the acquisition of Standard Australian English (SAE) for EAL/D students at FCPS. The Language Lift program aims to improve oral language and focuses on spoken grammar, vocabulary, and story comprehension. As part of the assessment process, the Wheldall Sentence Comprehension Screener (WSCS) is used to determine entry to the program. Suitable groups of students are then negotiated with classroom teachers and parents informed of the intention to include their child in the program.
- In 2024, Language Lift was implemented for all eligible EAL/D Year 1 students and some Year 2 students who required additional support. The program was trialled with a group of PP students to assess the Program's suitability for this age group at FCPS.

Overall:

- Twenty-two students have actively engaged with the Language Lift Program, and most have successfully completed assessments undertaken this year. Year 1 students who were exposed to SAE during PP and have no additional needs, have shown the most success. Classroom teachers report transference of skills and improved confidence in the classroom.

Considerations:

- Year 1 or 2 rather than PP seems to be the most age-appropriate time for students to complete the Language Lift program with support for oral language in the classroom being more effective for PP due to familiarity of surroundings and increased opportunity for socialisation and practice using SAE.
- Newly arrived EAL/D students may not have sufficient vocabulary to complete the program successfully and require additional and repeated support to engage with the program.
- EAL/D students with additional needs may require additional and repeated support to engage with the program.
- Students with poor attendance show delayed success compared to students with satisfactory attendance.
- Timetabling restraints limit the frequency of sessions.

Future Planning:

Next Year, 2025 year 1 students will continue with the program into Year 2 and will be considered for further support upon completion. Some of the 2024 trialled PP students will continue with the Language Lift Program in Year 1 and others will start the Program. In 2025 PP students will receive classroom support in oral language and will be screened for participation in the language Lift Program before they turn 6.

- Year 1 and Year 2 students continue to engage in modelled texts to teach key reading strategies. Students have a range of decodable readers 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 Semester 2 2024, eighteen students across year 1 continued receiving extra literacy support, using the MiniLit Sage program. During week 6 of this term, students were assessed using the WARN and WARL assessments to measure each

student's growth in the program. One student is above the 40% benchmark for the beginning of year 2. Ten students are above the 40% benchmark for the middle of year 1 and all of these students are near the 40% benchmark for the beginning of year 2. Three students remain below the 25% benchmark for the middle of year 1 and will continue to receive additional support in 2025. The students who have made less progress have imputed or diagnosed learning difficulties.

In Semester 2 2024, five students in year 2 continued receiving extra literacy support, using the MiniLit Sage program. The students are making good progress and the WARN & WARL assessments are used on a fortnightly cycle to monitor the student's progress. This group completed Part B of the MiniLit Sage program. One student has reached the 40% benchmark for the middle of year 2. Four students remain below the 25% benchmark for the middle of year 2. Two of these students entered the program halfway through the semester and the students who have made less progress have imputed or diagnosed learning difficulties.

All but one group of year one students have now completed the MiniLit Sage program. The group of students yet to complete the program will do so in term 1 of year 2, 2025.

Nine year 2 students have received 1:1 support for three 15-minute weekly sessions to increase reading fluency, using the Reading Pathways program. Two of these students entered the MininLit support program, four of these students are on EAL/D progress maps and all have imputed or diagnosed learning difficulties. During week 6 of this term, students were assessed using the WARN and WARL assessments to measure each student's growth in the program. Seven of these students remain below, or well below the 25% benchmark for the middle of year 2, one student is at the 25% benchmark for the middle of year 2 and one student is now working above the 40% benchmark for the middle of year 2.

In writing K-2 teachers continue to implement the Talk 4 Writing strategies and follow the Brightpath schedule for assessing and moderating.

YEAR K SEMESTER 2 2024 ORAL NARRATIVE	MEAN	20TH PERCENTILE	MEDIAN	80TH PERCENTILE	SD	n
FCPS	145	120	140	170	30	861
ALL SCHOOLS	138	115	130	155	27	-

PRE-PRIMARY SEMESTER 2 2024 RECOUNT	MEAN	20TH PERCENTILE	MEDIAN	80TH PERCENTILE	SD	n
FCPS	153	99	155	190	51	77
ALL SCHOOLS	129	75	125	180	56	-

YEAR 1 SEMESTER 2 2024 NARRATIVE	MEAN	20TH PERCENTILE	MEDIAN	80TH PERCENTILE	SD	n
FCPS	255	235	255	290	41	36
ALL SCHOOLS	199	135	205	255	69	-

YEAR 2 SEMESTER 2 2024 REPORT	MEAN	20TH PERCENTILE	MEDIAN	80TH PERCENTILE	SD	n
FCPS	223	180	220	250	38	20
ALL SCHOOLS	225	160	230	300	78	-

- K-P 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 all children can access.
- The UFLI (University of Florida Literacy Institute) program has been successfully implemented across all P-2 classes. UFLI is an explicit and systematic phonics program with a carefully designed scope, sequence, and fully developed lesson plans. UFLI is both research-based and evidence-based. Teachers are using the program with fidelity in their classrooms and all reports from teachers to this point have been very positive and student growth is evident in our DIBELS results. Other effective methods of collecting reliable data across the year levels are currently being investigated.

- 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.
- Year P-2 teachers completed DIBELS assessments on all students using the EOY (end of the year) tests. The following tables show the percentage of students identified as "at risk" and those in the next group of "may be at some risk" of developing reading difficulties in Semester 1 and 2.

