



# 2018 Forrest School Action Plan Report



### Context:

2018 marked the third year of the implementation of the School Strategic Plan 2016-2019.

### Methodology:

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

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

### School Board Chair Report 2018

I am very pleased to provide this report on behalf of the 2018 Forrest Primary School Board.

Throughout 2018, the Board has strived to support the school at every opportunity. The Board well recognises that the collective achievements across all parts of our school community

2018 saw the school celebrate its 60th Anniversary. The Board acknowledges the many and varied celebratory events throughout the year, which would not have occurred without the dedication of the 60th Birthday Anniversary Committee. It is clear that the lofty ambitions set for Forrest Primary School back in 1958 remained equally relevant and prevalent in 2018.

In its role of the governance body, the Board has worked closely with the principal and the School Executive to ensure budgets were well managed, planned facilities' upgrades were undertaken, learning resources were provided and the Board contributed to on-going staff professional development.

In August 2018, a number of Board Members took leave from their 'day jobs' to spend the whole day at Forrest Primary, working in classrooms, doing playground duty and attending a staff meeting. This gave the Board Members an opportunity to see, and to experience, first-hand a day in the life of Forrest Primary School. Board Members were made to feel very welcome by staff and students alike.

Throughout the whole of 2018, the Board has sponsored the implementation of the "Stronger, Smarter" professional leadership program by teaching and Executive staff, which has enabled new skills to be learned and new approaches to be adopted in many areas of school life, all to the benefit of students and staff alike (and for the benefit of the broader community also). At the heart of the Stronger Smarter Leadership Program is the premise that fundamental strategies are essential to support success for all children including:

- Acknowledging, embracing and developing a positive sense of Aboriginal and Torres Strait Islander identity in schools;
- Acknowledging and embracing Aboriginal and Torres Strait Islander leadership in schools and school communities;
- Setting and achieving high expectations leadership to ensure high expectations classrooms, with high expectations teacher and student relationships;
- Ensuring innovative and dynamic school staffing models; and
- Deeply understanding and leading innovative and dynamic school models in complex social and cultural contexts.

Long may the Forrest Primary School community continue to challenge itself to find improved and better ways of enhancing learning outcomes for all of our school's children.

The Board acknowledges, and greatly appreciates, the leadership demonstrated by the School Principal Chris Pilgrim and the work and contributions of the entire school staff, including the Executive Team, the teaching staff and all administration and other support staff. Thank you for everything you have done, individually and collectively throughout 2018, to help Forrest Primary School achieve its school community goals.

Finally, I pay thanks and appreciation to the Board Members who all have busy jobs and lives away from Forrest Primary School too! Your dedication and willingness to be part of the Forrest School community as a Board Member is greatly, greatly, appreciated. Thank you.

Kind regards,

Michael Nobelen

**Chairperson**

**Forrest Primary School Board 2018**

## **Evaluation of performance:**

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

#### **Targets**

By the end of 2018:

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

#### **Progress:**

##### **The Enhanced PYP, overview:**

Since its inception, the Primary Years Programme has widely impacted not only students aged 3–12 and their school communities worldwide but also the course of international education. As a transdisciplinary, inquiry-based and student-centred education with responsible action at its core, the PYP has remained trusted, timeless and transformational.

In response to the challenges and opportunities found in our rapidly changing complex world, and in line with movements in global education to develop lifelong learners, a future-focused PYP has evolved. The PYP curriculum framework emphasizes the central principle of agency that is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community. Augmenting the focus of the “written, taught, and assessed” curriculum with the human elements—the learner and the learning community—underlines that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. These holistic components complement and reinforce each other to form a coherent whole.



### Teacher Learning and the Enhanced PYP at Forrest:

In 2018 Forrest Primary School began to explore and embed the key changes of the enhanced PYP. This included but was not limited to an increased focus on Action and Student Agency, helping students acknowledge the great power they have to affect their learning and the world around them. Other changes included a significant philosophical re-positioning in the organising structure of the programme away from the *taught, learnt* and *assessed curriculum* to focus on *The learner, Teaching and learning* and *The learning community*. This marks a philosophical readjustment to broaden the spectrum of the programme and enhance its holistic approach. Teacher learning began in Staff meetings and continued through a series of conversations in planning. The PYP coordinator then used staff areas of need and interest to add to the PYP Action Plan, in readiness for Evaluation in 2020.

### IB Global Conference

Hayley Singh (Deputy Principal) and Jemma O'Brien (PYP Coordinator) were fortunate to attend the recent IB Global Conference held in Singapore. The conference was held from 25 to 27 March at Suntec Singapore Convention & Exhibition Centre. The theme of the conference was 'Shaping the Future'. The IB Global Conference featured a number of high-profile speakers and presentations and was the ideal place to be inspired by fellow educators from all over the world. The conference offered Jemma and Hayley a chance to meet, engage and share experiences, and to discover new ideas for our IB programme. During a staff meeting Jemma and Hayley shared their new understandings with teaching staff. The focus of the presentation was to review and improve the way we promote student agency.

### Action and Student Agency

Teams from Action Club raised awareness about different causes with various event held throughout the year. Our Action Club students range from Year 1 to Year 6 and work passionately to make our work a better place.

