School context statement
Our school values diversity and success through diligence and opportunity in order for our students to be active, creative and confident individuals. Highly qualified staff is committed to continually improving their teaching pedagogies through collaborative planning and professional development to ensure the educational landscape provides a rich supportive and dynamic environment that meets the needs of our students. Specialist teachers cater for the student’s diverse interests and talents in the performing and visual arts, languages, technology and a range of Gifted and Talented programs for literacy and numeracy.

Situated on Observatory Hill in the Rocks, Millers Point, Fort Street Public School was established in 1842 as the first model school in NSW. The school has a proud tradition of providing quality education to students from Kindergarten to Year 6. We are fortunate at Fort Street to be situated in a rich geographical location surrounded by significant natural and historical features. We have ready access to Sydney CBD and the related business enterprise, forging strong relationships with companies, such as Lend Lease, Dymocks and the Sydney Theatre Company.

Messages

Principal’s message
Each year, we are set the challenge of building upon the achievements of the previous twelve months. In our school, this becomes increasingly difficult as our staff, community and students continually lift the bar in the range of programs, experiences, resources and opportunities that are provided at Fort Street Public School.

Nonetheless, 2014 produced more innovations. Interschool debating was introduced for students in Years 4, 5 and 6. The Creative Arts program was expanded to include a dedicated Visual Arts teacher, culminating in our first Art Show, with every student exhibiting one piece of work. Drama and Dance became a focus with participation in the Sydney Theatre Company, “Actor in Residence” program and the Sydney Dance Company providing a series of workshops. We celebrated events such as Book week, Science week and Education week and students recognised the importance of peaceful and respectful relationships on Harmony Day and through participation in the “Gurung Parade”. The Balmain PSSA introduced weekly competitive sport and we were one of a handful of schools that took this challenge upon us throughout 2014, entering 8 teams in total in the summer and winter competition. Staff learned more about health, fitness and wellbeing through participation in the Live Life Well @ School Program, which will kick off in 2015 across the school. These initiatives were in addition to the already rich and varied co-curricula activities that are a feature of our school.

So the challenge continues: offering more; doing it better; providing quality experiences; nurturing talents and interests and, most importantly, maintaining our focus on quality teaching and learning to deliver improved outcomes for all of our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school achievement’s and areas for development.

Michele Peel-Yates

Student Representative Message
It has been a great privilege and an honour to represent Fort Street as the female school captain and leader of the Student Representative Council (SRC) throughout 2014. There were many exciting highlights during the year that gave the Leadership Team opportunity and experience. These included the Easter Parade, Book Parade,
Bunnings Sausage Sizzle, and theatre and dance workshops, Public Speaking & Debating competitions!

As School Captain and Team Leader there were a number of regular responsibilities. Some of them included: running school assemblies and special events, greeting special visitors, helping teachers, students and parents, being punctual and of course, much to my parent’s relief, being an excellent role model of exemplary standards of behaviour and expectation!!!! I believe this year of responsibility has helped me to be a better student, role model and person in comparison to before because now I appreciate all that school has to offer each student.

As leader of the Student Representative Council I really enjoyed the year of working collaboratively with my peers across the school to help all the students have a voice. Together we nominated a charity to support and organised a number of fund raising events, designed to be fun and raise as much money as we could for our chosen charity, ‘Beyond Water’. The whacky hair day was a great event!

Some of you may be wondering what I also liked about being a school captain - well that’s easy - my name engraved into the school captain board for years to come, helping students and teachers whenever it was required, being in the SRC, my badge, my photo displayed in the entrance hall and the leadership team school photo. Would you even believe that sometimes when I was out shopping, people would stop and talk to me because they saw I was a school captain! How amazing is that?

Finally, I would like to thank everyone at Fort Street. No matter where I go, throughout my life, I will always remember Fort St and it will always have a special place in my heart. Being the 2014 school captain has been an amazing experience for me - and it wouldn’t have been possible without the students, the teachers, and the parents. I am proud and still am and always will be of representing Fort St. I hope the new School Captains will enjoy their time as much as I did.

Thank you
Saarah Qureashi
School Captain 2014

P & C message
Fort Street Primary P&C end ever to work closely with the teachers to value add to the education of our children.

We started the year with the extra shade in the back playground of the new COLA installed by the P&C during the previous holidays.