DIBELS Beginning of Year 2024	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
At risk	NA	31%	15%	17%	9%	14%	19%
Possibly at some risk	NA	35%	26%	24%	22%	20%	24%

DIBELS End of Year 2024	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
At risk	23%	5%	15%	30%	22%	33%	28%
Possibly at some risk	20%	11%	18%	17%	20%	7%	13%

- No comparison can be made with pre-primary results as they did not complete DIBELS in Semester 1.
- In year 1, the percentage of students "at risk" dropped from 31% to 5% and the percentage of students identified as "may be at some risk" dropped from 35% to 11%. Fantastic results!
- In year 2, The percentage of students "at risk" remained the same at 15%. However, the percentage of students identified as "may be at risk" dropped from 26% to 18%, indicating that 8% of these students are no longer considered as potentially being at risk.

Curriculum Across the School **Years 3 – 6**

- The UFLI program will initially be trialled as an intervention program for students in year 3. 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.
- In semester 2, UFLI was used as a support program for students who were identified as being at risk for reading and spelling development in years 3-5. Students attended lessons for 3 x 30 minutes each week. All students reportedly enjoyed attending their support sessions and significantly improved their mastery of spelling and reading texts within the support program. Effective methods of collecting reliable data to support improvements made is currently being investigated.
- 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.
- In semester 2, teachers responded positively to an audit on the use of Sunshine Online in classrooms. The licence was renewed for another year.
- 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 Year 3, targeted EAL/D students were supported by the EAL/D teacher using the Syntax Project and Talk 4 Writing strategies focussing on writing at the sentence level and then text level.
- Targeted Year 4 and 5 EAL/D students were supported in Reading Comprehension by the EAL/D Teacher Assistant.
- Some Year 3-5 EAL/D students were included in UFLI support groups.
- All EAL/D students PP – 6 continue to be monitored through teacher discussions, in-class assessments, support program specific assessments and placement on the EAL/D Progress Map. Students are assessed and reported on using the EAL/D Progress map until their acquisition of Standard Australian English is deemed proficient.
- This Semester, 73 Progress Map reports were completed from a cohort of 215 students (PP – 6) who have a Language Background Other than English (LBOTE). Of the 73 Progress Map reports completed, 2 students were graded as Very Low (E) against the achievement standard in English. 24 students were graded as Limited (D), 39 students were graded as Satisfactory (C) and 8 students were graded as High (B). 9 students reached proficiency levels on the Progress Map and will no longer be assessed against it. 5 EAL/D students with additional needs received a Special Education needs (SEN) report. Kindy "I can" statements have been developed from the Early Years EAL/D Progress Map. These are not being used for monitoring or assessment yet at FCPS however, could be in the future.
- In writing Years 3-6 teachers continue to implement the Talk 4 Writing strategies and follow the Brightpath schedule.

YEAR 3 SEMESTER 2 2024 PERSUASIVE	MEAN	20TH PERCENTILE	MEDIAN	80TH PERCENTILE	SD	n
FCPS	430	385	430	480	60	171
ALL SCHOOLS	399	340	410	470	86	-
YEAR 4 SEMESTER 2 2024 PERSUASIVE	**MEAN**	**20TH PERCENTILE**	**MEDIAN**	**80TH PERCENTILE**	**SD**	**n**
FCPS	369	320	378	425	73	116
ALL SCHOOLS	356	290	365	430	89	-
YEAR 5 SEMESTER 2 2024 PERSUASIVE	**MEAN**	**20TH PERCENTILE**	**MEDIAN**	**80TH PERCENTILE**	**SD**	**n**
FCPS	430	385	430	480	60	171
ALL SCHOOLS	399	340	410	470	86	-
YEAR 6 SEMESTER 2 2024 NARRATIVE	**MEAN**	**20TH PERCENTILE**	**MEDIAN**	**80TH PERCENTILE**	**SD**	**n**
FCPS	456	420	455	490	46	141
ALL SCHOOLS	433	375	445	500	83	-

- 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.
- In 2025, year 3 classes will continue to implement the UFLI program, with the purpose being to use year 3 as a time to consolidate and extend students' use of phonics knowledge in their reading and writing. In 2025, all classes in years 4-6 will implement the new Word Origins program created by DSF. The aim of the program is to build students' knowledge of the many layers of word knowledge, including the phonological, syntactic, semantic, morphological and etymological layers, resulting in improved spelling skills, stronger vocabulary knowledge, and a greater awareness and appreciation of word structure.
- 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.
- Year 3-6 teachers completed DIBELS assessments on all students using the BOY (beginning of the year) tests. The following table shows the percentage of students identified as "at risk" at each year level and those in the next group who "may be at some risk" of developing reading difficulties.

DIBELS Beginning of Year 2024	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
At risk	NA	31%	15%	17%	9%	14%	19%
Possibly at some risk	NA	35%	26%	24%	22%	20%	24%
DIBELS End of Year 2024	**Pre-Primary**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
At risk	23%	5%	15%	30%	22%	33%	28%
Possibly at some risk	20%	11%	18%	17%	20%	7%	13%

- Year 3 to 6 DIBELS results support the implementation of the Word Origins program in 2025. Whilst the percentage of students in the "may be at risk" category at all year levels has decreased, the rise in the percentage of students "at risk" at each year level has increased. This indicates that some students who were potentially at risk at the beginning of the year in 3-6 have made little progress and have dropped back to the "at risk" category.
- With explicit and systematic programs (UFLI and Word Origins) operating across all year levels in 2025, we hope to continue making strong progress in these areas.
- It is also important to note that many of our students in these year levels have imputed or diagnosed learning difficulties.