Some of the initiatives and fundraising events that took place in 2018 were:

- Buk Bilong Pikinini book collection to support education in PNG (Noga, Maddison, Lacie, Sophie, Mia - Year 2 and 3)
- Tasmanian Devils art competition (Renuka, Henry, Thomas, Veronika, Mally, Evelyn – Year 4 and 1)
- Snow Leopards busking in the front foyer (Corella & Dominic – Year 2 and 3)
- Horse Rescue PJ day, taking care of neglected horses (Ella K, Yumi, Sophia and Tessa – Year 6)
- Bengal Tigers orange and black day (Aakash and Yi Shuen - Year 6)
- Red Wolves mufti day (Aila, Chloe M, Violet – Year 3)
- Gorillas comfy day (Milly and Akanksha – Year 6)
- Girl's Education, supporting the Malala Fund (Anneke, Irene and Supriya – Year 2)



*The whole school dressed up in rainbow colours to support Dainere's Rainbow.*

### Year 6 Exhibition

In Term 4 on the 8 November, the Year 6 students presented their PYP Exhibition to the school community. The Exhibition is an integral part of the Primary Years Programme and forms the culminating learning experience at all PYP schools. It is a challenging, rigorous and enjoyable opportunity for our Year 6 learners. Above all, Exhibition is a wonderfully joyous community celebration of young people's amazing ability to direct their own learning, collaborate and to make a difference to world around them.

Exhibition challenged our Year 6 students to synthesise and apply the essential elements of the PYP, directing their own student-led transdisciplinary inquiry into a globally significant issue or topic of their choice. The Exhibition can be



held under any of the six themes of the PYP, and this year, our students chose to focus their Exhibition under the Sharing the Planet theme.

In 2018 the focus of Exhibition was on the United Nations (UN) Global Sustainable Goals and was represented through a provocation, research, art pieces and students taking action. As a culminating PYP experience the Exhibition reflected the students' ability to unite a school community to make a difference in the world. We acknowledge the class teachers Sarah Bauer, Dan Heap and Carolyn Davis who worked tirelessly with the students to make Exhibition so successful.

### **Year 6 Senate Enquiry**

Year 6 students and teachers were invited by Senator Claire Moore to showcase and discuss their knowledge of the sustainable development goals at the Senate Enquiry. After the Enquiry, Dan Heap reflected: 'Today Sarah Bauer, Carolyn Davis and I, along with our incredible, inspiring Year 6 students, headed off to Parliament House and presented to the Senate Enquiry the United Nations Sustainable Development Goals. The SDGs have been set forward by the UN to eradicate poverty, inequality and climate change by 2030. These goals have been a big part of our learning all year and we have seen our students become passionate and empowered to change the world for the better. Our Senate Inquiry submission outlined how these goals are not widely known in the general public and more needs to be done in Australia to make sure we all have a sustainable future. It's been a big journey to get to this point and it was great to see us making waves at the highest levels of decision making in Australia. Today, more than any other day, being a teacher is the most amazing job in the world. If you have five minutes to spare, check out the goals for yourself and see what you can do to play your part in making a difference in the world.'

[https://www.youtube.com/watch?v=ry\\_9SU0eq9M](https://www.youtube.com/watch?v=ry_9SU0eq9M)



### **Critical Friend Consultation – Helen Morschel**

Helen Morschel, a PYP consultant, visited Forrest Primary School on 15 and 16 October 2018 to work with Jemma O'Brien, the PYP coordinator. Jemma and Helen worked together with each team with a view to improving student agency through quality inquiry. In the afternoon Helen delivered a staff meeting on the same theme of student agency and inquiry.

Teachers gave feedback, expressing appreciation for the way Helen helped in improving the Units of Inquiry (UoI) so they are more conceptual; UoI are now more transdisciplinary; inspire curiosity and wonder into rich concepts; the use of both concepts and related concepts is used to enhance central ideas.

As co PYP Coordinators Jemma O'Brien and Kylie Dorsett will continue to work with teams using the strategies learned from the two days to improve the Programme of Inquiry (POI) for the school. This will include a vertical and horizontal articulation of the POI with a collaborative team approach at the beginning of the 2019 year.

### **Collaborative Planning Days**

At Forrest Primary School we have a curriculum model that delivers core knowledge, understandings, skills and capabilities to our students, required by the Australian Curriculum. This curriculum is delivered within an internationally benchmarked framework of learning. Being an IB World School means we are committed to quality education, the professional development of our staff and equipping our students with the knowledge and skills for a rapidly changing world.

In Term 4, teaching teams have been allocated collaborative planning days to update and enhance all six Units of Inquiry using the process taught to us by Helen Morschel (PYP consultant). During the planning sessions teachers mapped ACARA (Australian Curriculum) outcomes across all Units of Inquiry for the year. This way, teachers were confident that ACARA outcomes were thoroughly taught and assessed, and that these were outcomes built upon to develop deep understanding. Teachers worked with Jemma O'Brien (PYP Coordinator) to scope and sequence the Programme of Inquiry (POI) which is a whole school curriculum that maps Units of Inquiry across the school.

## **PYP Networking**

Throughout the year, the principal, the PYP coordinator, executives and teachers all networked with other PYP schools in the ACT region. This included leadership meetings, school visits, teacher sharing afternoons, ACT PYP network run professional learning, and use of online resources such as basecamp for dissemination of information. Teachers were also actively encouraged to connect with international PYP networks through platforms such as Facebook, Twitter and blogs, and these were shared in a series of structured staff meeting engagements.

## **The Action Plan in 2018**

2018 saw the staff at Forrest continue to achieve goals from the Action Plan, embed and strengthening established practices, and to collaboratively contribute to setting new goals.

Many long-term goals set out in the Action Plan after PYP Authorisation in 2016 are now well established through undertaking specific strategies. These include a focus on including Indigenous perspectives and learning throughout units of inquiry, strengthening our use of the community in bringing in experts to the learning process, and enriching our specialist programs to teach more authentically in an inquiry manner.

Staff were able to contribute to the Action Plan in collaborative planning, through making suggestions to the long term strategy of the school. The action plan was also revised by staff after the visit of critical friend, Hellen Morschell, to include key changes to practice. The action plan will be further revised in 2019 in the lead up to evaluation in 2020.