Some of our achievements in 2014 were to donate the funds to purchase the final interactive white board to ensure this equipment was available in all classes. Other important items that funds were donated towards included $4000 towards the purchase of multiple copies of Quality texts for the Guided reading program and $2000 towards the purchase of new furniture for classrooms to implement a more inclusive, open and flexible learning environment for classes Kindergarten to year four.

We continued with prior strategies to streamline, improve and update strategic areas of the P&C. This included an improved and updated canteen menu to include more green items. This improvement led to increased demand, allowing a confidence in the viability of opening three days a week and almost doubling the canteen turnover for 2014.

The uniform shop was another target area with the aim of improved efficiency, transparency and ease of management. With noted thanks to Angeline, the uniform shop is now considerably easier for the volunteers involved and parents have commented positively on the changes.
Road and pedestrian safety issues within the CBD, in particular around the school site continue to be an ongoing concern for parents. The P&C continued their efforts to lobby the relevant authorities with the hope that we can effect improvements in this important area in the future. Several positive steps were achieved by meeting with Council. This included improved signage on the shared path, increased patrols for bikes by city rangers and banners on the school fence to alert vehicle users to the parking restrictions around the school.

Lastly but definitely not least, many of our families helped out at the school with important jobs such as the covering of new books for the Library, volunteering at the carnivals and helping in the classrooms. Huge thanks to the volunteer parents, who give their time so generously and to the parents who continue to donate items for fundraising. In 2014, as a result of numerous fundraising events a total of $7500.00 was raised towards further improving this excellent happy school.

Steven Carter
P&C President 2014

Student information

Over 86% of our students have a non-English speaking background. This diversity in cultural background enriches the teaching and learning experiences of our school.

Student enrolment profile

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
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<td>91.2</td>
<td>95.3</td>
<td>92.9</td>
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<td>97.9</td>
<td>96.6</td>
<td>91.5</td>
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<tr>
<td>2</td>
<td>89.6</td>
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<td>92.5</td>
<td>92.8</td>
<td>92.2</td>
</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td>94.0</td>
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<td>90.3</td>
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<tr>
<td>6</td>
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<tr>
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<td>92.7</td>
<td>93.7</td>
<td>94.3</td>
<td>92.5</td>
<td>92.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>K</td>
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<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>1</td>
<td>94.4</td>
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<td>94.4</td>
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</tr>
<tr>
<td>4</td>
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<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
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</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Due to increased enrolments and in accordance with DEC policy the school was entitled to an Assistant Principal in 2013. Natasha Koroi was permanently appointed to the role in Term 4 2013 and undertook the position in Term 1 2014.

During Term 4 2014, the school was entitled to a second Assistant Principal. Julie Solomon was relieving in the role with Eric McCarron permanently appointed Term 4 to start Term 1 of 2015.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.594</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.922</td>
</tr>
<tr>
<td>Total</td>
<td>11.716</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 there were no Aboriginal employees on staff at FSPS.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</tbody>
</table>

**Professional learning and teacher accreditation**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Teacher gaining Accreditation</td>
<td>13</td>
</tr>
<tr>
<td>Teacher maintaining Proficiency</td>
<td>13</td>
</tr>
<tr>
<td>Highly Accomplished (HA) or Lead</td>
<td>0</td>
</tr>
<tr>
<td>Teacher seeking HA or Lead</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2014 two of our teachers worked through the Accreditation process as outlined through the NSW Board of Studies guidelines.

Staff undertook a range of professional learning in line with the current school plan objectives to continually improve student outcomes and value added growth.

Professional learning included; Driving Curriculum Change, Managing Staff Conduct and Community Consultation, led by the DEC for the executive team. Mentoring accreditation for the executive team, led by a Sydney University Academic in a collaborative partnership with another primary school. Classroom teachers undertook professional learning in the curriculum areas of PD/H/PE, Maths, Science and English. Professional growth also included three staff attending the Early Career conference, three staff learning about the Accreditation process and one teacher attending professional learning so as to develop their leadership capacity.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$96,498.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>$106,780.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$45,816.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$86,700.32</td>
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<tr>
<td>Interest</td>
<td>$2,726.38</td>
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<tr>
<td>Trust receipts</td>
<td>$49,664.70</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$388,187.18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$42,762.16</td>
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<tr>
<td>Excursions</td>
<td>$8,593.80</td>
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<tr>
<td>Extracurricular dissections</td>
<td>$48,903.92</td>
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<tr>
<td>Library</td>
<td>$2,351.77</td>
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<tr>
<td>Training &amp; development</td>
<td>$102.72</td>
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<tr>
<td>Tied funds</td>
<td>$54,045.35</td>
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<tr>
<td>Casual relief teachers</td>
<td>$18,529.70</td>
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<tr>
<td>Administration &amp; office</td>
<td>$58,947.47</td>
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<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
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<tr>
<td>Utilities</td>
<td>$16,786.13</td>
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<tr>
<td>Maintenance</td>
<td>$17,931.64</td>
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<tr>
<td>Trust accounts</td>
<td>$44,870.91</td>
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<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$313,825.57</td>
</tr>
</tbody>
</table>