Professional Learning:

- Four teachers in PP-1 will attend professional learning through the Language Development Centre (LDC) on using the Kindergarten Assessment Tool (KAT) Staff attended PL in term 1
- Five new staff members will attend a two-day training workshop through DSF on Talk 4 Writing in term 1. Staff attended PL in term 1.
- Three staff members will attend a three-day DSF language literacy & learning conference. 2 staff attended the conference in term 2.
- Reading Comprehension PL for all teaching and non-teaching staff. All staff will attend training on February 3rd, 2025.
- Upskill new classroom teachers on administering and interpreting the DIBELS assessment. Completed in term 1.
- Year 3 teachers in 2025 will attend UFLI training on December 4th, 2025.
- Year 4-6 teachers in 2025 have attended Word Origins training throughout term 4, 2024.

Resources:

- Purchase resources across K-6, which are outlined in the budget and align with the English plan. Ongoing
- Renew annual licence for PAT Reading, Sunshine Online and Australian Storybox. Licences renewed.
- Update whole school literacy files in term 1 and give these to classroom teachers. Completed term 1
- The UFLI program supports older students who are working below the reading benchmark. Implemented in term 1 and developing further in semester 2.
- The MiniLit Sage program is used for early intervention in year 1 and year 2 for students struggling to learn to read. Ongoing. 6 other students in year 2 are supported in a 1:1 capacity.
- Language Lift Ongoing with EAL/D students from P-2 requiring support.

Evaluation:

- Neale analysis has been administered on all new students to FCPS across year 3- 6 in 2024. Neale Analysis was completed on all new students in term 1. Due to time constraints, students enrolled from term 2 were not assessed using Neale Analysis. This will be factored in to my timetable to continue with in 2025.
- The whole school literacy profiling tool will be administered to all new students to FCPS across Years 1-6. The whole school literacy profiling tool was completed on all new students in term 1. Due to time constraints, students enrolled from term 2 were not assessed using the whole school literacy profiling. This will be factored in to my timetable to continue with in 2025.
- The Australian version of DIBELS used for students reading levels across the school. Completed term 1 and term 4.
- Brightpath Ruler and Talk for Writing tasks as per schedule. Completed each term in 2024.
- PAT Reading Year 1-6. Completed at the end of term 3/beginning of term 4.
- South Australian Spelling Year 1-6 Completed at the end of term 3/beginning of term 4.
- PP On Entry Assessment Completed term 1.
- MiniLit Sage (SAER) WARL & WARN Ongoing throughout 2024.
- EALD Progress Maps were completed in term 2 and term 4 to coincide with reporting to parents.
- Language Lift – the WSCS (Wheldall sentence comprehension screener) Ongoing throughout 2024.
- CORE phonics screener and UFLI program Completed in term 2 to identify year 3-5 students at risk who may benefit from UFLI intervention lessons.

Year 6 Student Council & Captains Leadership Day 2024

Successful Students - Numeracy Review

2024 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 will be the priorities for 2025 as determined by the students' performances in 2024. Teachers will have access to more detailed cohort data and the performance of individual students for their planning and student handover for 2025. 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. The following concepts, whilst listed as priorities, are to ensure that year-level teachers are aware, as they set out their 2025 maths planning, that their students will need particular emphasis. Priorities derived from NAPLAN results (Term 1), moreso if the perceived NAPLAN weaknesses were still evident in PAT Numeracy testing (Term 3 & 4)

Common Understandings of Numeracy Across All Year Levels

Number & Algebra - Understanding Number:

- Ordering numbers to recognise the magnitude and position of whole and decimal numbers as appropriate for the year level and individual ability.
- Recognising number patterns to continue number sequences through skip counting, odd & even numbers, and other recognised incremental number patterns.
- Understanding place value- recognising and writing numbers in words and digits; number flexibility; partitioning numbers, relating to place value awareness.
- Understanding fractional amounts of a quantity in context and its application to measurement, whole numbers, and decimals.
- Understanding fractional equivalency, improper numbers, mixed numerals, and ordering according to magnitude o Recognising factors and multiples of numbers

Operations:

- Comprehension of problems (including multi-step) and applying operational and calculation skills to solve said problems.
- Developing an understanding of problems where the part is unknown and developing number stories to match; identifying expressions and number sentences for the required operations- multiplication, division, addition and subtraction; recognising multiplication is the inverse of division, repeated addition is multiplication, etc.

Calculations:

- Basic facts include all operations and properties of multiplication, division, addition, and subtraction, emphasising fluency and recall (for Years 3 to 6) to develop a range of efficient mental and written strategies.
- Maths Vocabulary- Looking at the language of maths across various meaningful contexts.

Measurement and Geometry - Geometry

- Recognise features of 3D shapes and representation of 3D shapes through drawing, building and recognising the net.
- Recognising and reasoning about multiple rotations.
- Identifying lines of symmetry.
- Identifying area of 2D shapes using both informal and formal measurement.
- Determining area and perimeter of simple and complex shapes through informal and formal measurement.

Measurement

- Converts between units of time to solve problems.
- Uses scaled instruments to measure temperature and compare length of differing units of measure.

Statistics and Probability

- Statistics o represent and interrogate data from a column or bar graph, tally or table, picture graph, and pie chart, recognising one-to-one or many-to-one correspondence.