## **These actions resulted in the following progress towards our identified targets in 2018 for the priority:**

**Target:** 88% of students agree they are getting a good education at Forrest Primary School from 86% in 2015 . (Data Source- System School Satisfaction Survey)

### **Outcome:**

**95% of students agreed that they were getting a good education.**

**This was 7% higher than our target. In comparison to ACT state average data for primary schools Forrest students responded with 'agree' or 'strongly agree' at a higher rate by 13%.**

## **Target**

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

### **Outcome:**

**Parent and carer responses for this item in the Survey showed an improvement of 5%. With an agreement score of 87% this target has been met and exceeded.**

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

### **Outcome:**

**In 2018 100% staff teaching at the school have formal qualifications to teach the PYP. This is through a preliminary course, 'PYP: Making It Happen'.**

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

### Targets

By the end of 2018:

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

### Inquiry Maths

2018 saw a focus on inquiry Maths, with teams working on the planning, teaching and documentation of authentic inquiry. Over a series of staff meetings and PLC meetings, staff analysed their beliefs about how children become numerate and analysed current evidence about how best to facilitate mathematical progress. Teachers developed written planners, and facilitated inquiry Maths lessons, which included the hallmarks of inquiry such as questioning, connecting, research, problem solving, learning new skills and reaching conclusions. This style of learning helps the teacher manage the various levels of ability in the classroom, as open-ended tasks can be as simple or complex as each student chooses

Teachers were led by Emma Sandford, who became an expert ReSolve Champion (Resolve Champions attend accelerated professional learning in order to lead inquiry maths in schools across Australia. They also trial new inquiry ideas K-12 and give feedback to a national body.) Emma's role grew out of the work Forrest did in an ACT initiated programme called 'Principals as Numeracy Leaders' (PANL) in 2017. The programme was designed to skill up school leaders in the leadership of numeracy instruction. It aimed to target gaps in learning in the early years and therefore reduce learning difficulties in later years; effectively deliver the Australian Curriculum; design approaches that are inquiry based.

We hope to induct two new ReSolve Champions in 2019 when they will lead further refinements to Maths inquiry.

### How has Forrest Benefitted from Inquiry Maths in 2018?

- An inquiry Maths approach was implemented into all classrooms whether through consolidation games and/or through open-ended tasks.
- Students were highly engaged in their mathematical learning, asking more questions and becoming critical thinkers when approaching real life situations.
- Inquiry Maths reinforced the curriculum and promoted a deeper understanding of content.
- Staff understand that an 'A' or 'B' grade in Maths is not about being able to do Maths vertically but horizontally. This relates directly to the Australian Curriculum and the integral proficiency strands: understanding, fluency, problem-solving and reasoning. These strands go beyond students just being able to follow a method to answer a problem.
- Students are building their own initiative and self-direction when answering open-ended tasks. There was 'excitement in the classroom' and rich discussions were had across all year levels.
- Inquiry Maths emphasised the importance of students' reasoning about Mathematics and their ability to solve problems. Students were viewed as active problem solvers who are able to formulate situations mathematically, employ and transfer mathematical concepts and interpret, evaluate and apply mathematical outcomes. Often students came up with their own theories to solve problems that align with mainstream processes.



- In the junior school, teachers were able to see a strong effect of foundation skills and closing the gap through consolidation games, open-ended tasks and reflecting on student learning.
- The programme provided more room for differentiation and challenges where students can learn from each other in a supportive knowledge-building culture.
- Inquiry Maths was visible around the school and through See-Saw.
- Classroom teachers shared lessons, resources and photos of students during Inquiry Maths on a Google Community to inspire and assist other teachers.
- Team planning meetings with the Inquiry Maths Resolve Champion helped maintain a strong Inquiry Math's culture with the Year 1 and 6 teams. Weekly meetings with this expert ensured continued improvement in our teaching practice and student learning outcomes in Inquiry Maths.
- An immense amount of resources were available which has contributed to successful student learning in classrooms (ReSolve, Google Community, Google Drive with games and resources, Bruce Ferrington's Blog, Maths resources in classrooms).
- Maths resource kits are available in every classroom including SENA kits if needed. Extra resources were purchased across the school to help support Inquiry Math's teaching.
- Inquiry Math's night invited children and parents to see how Inquiry Maths is being implemented in their child's classroom.
- Forrest continues to collaborate with the other PANL IB schools, Red Hill and Miles Franklin which including shared staff meetings, resources and planners.
- Staff surveys were conducted as well as Professional Learning Communities (PLCs) which aimed to build on staff confidence, planning and pedagogy when teaching Inquiry Maths -
- PLCs covered the following:
  - . What is Inquiry Maths?
  - . Sharing of games
  - . ReSolve resources
  - . ReSolve protocol
  - . Lesson sequence
  - . Planning time
  - . Differentiation using open-ended Math tasks

### **Readers' Workshop**

In 2018 Readers' Workshop was introduced to Year 4. Teachers in Years 5 and 6 and expert teachers in Year 4 developed and modelled lessons to develop staff expertise and confidence in Year 4 in teaching the programme and conferencing children. A PYP Inquiry Planner for Readers' Workshop was developed.

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

### **Features of Readers' Workshop**

- Is enjoyable
- Builds reading stamina
- Is engaging for all readers at any level
- Encourages and supports independent reading (attribute of the Learner Profile (LP): Principled)
- Allows time for one to one conferencing (LP attribute: Reflective)
- Makes students' thinking visible through conferencing and discussion with others (LP attribute: Thinker)
- Uses a bank of strategies for deeper comprehension and engagement of text (LP Attribute: Knowledgeable/ Thinker)
- Uses only quality literature and texts.