Probability

- Determining the likelihood of events and is able to express this in a reasoned manner.
- Determine mutual and non-mutual events

Early Childhood- Kindy- Year 3

Kindy-Pre-Primary (forward planning for Year One 2025) 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, and 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 2024 (forward planning for Year Two 2025) Following the Forest Crescent Maths Planner Curriculum Content with attention to:

Number & Algebra

- Understand the relationship between dollars and cents and represent monetary values in various ways; find equivalent amounts using different money combinations.
- Identify, represent, and order numbers up to at least 120 using physical and virtual tools like numerals, number lines, and charts.
- Recognise, extend, and create patterns with numbers, symbols, shapes, and objects, starting with skip counting by 2s, 5s, and 10s.
- Count, quantify, and compare collections up to 20, explaining the reasoning behind the comparisons.
- Add and subtract numbers within 20 using physical resources, applying part-part-whole knowledge to 10 and using a variety of strategies.

Measurement & Geometry

- Describe and sequence the duration of events using terms like years, months, weeks, days, and hours.

Statistics & Probability

- When suitable, represent collected data for a categorical variable using one-to-one displays and digital tools; compare data based on frequency and discuss conclusions.
- Formulate simple questions, collect responses, and make basic inferences based on the data gathered.

Year Two 2024 (forward planning for Year Three 2025) Following the Forest Crescent Maths Planner Curriculum Content with attention to:

Number & Algebra

- Partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation (collections up to 1000)
- Add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-partwhole reasoning and a variety of calculation strategies
- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections through repeated halving
- 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 various efficient mental and written strategies. Identifies a word problem represented by an addition number sentence.
- Investigate number sequences; initially, those that increase and decrease by twos, threes, fives, and tens from any starting point, then move to other sequences.
- Recognise, describe and create a pattern or number sequence with constant increments (additive patterns) that increase or decrease by a constant amount (multiples), using numbers, shapes and objects, and identify missing elements in the pattern.

Measurement & Geometry

- Recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as "opposite", "parallel", "curved", and "straight".
- Calculates the areas of irregular shapes by counting squares and half squares and orders shapes on a grid by their area
- Recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour.
- Use a calendar to; o identify the date and determine the number of days in each month; o determines the day of the week a particular date will fall and time duration in months, years and days. o identify the date and determine the number of days between events using a calendar
- Identifies an image after a flip.

Statistics & Probability

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

- Create different graphical representations of data using software where appropriate; compare the different representations; identify and describe common and distinctive features in response to questions.
- Acquire data for categorical variables through surveys, observation, and experiments, and use digital tools to sort data into relevant categories and display data using lists and tables.

Year Three 2024 (forward planning for Year Four 2025) Following the Forest Crescent Maths Planner Curriculum Content with attention to:

Number & Algebra

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems.
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.
- Model, recognise and represent unit fractions, including 1/2, 1/3, 1/4, 1/5 and 1/10 and their multiples in different ways; combine fractions with the same denominator to complete the whole
- Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including financial contexts; formulate problems using number sentences and choose calculation strategies; interpret and communicate solutions in terms of the situation.
- Recall multiplication facts of two, three, five and ten and related division facts.
- Recognise, describe and create additive and multiplicative patterns that increase or decrease by a constant amount using numbers, shapes and objects, and identify missing elements in the pattern.
- Explore and describe number patterns resulting from performing multiplication.
- Multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies and the understanding of more complex strategies.
- Recognise the relationships between dollars and cents and represent money values differently.
- Add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-partwhole reasoning and various calculation strategies.
- Multi-step problems involving addition, subtraction, division and multiplication.

Measurement & Geometry

- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features; make models of three-dimensional objects and describe key features.
- Recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as "opposite", "parallel", "curved", and "straight"
- Identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations.
- Identify which metric units are used to measure everyday items; use measurements of familiar items and known units to make estimates of length, mass and capacity.
- Describe the relationship between the hours and minutes on analog and digital clocks, and read the time to the nearest minute
- Use a calendar to; o identify the date and determine the number of days in each month; o determines the day of the week a particular date will fall and time duration in months, years and days. o determine the number of days between events using calendars, including events spanning months
- Recognise and use the relationship between formal units of time, including days, hours, minutes and seconds, to estimate and compare the duration of events

Statistics & Probability

- Create and compare different graphical representations of data sets; interpret the data in terms of the context.

Year 4 - (forward planning for Year Five 2025) Following the Forest Crescent Maths Planner Curriculum Content with attention to:

Number & Algebra

- Improve understanding of place value extensions to tenths and hundredths and connect these with fractions.
- Improve proficiency in mental and written strategies for multiplication and division and solving division problems involving remainders.
- Focusing on simplifying-flexible partitioning strategies for solving subtraction problems using place value concepts.
- Developing skills for solving unknown quantities in number sentences and interpreting equivalent equations.
- Students focus on real-life financial calculations, including purchases and giving the correct change.
- Questions requiring multi-step reasoning consistently have lower performance, indicating a need for more practice in problem-solving.
- Developing skills for solving multi-step word problems involving money and division.
- Identifying patterns, finding unknown values in number sentences, and extending patterns.

Measurement & Geometry

- Understanding and describing the features of three-dimensional shapes is a challenge for many students.
- Students struggle to apply metric units effectively for measuring and comparing lengths.
- Many students find solving simple time-related problems challenging.

Statistics & Probability

- Students face challenges in interpreting and constructing suitable data displays, such as pie charts.

Year Five (forward planning for Year Six 2025) Following the Forest Crescent Maths Planner Curriculum Content with attention to:

Number & Algebra

- Solve problems involving multiplying large numbers by one- or two-digit numbers using efficient mental & written strategies and appropriate digital technologies.
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and division where no remainder exists.
- Solve problems involving addition and subtraction of fractions with the same or related denominators using different strategies.
- Find unknown quantities in numerical equations (multiplication, division, addition and subtraction) and identify equivalent number sentences using the properties of numbers and operations.
- Using place value to partition, rearrange and regroup numbers to assist in calculations without a calculator.
- Interpret, compare and order numbers with more than two decimal places, including numbers greater than one, using place value understanding; represent these on a number line.
- Multi-step problems involving addition, subtraction, division and multiplication.
- Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including financial contexts; formulate the problems, choose operations and efficient calculation strategies; use digital tools where appropriate; interpret and discuss the information that has been created.
- Identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations.

Measurement & Geometry

- Scaled instruments are used to measure, order, and compare lengths, masses, capacities, and temperatures, emphasising interpreting unmarked and partial units when measuring and comparing.
- Choose appropriate metric units when measuring objects' length, mass and capacity; use smaller units or a combination of units to obtain a more accurate measure; the magnitude of measurement relationship between units of measure.
- Describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and remains the same and identify any symmetries.
- Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement.

Statistics & Probability

- Construct suitable data displays from given or collected data with and without digital technologies. 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

- Model, order, and represent unit fractions, including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole.
- Recognise and represent unit fractions, including 1/2, 1/3, 1/4, 1/5 and 1/10 and their multiples in different ways; combine fractions with the same denominator to complete the whole.
- Round decimals to a given accuracy appropriate to the context and use appropriate rounding and estimation to check the reasonableness of solutions.
- Recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000
- Multiply and divide one- and two-digit numbers, representing problems using number sentences, diagrams, arrays and three-dimensional arrays, using various calculation strategies.
- Solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction.
- Multiply and divide decimals by multiple powers of 10 without a calculator, applying knowledge of place value and proficiency with multiplication facts, using estimation and rounding to check the reasonableness of answers.
- Recognise, describe and create additive patterns that increase or decrease by a constant amount using numbers, shapes and objects, and identify missing elements in the pattern.
- Solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction.

Measurement & Geometry

- Describe and perform translations, reflections and rotations of shapes; recognise what changes and what remains the same and identify any symmetries; identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning.
- Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem.

Statistics & Probability

- Acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables to address a question of interest or purpose using software, including spreadsheets; discuss and report on data distributions in terms of highest frequency (mode) and shape in the context of the data.
- Recognise that probabilities lie on numerical scales of 0 -1 or 0% -100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals

PAT MATHEMATICS Year 1-6 SEMESTER 2 2024

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 2024.
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.
The table below shows the PAT Maths scale score values for given percentile ranks and the standard deviation of achievement at each year level of the 2024 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 2024	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
95th	126.4	118.3	120.2	128.4	134.3	136.8	138.9	139.9	142.2	146.2	155.5	148.5
75th	109.1	107.2	107.7	116.5	116.7	124.2	125.6	128.8	130	134	134.8	137
Median	104.2	99.5	100.7	108.3	108.9	115.4	117.5	121.1	122.2	125.5	127.8	128.9
25th	98.1	91.7	94.7	100	101.5	106.6	110.4	113.3	115.6	117	123.1	120.9
5th	87.2	80.6	85.4	88.2	92.1	94	99.8	102.2	107.4	104.8	113.8	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.

Year Six Australian Mathematic Competitors 2024

Successful Students - Science Review

2024 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 2024

FCPS >85% C+	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Semester1 Overall	90.1%	98.3%	96.3%	86.4%	88.2%	88.2%	90.7%
Like schools Comparisons	87.3%	88.2%	87%	89.7%	87.5%	87.5%	86.4%
Semester 1 Inquiry Skills	90.7%	95%	93.9%	88.6%	88.4%	88.6%	89.3%

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

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 Faceook 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

- Teacher resources in line with National Curriculum requirements, as requested by teachers.
- Inquisitive subscription for use across all year levels.
- ClickView subscription to access relevant videos to support teaching and learning programs.
- Science-themed reading books.
- Two days (1 per semester) 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- Professional Learning

- Mentoring / Support among staff where needed.
- The Junior Primary Specialist and the Science Coordinator attended an Open Science Lab afternoon at Riva Primary. This provided an opportunity to discuss teaching and learning with Science teachers from other primary schools in the Nicholson Network.
- All staff participated in Stop Motion/STEM Professional Learning in Term 3.
- Professional learning on request.
- 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 2024 PHASES OF DEVELOPMENT FOR SCIENCE

Curriculum Across the School

Pre-Primary

- The teaching and learning program in Pre-primary focused on students exploring changes in the world around them, including changes that impact their lives (such as the weather) and changes they can affect (such as making things move or change shape). They learned that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.
- The students also revisited that living things have basic needs including food and water. Some pre-primary students planted seedlings in the garden beds and planted some seedlings using soil and water in biodegradable plant pots. They then observed the changes to the plant over time.

Year 1 – Physical Sciences and Earth and Space Sciences

- The teaching and learning program in Year 1 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. Students undertook a light, sound and landscape walk through the school, made light wheels, completed a "dancing rice" investigation, and made string telephones and kazoos (musical instrument from paper towel rolls).
- 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.
- To support Science Week, the students in Year 1 learnt about bees and why they are necessary for sustainability and participated in planting flower seeds.