## The Writing Programme

Forrest participated in the system priority of improving writing during 2017 and 2018.

All staff attended the Louise Dempsey professional learning day during the January (2018) stand down which was organised by the directorate. As a result of the learning, teachers worked collaboratively to plan writing tasks that focused on drafting, editing, and publishing.

Our own experts in writing led sessions in Professional Learning Community (PLC) times which focused on how to engage reluctant writers, the editing process and spelling.

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

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

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

## Moderation

Moderation is an important part of assessment. At the end of each term teaching teams spent considerable time comparing writing samples using tools such as rubrics.

Although NAPLAN assessments provide a valuable 'snapshot' of learning, it focuses on only one genre of writing. Classroom teachers support students to learn about a wide variety of genres including narrative, information text, recount, description and persuasion. During moderation sessions teachers discuss procedures, outcomes and students' ability to use success criteria or rubrics to complete written tasks in whatever text type is being currently taught. This allows for consistency of the learning intention. Teachers ensure that students access the same criteria during the writing process.



## Assessment and Reporting

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

The purposes of assessment are to:

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

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

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

Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the

written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action.

### **Written Reports**

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

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

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

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

### **Three- way Interviews**

Three-way Conferences', the PYP preferred conference for mid-year, involve the student, parent/s and teacher. In 2018 the conferences were held in Weeks 2 and 3 of Term 3.

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

### **Parent-Teacher Interviews**

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

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

### **Learning Journeys**

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

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

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

The Learning Journey is carefully prepared by the teaching team, and time is set aside for the children to practise their

presentation. At Forrest the Learning Journey is held at the end of each Unit of Inquiry as a culmination of the learning.

### **Seesaw – A Data Tool**

Since Forrest Primary implemented Seesaw as a digital portfolio tool in 2017 it has been embraced by parents who appreciate real time feedback. Throughout 2018 parents and carers 'grew into' See-Saw as it was used more extensively as a communication tool as well as a portfolio tool.

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

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

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

This programme is the perfect way to:

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

**These actions resulted in the following progress towards our identified targets in 2018 for the priority:**

#### **Target:**

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

#### **Outcome:**

**97% of Year 3 students exceeded the National Minimum Standard in spelling. This is an improvement of 11% against the target.**

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

**Outcome:** **98% of Year 5 students reached or exceeded growth expectations in reading at Forrest in 2018. This exceeded the target by 27%.**

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

#### **Outcome:**

**70% of students reached or exceeded their growth expectation which surpassed the target set of 63% by 7%.**

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

**Outcome:** **Students at Forrest continued to exceed the state benchmarks at the end of the year. In 2018 88 % of students reached or exceeded the end of year PM Benchmarks. This is a difference of -1%.**

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

#### **Targets:**

By the end of 2018:

- 88% teachers agree that the learning needs of students are being met from 86% in 2015 (Data Source- System School Satisfaction Survey)
- 75% teachers agree that they receive useful feedback about their work from 73% in 2015. (Data Source – System School Satisfaction Data.)
- 70% teachers feel their professional achievements are celebrated from 66% in 2015 (Data Source- System School Satisfaction Survey)
- 75% parents agree that the school works with parents to support their student's learning from 73% in 2015 (Data Source – School Satisfaction Survey)

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

Forrest Primary School and the International Baccalaureate Community believe that teachers play a vital role in shaping our future through the education of our children. Our world, our culture and our language are changing all the time and as educators, we must continually grow and learn. The continuing professional learning of all ACT teachers is recognised through the inclusion of professional learning as a requirement of teacher registration. The careful selection of the courses that teachers attend align with our Annual Action Plan (AAP). Teachers chosen to attend the courses are based on the following: Needs of the School according to the Strategic Plan and the AAP; Annual Professional Conversation with the Principal; Individual Professional Goals; Personal Interest.

The following courses are examples of Professional Learning undertaken by teachers in 2018:

- Anaphylaxis / Asthma Training
- Assessor practice for TQI – DP
- Autism Training with Sue Larkey and Tony Attwood
- DVD Guide 'My Place'
- Early Childhood
- Essential Literacy Practices Initiative
- First Aid
- IB Asia Pacific Conference- DP and PYP coordinator
- Inquiry Maths with Peter Farmer- all teaching staff
- Invent to Learn Masterclass – STEM
- Making the PYP Happen for teachers new to PYP or beginning teachers.
- 'Minilit' Workshop to explore whether Multi-lit is suitable for Forrest
- Positive Education- with Justin Robinson
- PYP Training for the PYP Coordinator Training with Helen Morschel
- PYP Training on the Programme of Inquiry – whole teaching staff
- Reading Recovery Training and Resourcing
- RED Training
- Restorative Practices with Terry O'Connell
- Stronger Smarter – Aboriginal and Torres Strait Islander Education
- Supporting Children to Edit Writing
- Team Teach – whole staff
- The Writing Project Conference – all staff
- Writing
- ZART for Book Week



## **Feedback to Teachers**

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

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

Teacher Talk is a process whereby teachers are observed giving a lesson around an AAP priority. In 2018 the process was around Writing for Years P-3 and Readers' Workshop for Years 4-6. Teachers are observed by an executive teacher and a colleague. A coaching conversation follows the lesson whereby the teacher is asked to think about three things that went well and explain one 'rewind', that is something you would do differently next time. The teacher reflects on what that improvement would give the children. The observers then give feedback and at least one 'tip'. Written feedback is then prepared, again in a coaching, positive style, with recommendations for improvement if relevant (as discussed in the post-lesson conference) and there are no surprises. Feedback is given through the Annual Professional Conversation, both at the conference and in an email sent after the discussion. Informal feedback is given regularly, anecdotally.