Year 2 - Physical Sciences and Earth and Space Sciences

- In Year 2, 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.
- Students used toys to investigate pushing and pulling, investigated small, medium and large forces on a toy car, and completed water resistance investigation using a ball in a bucket of water and an air resistance investigation using flat and scrunched paper. They also completed a water walk through the school to identify where water is used and for what purpose, made ice-cream in a bag and discussed what natural resources are used to make ice-cream.
- 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.
- To support Science Week, the students in Year 2 learnt about bees and why they are necessary for sustainability and participated in planting flower seeds

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. Students completed investigations to determine how the Earth's rotation creates shadows, used models, and scaled distances on the oval to understand the size and distance between the Earth, Sun, and Moon. Students investigated how heat is produced by completed a heat search around the school, generated heat through friction and movement. They also investigated how heat moves through different materials via conduction and convection.
- To support this semester's learning and link to Science Week, students participated in an excursion to Scitech in Term 3 and in virtual incursions facilitated by Scitech.
- 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.

- In Year 4, Students developed an understanding of the properties of natural and processed materials, and how these influence their use. Students explored the role of people and technology in the massproduction of toys. They used their knowledge of properties of materials to design and make a toy, following the design and production process.
- Students investigated how and why natural processes and human actions change the Earth's surface over time. They identified evidence of change through exploring rocks and fossils and investigated how erosion is caused by human activity.
- Students explored and identified everyday examples of evaporation, condensation and precipitation through guided investigations and collaborative inquiry. They explored where tap water comes from and predicted what happens to water that goes down the drain.
- To support Science Week, some Year 4 classes participated in virtual excursions facilitated by Scitech.

- 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 5 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. Many of the learning tasks included group work and hands on activities to support inclusivity and promote student engagement.
- 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 6, the program focussed on learning that changes to materials can be reversible or irreversible and students investigated the properties of substances to determine solubility and viscosity. 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. Students participated in the Western Power Circuit Breakers Program, learned how to code circuits and investigated the use of insulators and conductors in circuits.
- 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.

(Priority Focus # 2 – Successful students)

- Students and staff utilise accessible technology to support teaching and learning across a range of learning areas in a responsible manner.
- The students at Forest Crescent utilise various forms of ICT to support their science learning in the classroom. Some of the types of technology used include interactive whiteboards, websites with scientific clips and interactive features including the use of ClickView and Inquisitive, e-books, electronic microscopes, robotics, iPads, DVDs and cameras.

Successful Students - HASS Review

HASS Learning Area 2024 Review Semester 2

2024 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	83.7%	88.4%	93.8%	88.7%	83.6%	95.7%	89.60
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 except Year 4.

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;
  - Questioning and researching
  - Analysing
  - Evaluating information
  - 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 and Clickview.

WHAT HAS BEEN HAPPENING IN 2024 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 and Geography

- 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, ebooks, 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:

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). Students have been engaging in the exploration of geography, focusing on special places and the importance of caring for them. They have learned to identify and appreciate various environments, discussing how they can contribute to their preservation. A key component of their geography lessons involved mapping, where students practised reading simple maps to navigate their surroundings, fostering their spatial awareness and understanding of directions. A highlight of their learning experience was the clean-up at Forest Crescent Primary School, where students actively participated in caring for their school environment. This hands-on activity not only instilled a sense of responsibility and environmental stewardship, but also allowed students to see the direct impact of their efforts in caring for a community. Pre-Primary students have developed foundational skills in geography while cultivating a love for their local area and the importance of protecting special places.

Year 1:

Students have been exploring history with a focus on understanding the past and its significance in shaping their communities. A highlight of their learning journey was a visit to the Kalamunda Historical Village, where they experienced a living museum that has brought history to life. During the excursion, students had the opportunity to explore various historical buildings and artifacts, gaining insight into the daily lives of people in the past. They engaged in hands-on activities illustrating how things

like farming, trades, and community life have evolved. This immersive experience deepened their understanding of local history and sparked their curiosity about their lives connected to the broader historical narrative. Students have developed a foundational appreciation for history and its relevance to their own identities and communities

Year 2:

In Year 2, students have embarked on an exciting journey through history, learning about significant events and places that have shaped their local community. A highlight of students' learning has been their excursions to Fremantle Prison and Kings Park, where students experienced firsthand the rich historical narratives embedded in these locations. At Fremantle Prison, students explored the stories of its past, including its role as a convict site and its impact on Western Australia's development. This immersive experience helped students understand concepts of heritage and the importance of preserving history. At Kings Park, students learned about the significance of the park's natural environment and its historical landmarks, including memorials honouring those who served in wars. Through these excursions students have developed a greater appreciation for their history, fostering a sense of identity and connection to their community as they begin to understand the importance of remembering and learning from the past.

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:

- Students have been actively exploring geography, civics, and citizenship, focusing on understanding Australia's various states, territories, and capital cities as well as natural features. Students learned to identify these regions on maps and discussed their unique characteristics, which helped them appreciate the diversity of Australia. In civics and citizenship, the students delved into the importance of rules and laws in maintaining community order and safety. Students also explored the role of volunteers, discussing how individuals contribute to the well-being of their neighbourhoods. A highlight of their learning experience was the opportunity to hear from guest speakers who shared their person stories of volunteering. These speakers provided various insights in the ways people can give back to their communities, inspiring students to consider how they, too, can make a positive impact. Through these engaging activities, Year 3 students have gained a deeper understanding of their responsibilities as citizens and the significance of community involvement.

Year 4:

- Students have engaged in an enriching exploration of geography, civics, and citizenship, focusing on understanding their local community and the broader world. They studied key geographical concepts such as maps, landforms, and the significance of different environments, developing skills to identify and describe features of their surroundings. In civics and citizenship, students learned about the role of citizens in a democracy, including their rights and responsibilities, and the importance of active participation in their local community. Aboriginal studies were integrated throughout the year, allowing students to appreciate the rich cultural heritage and connection to the land held by Aboriginal peoples. A highlight of the Year 4's learning experience was an excursion to the zoo, where students observed and discussed animal habitats and conservation efforts, linking their geographical studies to real-world contexts and fostering a deeper understanding of environmental stewardship. This excursion also provided and opportunity for students to reflect on the interconnectedness of all living things and their responsibility as informed citizens.

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:

- In Semester Two, Year 5 students engaged deeply with the concepts of economics, civics and citizenship, exploring how these themes intersect with their lives and communities. Students learned about fundamental economic principles such as supply and demand, the role of consumers and producers, and the importance of making informed financial decisions. Additionally, students examined the responsibilities and rights of citizens, discussing the importance of participating in the democratic process and understanding the rule of law. Moderation assessments were completed as part of the reporting process to understand their progress and learning. A highlight of the semester was the Festival of Perth incursion, which provided a unique opportunity for students to connect with the land around them through various art forms and ways of knowing. This experience has enriched their understanding of cultural significance and community engagement and fostered a sense of belonging and responsibility towards

their environment. Through these activities, students have developed a greater appreciation for economic interconnections in society and the importance of active citizenship in shaping their communities.

Year 6:

- In Year 6, students have engaged in an in-depth study of Aisa as part of their geography curriculum, exploring the continent's diverse cultures, landscapes, and economies. They examined key geographical features, population distribution, and the significance of Aisa in a global context, fostering a broader understanding of how geographical factors influence societies. Simultaneously, in economics, students delved into the foundational concepts of running and creating a small business. They participate in the "Kids 4 Kids Day", where students designed and marketed their own games and products, allowing them to apply their entrepreneurial skills in a practical setting. This hands-on experience enhances their understanding of marketing and financial literacy and emphasises the importance of teamwork and creativity in business. This comprehensive and engaging approach has equipped Year 6 students with valuable insights and skills to serve them well as informed global citizens in their future studies.

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 Five (Room 15) Festival of Perth Project 2024

NAPLAN 2024 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.

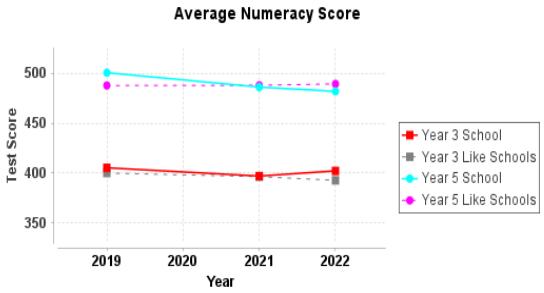
Achieved YR 5.

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

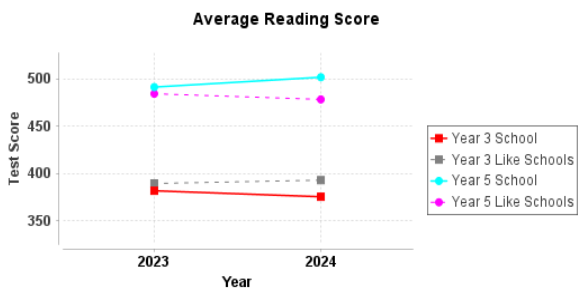
The following shows Years against "Like Schools"



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	391	398	487	477
2024	380	398	487	483

NAPLAN Longitudinal Summary

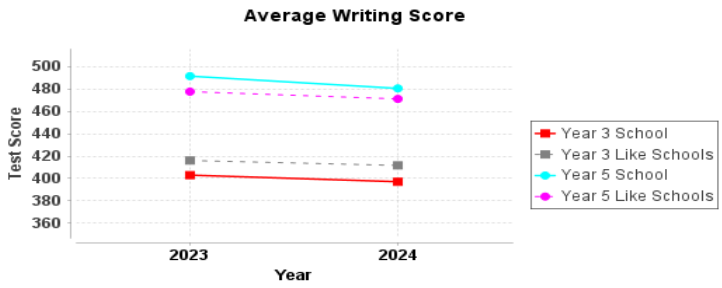
Reading



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	382	390	491	484
2024	376	393	502	478

NAPLAN Longitudinal Summary

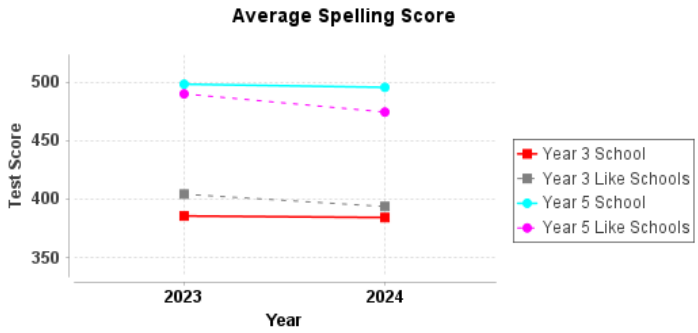
Writing



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	403	416	492	478
2024	397	412	481	471

NAPLAN Longitudinal Summary

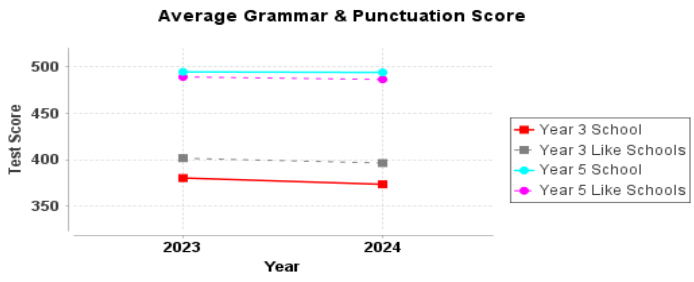
Spelling



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	386	404	499	490
2024	384	394	496	475

NAPLAN Longitudinal Summary

Grammar and Punctuation



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	381	402	495	489
2024	374	397	494	487

2024 National Parent Survey

2024 NATIONAL PARENT OPINION SURVEY

The school is required to survey the school community every two years. The last school community survey was conducted in 2024, 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 that 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 2026 and reported in the 2027 Annual Report.