## **Coaching**

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

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

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

In 2018 we continued our commitment to PLCs where teachers learn together to improve student outcomes. PLCs were held on Wednesday Afternoons 3.30-4.15pm. Interactive learning occurred both in Year teams and other team arrangements according to the subject. Goals were set, minutes were taken and teams were accountable for consistent recording. The group determined what was important to study and presenters were from the staff itself.

## **Positive Education**

At the beginning of 2018 Justin Robinson, the Director of the Positive Education Institute at Geelong Grammar spent one day at Forrest. He worked with staff, delivering professional learning on 'Developing Character Strengths and then he presented an evening workshop to 75 parents. The workshop introduced parents to the concept of positive education and how supporting children's wellbeing impacts positively on their learning at school. He introduced parents to the Six Domains of Positive Education – Positive Relationships, Positive Purpose, Positive Emotions, Positive Engagement, Positive Accomplishment and Positive Health.

A Google Community was established for staff to share lesson ideas and resources. Throughout the year staff added student work samples, videos and photos of learning experiences. Staff then mapped the elements of Positive education to Units of Inquiry.

## **Restorative Practices**

Each Wednesday for 5 weeks in Term 1 the staff engaged in professional learning focusing on Restorative Practices. During 2018 the whole school used Restorative Practice to collaboratively develop a proactive community rather than a reactive organisation. Restorative Practice is used in classrooms to promote an inclusive approach where everyone has a voice and can be heard. Through collaborative processes students were taught in practical ways that emotions are an important and legitimate expression of healthy classroom conversations where mutual respect and accountability flourish. Students were taught how to resolve and understand conflict and tensions in respectful ways that engenders trust, empathy, responsibility, and fosters healthy relationships.

## **Restorative Days**

Teachers and parents were involved in our Restorative Days held on Tuesday 29 May and August 14. The Restorative Days were facilitated by Terry O'Connell who was director of Real Justice. In a retired role Terry works extensively with

various organisations including schools and says he enjoys seeing the concrete results of their "transformation'. The Restorative Day helped the school, the Board and the P&C to further build a healthy, respectful and collaborative relationship which was articulated in an Essential Agreement.

### **Positive Education**

School staff participated in a half day workshop on Developing Character Strengths. This workshop was a chance for staff to reflect on signature strengths and learn how to support students to develop their strengths. Preschool to Year 6 focused on teaching character strengths throughout the Programme of Inquiry. 73 parents, carers and teachers attended the Positive Education information session last Wednesday night held in Term 1. Justin Robinson, the Director of the Positive Education Institute at Geelong Grammar provided parents with practical ways to engage with their children that focused on health and wellbeing. The interactive presentation gave parents an insight into how they can support their children and how Positive Education in a small community can help all its members to flourish.

### **Sustainability**

#### **Improvements for 2018 included:**

- The community was educated in recycling practices regarding the bins
- Many more bins were purchased
- Gardening club was popular with approx. 15 students attending each week - year 6 students maintained the garden more frequently
- 2 tumbling compost bins were purchased
- Organic garlic was purchased, grown and sold at Shivoo
- A 'return and earn' scheme was set up by the students whereby all cans, bottles and juice boxes are collected where possible
- Waste warriors inspired student action, passion, and student ownership of sustainability across the school
- a 'Nude Food' initiative was started. Various promotions and rewards encouraged students to bring food without plastic or commercial wrapping. Newsletter articles and Seesaw posts supported and encouraged parents to prepare nude food lunches for their children.



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

#### **Stronger Smarter -Professional Learning 2018**

The principal, teacher-librarian and two classroom teachers attended an ATSI Cultural Inclusion Programme, called Stronger Smarter in 2018.

Stronger Smarter is an Australian programme that aims to directly improve the education outcomes for Aboriginal and Torres Strait Islander children. The Stronger Smarter approach fosters a sense of cultural identity and embraces positive community leadership, enabling innovative and dynamic approaches and processes that are anchored by high expectations relationships.

During the course we participated in five interconnecting strategies:

- Acknowledging, embracing and developing a positive sense of identity in schools
- Acknowledging and embracing Indigenous leadership in schools and school communities
- 'High expectation' leadership to ensure 'high expectation' classrooms, with 'high expectation' teacher/student relationships
- Innovative and dynamic school models in complex social and cultural contexts
- Innovative and dynamic school staffing models in complex social and cultural contexts

After attending the course the Stronger Smarter team worked with staff and the school board to build capacity in improving educational outcomes for Aboriginal and Torres Strait Islander children. The team planned and coordinated five Stronger Smarter Workshops during staff meetings and Professional learning Community (PLC) meetings which addressed the themes of making assumptions, forming and sustaining high expectation relationships, designing cultural action plans, asking powerful questions, engaging in challenging conversations and creating authentic Acknowledgments of Country.

The Stronger Smarter team provided strategies and support to equip teachers and school leaders to have challenging conversations with staff and actively engage the school community to have high expectations, promote positive identities and excellence at Forrest Primary School.

Two workshops were presented by the Forrest Stronger Smarter team at the EALD forum at the Hedley Beare Centre for Teaching and Learning at a conference attended by staff from other schools and the members of the ACT Department of Education and Training. These sessions focused on challenging assumptions and building High Expectation Relationships.

A highlight for The Stronger Smarter team was learning about the importance of having an authentic understanding of Acknowledgment of Country rituals.

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

Forrest Primary School is committed to developing and maintaining positive partnerships between the Aboriginal and Torres Strait Islander community and the school through meaningful connections with the curriculum, consultation with Aboriginal and Torres Strait Islander parents and carers and celebration of significant dates and achievements.

Under the Directorate's Cultural Integrity Policy, schools now identify their own priorities for building Cultural Integrity and allocate resources accordingly. Schools are provided with supporting resources, framed around a self-assessment continuum which includes the following dimensions:

- Engagement with Families and Community
- Teaching with Cultural Integrity
- Leadership, Celebration and Environment
- Successful Transitions and High Expectations



Forrest Primary School outlines its priorities through the Reconciliation Action Plan.

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

By the end of the year, having consulted widely, we produced a draft for our new RAP around the priorities of Relationships, Respect, and Opportunities. Parents who attended Culture Club had valuable input around belonging and pride. They felt that Culture Club provided a special space where aboriginal children felt connected, self-expressed and proud in their school. The RAP will be launched in 2019

Forrest Primary School's vision for reconciliation is based on a shared understanding that reconciliation requires respect and appreciation of Aboriginal and Torres Strait Islander histories, cultures and perspectives within the school community.

Forrest Primary School:

- Ensures policies are inclusive of Aboriginal and Torres Strait Islander students, staff and families and aim to increase knowledge of Aboriginal and Torres Strait Islander histories and cultures.
- Encourages staff to be involved in the ongoing development and implementation of the RAP through staff development opportunities such as the Stronger Smarter professional development and Education Directorate professional learning opportunities
- Allocates funds in the budget specifically for the implementation of RAP Actions.

### **Acknowledgement of Country**

Our indigenous Culture Club is held every Monday afternoon from 3-4 pm. It provides an environment where Aboriginal and Torres Strait Islander students feel safe, supported and empowered to reach individual academic, social and emotional goals. Students and staff are continuing to develop their own Acknowledgements of Country for use in classrooms, at staff meetings, assemblies and at gatherings.

Culture Club is collaboratively run by staff, parents, community members and our students. Students explore their identity, culture and heritage and get to know Ngunnawal country, culture and history through an arts and environment based programme. At Culture Club the P&C via the FOOHSC provide afternoon tea and Community Serves #1 provide a bus to take children home after Culture Club.

Our International Baccalaureate Programme, (IB PYP) and the Australian Curriculum (AC) provide opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Through the AC, children will understand that contemporary ATSI communities are strong, resilient, rich and diverse.

As part of our RAP activities, we celebrated Harmony Day, Reconciliation and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week in 2018. These events are significant ones as it is a time to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. It also is a time to celebrate and build on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. As First Nations children, the Culture Club students began the Harmony Day Assembly with the Acknowledgement of Country and with Aunty Brenda, our Indigenous Liaison Support Aide invited the audience to join in singing Indigenous songs.

As part of their Units of Inquiry, classes at Forrest Primary marked Reconciliation Week with curriculum themed activities. We received a grant from the ACT Government for Reconciliation Week activities and this enabled the Indigenous students and their friends to attend the Jerrabomberra Wetlands and Grasslands. Students met with the Indigenous Guides to tour the Ngunnawal bush garden, wetlands and grasslands and find out about the local animals and plants and how Indigenous people have cared for the land over thousands of years. Students made wattle seed damper using wattle seed they had collected. Many of our Culture Club students also participated in the ACT Government's Reconciliation Day holiday celebration at Glebe Park.

In Culture Club, the students created a multimedia collage highlighting the impact of urban development on the plants and animals of Canberra Grasslands. The Culture Club students won the group entry of the ACT Threatened Species Competition with their art work and reflection and representatives of the Culture Club were invited to present the Welcome to Country at the Awards Ceremony at the National Botanic Gardens. The students were very excited to win an Art Lesson about Stick Insects and have a tour of the Gardens.

For NAIDOC Week, Culture Club students organised and presented the Assembly with the national theme, 'Because of Her we Can'. Students researched women who for them were important in their lives as role models. The students thanked their mothers, aunts, grandmothers, sisters and other famous Aboriginal and Torres Strait Island women and created a moving power point presentation for the assembly. Classes were encouraged to do their own research on famous Indigenous female role models as part of the celebrations. The students also joined with FOOSH children and staff to open the 'Meetchamate' Yarning Circle in the playground and enjoyed making stick damper together. This was a great example of our partnership in action, promoting the ideals of our RAP. The students also recreated Indigenous painter, Laurie Nielsen's 'Sky Dreaming' picture for the school Trivia Night during NAIDOC Week.

### **Meccano Programme**

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



completion, students and the mentors then share the creation with the class, reflecting on the building process and answering questions. Photos and videos are taken for the parents and carers if they are unable to attend and put on SeeSaw, the student's digital portfolio app. The following week, the students deconstruct the creation, ready for



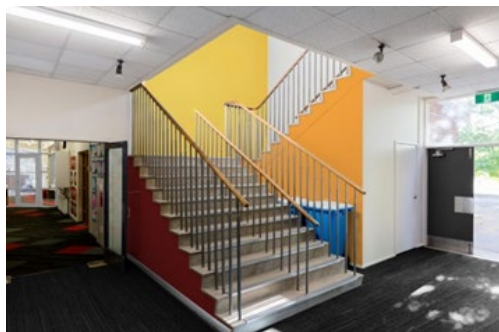
another student to begin. The school is very grateful for the support provided by the School Volunteer Programme ACT (SVPACT) and Rotary for supporting the purchase of the Meccano equipment as well as consistent mentoring of our children.

### Looking after Maintenance of the School

The Forrest school was built in 1958 and has been operating for 60 years. Although the school is old, it is well maintained. Maintaining our school facility to a high standard ensures the safety of all students, staff and visitors and creates a positive school environment which enhances student achievement. The school acknowledges the hard work of our Business Manager and our Building Services Officer in maintaining our school building for both the school and the FOOSHC programmes.