Our Business Plan Target is for all areas surveyed to achieve a score of 80% or above. Below are the results of the Parent Survey 2024.

- There were 70 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 79% – **The school takes parents' opinions seriously.** Although this ranked the lowest, on closer analysis, only 7% disagreed or strongly disagreed with this statement, with 79% agreeing or strongly agreeing. A further 14 % neither agreed nor disagreed.
- All other responses were 80% or above.
- **The highest response** was 97% – **I am satisfied with the overall standard of education achieved at this school.**

	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.	0	0%	0	0%	3	4%	29	41%	39	55%
Teachers at this school provide my child with useful feedback about their school work.	1	2%	3	4%	9	13%	32	46%	25	36%
Teachers at this school treat students fairly.	0	0%	0	0%	8	11%	36	51%	27	38%
This school is well-maintained.	0	0%	4	6%	0	0%	31	44%	36	51%
My child feels safe at this school.	0	0%	1	1%	2	3%	31	44%	37	52%
I can talk to my child's teachers about my concerns.	1	1%	1	1%	1	1%	30	42%	38	54%
Student behaviour is well managed at this school.	1	1%	3	4%	4	6%	39	55%	24	34%
My child likes being at this school.	0	0%	1	1%	0	0%	28	40%	42	59%
This school looks for ways to improve.	0	0%	2	3%	3	4%	43	61%	23	32%
This school takes parents' opinions seriously.	0	0%	5	7%	10	14%	34	48%	22	31%
Teachers at this school motivate my child to learn.	0	0%	3	4%	4	6%	35	49%	29	41%
My child is making good progress at this school.	0	0%	0	0%	8	11%	34	48%	29	41%
My child's learning needs are being met at this school.	0	0%	1	1%	11	15%	34	48%	25	35%
This school works with me to support my child's learning.	1	1%	4	6%	8	11%	32	45%	26	37%
This school has a strong relationship with the local community.	0	0%	1	1%	7	10%	38	50%	26	34%
This school is well-led.	0	0%	2	3%	4	6%	28	39%	37	52%
I am satisfied with the overall standard of education achieved at this school.	0	0%	1	1%	1	1%	40	56%	29	41%
I would recommend this school to others.	0	0%	0	0%	4	6%	27	39%	39	56%
My child's teachers are good teachers.	0	0%	0	0%	4	6%	22	31%	45	63%
Teachers at this school care about my child.	0	0%	1	1%	3	4%	32	45%	35	49%

Financial Information- School Income by Funding Source

Forest Crescent Primary School operated with a total (one-line) budget for the calendar year of $ 7,890,181. 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 ($6 999 5270), with $656 960 spent on other operational areas. The breakdown of the cash income and expenditure is listed below.

INCOME	ACTUAL	EXPENDITURE	ACTUAL
Carry Forward (Cash)	$91,936	Salaries	$6,995,269
Carry Forward (Salary)	$193,557	Appointed Staff	$5,931,587
Student-Centred Funding	$7,222,603	Goods and Services (Cash Expenditure)	$656,959
Per Student	$5,524,916	Administration	$25,969
School and Student Characteristics	$1,334,466	Lease Payments	$42,116
Disability Adjustments	$87,398	Utilities, Facilities and Maintenance	$218,359
Targeted Initiatives	$203,123	Buildings, Property & Equipment	$39,658
Operational Response Allocation	$72,698	Curriculum and Student Services	$275,521
Regional Allocation	$0	Professional Development	$16,000
Transition Adjustment	$0	Transfer to Reserve	$0
Transfers and Adjustment	$0	Other Expenditure	$24,334
School Transfers - Salary	-$142,512	Payment to CO, Regional Office and Other Schools	$0
School Transfers - Cash	$142,512	Residential Operations	$0
Department Adjustments	$0	Residential Boarding Fees to CO (Ag Colleges Only)	$0
Locally Raised Funds (Revenue)	$382,081	Farm Operations (Ag & Farm Schools)	$0
Voluntary Contributions	$27,645	Farm Revenue to CO (Ag & Farm Schools)	$0
Charges and Fees	$191,225	Camp School Fees to CO (Camp Schools Only)	$0
Fees from Facilities Hire	$81,108		
Fundraising/Donations/Sponsorships	$52,021		
Commonwealth Govt Revenues	$0		
Other State Govt/Local Govt Revenues	$0		
Revenue from CO, Regional Office and Other Schools	$0		
Other Revenues	$30,081		
Transfer from Reserve or DGR	$0		
Residential Accommodation	$0		
Farm Revenue (Ag and Farm Schools)	$0		
Camp School Fees (Camp Schools)	$0		
Total	**$7,890,178**	**Total**	**$7,652,229**

Staff Book Week 2024

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 _____

Kelly Ibbitson _____ School Board Chair

Date _____