### What has been accomplished by the school this year?

- LED lights installed in the Junior Hall
- Front garden strip in front of the long carpark upgraded with white crepe myrtles and star jasmine
- New bollards were purchased and installed in the carport near the Paul Henryon Building due to cars parking on the footpath and in between cars, causing the occasional 'ding'.
- Softfall was renewed in play areas
- Tanbark spread outside the Paul Henryon building.
- Library upgrade continued with the design and installation of the library work counter.
- Library deck was resealed
- Chromebook cupboard charger installed in library
- Electrical works installed in library
- IKEA KALLAX shelves purchased for all classrooms
- IKEA furniture purchased for upstairs teachers' office – desks, chairs, cupboards
- New white smartboard purchased and installed into EALD student room
- New skip provided for preschool waste
- Ongoing resolution of 'tree roots in pipes' problems using eels and other clean out methods.
- Ongoing solutions regarding smelly urinals
- Beginning of corridor upgrades in the senior end of the school – this will continue into 2019.
- Large area of trip hazard in senior bitumen playground repaired around two large trees
- 3x data cables installed in offices
- Resurfacing a section on the senior asphalt
- Installation of a new feature wall in the foyer
- Plumbing works
- Polishing the junior hall floor
- A new sensory garden is planned for the playground in 2019
- Many areas within the school have been repainted and have fresh carpet laid
- New display boards placed in the corridors to better display the learning of our students





## What has been accomplished by the school and the directorate this year?

*Small Group Programme (SGP) – also known as the Learning Support Unit (LSU)*

Construction began in Week 4, Term 4. The new facility will be completed over the January holidays. The Small Group Programme will provide individualised learning for children with special needs.

### *Perimeter Fence*

Installation on the perimeter fence commenced on 19 November 2018. In preparation of the installation, classroom teachers completed circle times with their classes to discuss the work that will commence. Students shared their thoughts about the fence and demonstrated a positive attitude towards the process. Staff were also excited about the installation of the fence, keen to create a safer and more secure school environment. The fence construction will be completed over the Christmas holidays.

## These actions resulted in the following progress towards our identified targets in 2018 for the priority:

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

**Outcome:** The target was exceeded by 9% with 97% teachers agreeing that the learning needs of students are being met.

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

**Outcome:** The target was well exceeded by 22% with 97% teachers agreeing that they get useful feedback.

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

**Outcome:** The target was well exceeded by 27% with 97% teachers agreeing that they get useful feedback.

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

**Outcome:** The target was exceeded by 10% with 85% parents agreeing that the school works with parents to support their students' learning.

## Performance in other areas of the curriculum

### Forrest Turned 60!

To celebrate Forrest Primary School turning 60 we hosted a variety of events throughout the year. The events included an Outdoor Movie Night (23 March), 60th Trivia Night (22 June), Art Show (Thursday 20 – Friday 21 September) and a special school assembly and fair (30 November).

The special assembly was a wonderful celebration of the anniversary. The Culture Club performed an acknowledgement of country and speeches were made by Chris Pilgrim, Yvette Berry (MLA), Michael Nobelen (Board Chair), Jarrod Fitzgerald (P&C President) and Adele Rosalky (former student). With the help of three Kindergarten students, Adele cut the 60th Anniversary cake and we watched a short slide show of photos and videos from the past 60 years. A memorabilia walk was set up in the library for anyone wanting to have a look at the Forrest Primary School journey so far. The Family Fair was a highlight of the year with rides, games, food venues and market stalls. There was a buzz in the air as families



from across the community came together to celebrate and participate in a wonderful evening. As a part of the 60th birthday celebrations we offered sponsorship opportunities for businesses, families and corporations. All money raised from the events went towards the creation of a sensory garden and corridor upgrades to Forrest Primary School.

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

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

### **Parent Representatives**

For every class community, a Parent Representative elects to support the teacher and build a community of parents.

### **Celebrating Student Achievement**

At Forrest Primary, we acknowledge the excellent work being done by teachers to nurture and support the well-being and success of their students at school and beyond. Providing students with recognition of their achievements is a way of promoting a positive school culture and ensuring our students are always striving to do their best.

There are many different ways in which we recognise and celebrate the achievements of our students, both publicly and privately:

- SeeSaw- The implementation of See Saw this year has provided many families with instant feedback of their child's progress at school and allows parents to comment directly to their child and teacher.
- Reports- Student reports provide parents with clear and accurate information about their child's achievements and progress in all learning areas. Student reports outline achievements and progress in a range of learning areas and highlight effort, successes and challenges.
- Leadership Opportunities- The concept of student leadership is often used interchangeably with the terms student agency, student voice, and student participation. Throughout the year, students have the opportunity to act as school ambassadors or representatives beyond the school (for example, Student Congress), to engage in peer support, buddying or mentoring programs and lead whole school learning days.
- Action- As a part of the PYP, students are encouraged to take action as a result of the learning undertaken in the classroom, or through personal inquiries or as a part of the Lunch Time Club Action Team. We take the opportunity to celebrate and value these actions by supporting fundraising initiatives and allowing students to share their ideas.
- Merit Certificates- Each month, three students from each class are selected by the classroom teacher to receive a merit certificate based on their achievements within the classroom or wider school community as they related to the attributes of the Learner Profile.

### **Reading Information Night**

Teachers presented valuable information on how to support reading at home and in the classroom. The session was held on Wednesday 14 March at 6pm and was followed by a parent workshop on Tuesday morning 20 March at 9.15am to teach parents the skills and strategies needed to support children in the reading process. Sessions included information about: how children become literate using meaning, visual information and the structure of the language; how to listen to your child read; how to introduce a book for a child using meaning and the pictures as a tool; fluency as a key to success; how we teach phonics in integrated way; first step strategies; reading levels; why we don't compare children; guided, modelled, shared and silent reading in the classroom; learning assistance given at Forrest, ie Reading Recovery for 6 year olds and our model of Learning Assistance.

## **Carnivals**

### *Athletics Carnival*

Forrest Athletics Carnival in 2018 saw an unusually warm winters day, with students and teachers having to shed layer after layer as the temperatures rose. The Senior students travelled to Woden Sports Ground and competed in both track and field events while the Junior students stayed at school enjoying their tabloid programme, as we have done for 3 years now. This year we included some fun events at the senior carnival to allow for all students to have maximum involvement in the day. Impressive sportsmanship was shown at both events.

### *Swimming Carnival*

The 2018 swimming carnival was held at Civic Pool in Bruce. The day saw swimmers from 8 years old and upwards taking part in events and supporting their houses. We included fun events for non-swimmers on the day and saw an increase in our swimming participation. It was a great day for all involved.

### *Cross Country*

The 2018 Cross Country Carnival was held at the picturesque Mt Stromlo running track. All students 8 years and older took part in the day which started cold but saw sunny skies develop and showed great physical activity with the largest participation numbers from Forrest students in recent years.



## **Sports events**

### *AFL*

In 2018 Forrest Primary School took three AFL teams away for completions. We had two boys' teams and one girls' team. All the teams had great fun at the carnivals and showed sportsmanship on the days.

### *Rugby*

2018 saw Forrest Primary School have two mixed boys and girls teams enter the Matt Gitteau cup. We did better than ever before by winning a number of games and having a great day at the event.

### *Cricket*

In 2018 we took away a team for a Milo Cricket competition. Making the final on this day was a great achievement and an awesome experience for the kids.

### *Orienteering*

Orienteering was undertaken firstly at school and then by a number of Forrest students in an inner south competition. This competition was held in the morning at a number of school sites across the inner south, one being here at Forrest which saw great sportsmanship and physical activity displayed.

### *Community Partnerships*

Throughout 2018 we continued to develop our community partnerships and connections with a number of clinics held at the school. We had specialist coaches come and run programmes at the school allowing students and families the opportunity to further explore sports and community organisations. The organisations included but weren't limited to ACT Netball, ACT Tennis, Eastlakes and ACT AFL, Brumbies and East Rugby, ACT orienteering, Canberra Capitals Soccer, ACT cricket, ACT Touch Football, Judo, ANU Kendo Club, Ikedo.

### Year 5 and 6 Camps

Year 6 students and teachers (along with Mr Fairfield-Smith) headed off to Jindabyne Camp on Wednesday 28 February. Students experienced many exciting activities such as rock climbing, Jindi Markets and the high ropes course. The camp promoted team work, initiative and physical and mental health. Year 5 students and teachers attended Camp Cooba in Term 2. Although the weather was very cold the camp was fantastic! Students were involved in a number of group problem solving situations and personal challenges. These activities included a low ropes course, mountain biking, rock wall climbing, archery and a giant swing.



### Valuing Wellbeing and Harmony Day

On Friday 23 March Forrester celebrated Harmony Day. We began with a special assembly at 9.15am to launch the new Reconciliation Action Plan (RAP) followed by a dress up parade of students (and parents) in National Dress. Students also came to school wearing orange, the colour representing Harmony Day. There was a morning tea in the Library at 11am where parents were invited to bring a plate of food from their culture.

### Japanese

On March 27 four high school students from Northern Japan were guests at our school. They visited 6H and we shared our greetings in Japanese, sang some of the songs we have been learning and did an aboriginal art activity with them. These students are orphans from the 2011 Fukushima disaster.



As part of the Specialist teaching programme in Physical Education, Japanese and Library, students are participating in the Bushido, 'Way of the Warrior' Unit of Inquiry. Mrs Thambipillai organised guest speakers in Japanese martial arts to demonstrate their artistry and skill and explain the cultural aspects of the martial arts to Japanese people. Moe Sensei from the Japan Information and Culture Centre demonstrated her magnificent Judo techniques. Ann Sensei from the Japanese Embassy and her helper Nathan shared their graceful and intricate Aikido moves with the Year 5 students.

### ANZAC Assembly

Students and staff paid their respects to past and present service men and women during the ANZAC assembly held on the first day back of school in Term 2. This assembly was a chance for the school community to commemorate all Australian and New Zealanders who served and died in war, conflict and peacekeeping. Students in Year 3 reflected on the meaning of the ANZACs and sang 'On the Road to Gundagai', a popular war time song.

### Footsteps

Students participated in the Footsteps Dance Programme during Term 3. Footsteps supports dance education for all year levels through curriculum relevant programmes. The programme promotes:

- Confidence
- Fitness
- Coordination
- Self-esteem
- Creativity
- Social skills
- Risk-taking

This year, every year level K-6 participated in the Footsteps Dance Programme. This programme is now a key component of our Physical Education and Arts Programme. Students were involved in 10 x 45 minute dance sessions.

### **Musica Viva**

On Tuesday 4 September, Forrest Primary School and Música Viva presented a performance by the majestic performance group, Dätiwuy Dreaming, from Elcho Island. Dätiwuy Dreaming presented an engaging performance that told their stories through traditional song and dance. In between performances, our Culture Club students met with the members of Dätiwuy Dreaming to present them with thank you cards and perform two songs for them. Students were thoroughly engaged and immersed in the whole cultural experience.



### **Trivia Night**

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

### **Acknowledgements**

We acknowledge the passion, dedication and diligence, the expertise and care with which our staff worked to deliver excellence in education for our students at Forrest in 2018.

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

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

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

Thankyou to those who contributed to the production of this report:

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### **Chris Pilgrim**

Principal May 2019