| Balance carried forward   | $74,361.61 |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In Year 3 Reading we increased the number of students from 2013 to 2014 in the top two bands. 67% of students achieved the top two bands for Reading compared with 49% in the State.
Spelling had 73% of students in the top two bands compared with 51% in the State.
In Grammar & Punctuation we increased our total number of students in the top band.
In Numeracy we increased the number of students from 2013 to 2014 in the top two bands.

Areas of strengths for students in Year 3 include:
In Reading, ability to:
Make an inference from positive language in a poster, infer information that is implied in an information text, and locate directly stated information in an information text
In Spelling, ability to:
Identify an error and edit a range of words

Areas to target include:
Writing, overall where we need to improve outcomes for students from a Language Background Other Than English, and
NAPLAN Year 3 – Numeracy

In Year 3 Numeracy we increased the total number of students performing in the top two bands in Number, Patterns & Algebra.

Areas to target include: Data, Measurement, Space & Geometry.

NAPLAN Year 5 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 there were less than 10 students who sat for NAPLAN and due to privacy regulations data is not gathered on this cohort.

<table>
<thead>
<tr>
<th>Strand</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>44%</td>
<td>35%</td>
</tr>
<tr>
<td>Writing</td>
<td>56%</td>
<td>18%</td>
</tr>
<tr>
<td>Spelling</td>
<td>33%</td>
<td>43%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>67%</td>
<td>45%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>56%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Growth from Year 3 to Year 5 – Writing

Growth from Year 3 to Year 5 – Grammar and Punctuation

Growth from Year 3 to Year 5 – Numeracy
Other school based assessments

The teachers continuously gather data about student achievement to:

- Inform teaching and planning;
- Provide feedback to students about their learning and ways to improve;
- Involve students in the learning process so they can monitoring their own progress; and
- Encourage students to use self-assessment and teacher feedback to reflect on their learning and work towards achieving their goals.

TEN program

The Targeted Early Numeracy assessment accurately identifies students who require additional support in learning numeracy in the early years. The intervention is implemented in K-2 classrooms with a focus on rigorous and frequent assessing of student understanding and application of skills to ensure every student meets standard benchmarks by the end of Term 4. In 2014 100% of targeted students met the anticipated levels.

During the second semester, the choir visited The Abraham Mott Hall for the community event ‘Christmas in July’. In October, Fort Street Public School signed up to ‘Music: Count Us In’. Australia’s biggest school initiative, with more than 500,000 participating students from over 2,100 schools nationwide. Choir members were excited to be participating in the event for the first time and thoroughly enjoyed learning the program song ‘Paint you a song’. Parents were invited to join all students for the performance which was recorded by the school. The choir sang along with a live stream from Canberra which was projected onto the large screen in the hall.

For the end of year performance, the choir performed the song ‘Walking in the Air’.

Dance

The FSPS Dance group consisted of 22 students in 2014, ten students from year 4, four students from year 5 and eight students from year 6. Boys made up 14% of the dance group.

During semester 1, attention was firmly focused on entering Showcase @ The Juniors which our school has participated in previous years. The dance team organised and recorded a short audition tape. After being accepted to participate, the group continued to practice for upcoming visits from the Showcase committee to monitor progress and overall preparations.

Continuing from previous successes in all different genres of dance, students learned a fifties ‘rock n roll’ style partner dance accompanied by ‘The Nicest Kids in Town’ from the musical Hairspray. The school purchased harmonies. The choir had the opportunity to perform during assemblies and as part of musical recitals which were open to parents and the local community.
costumes for the girls which helped to build a bank of costumes for future use. Parents were invited to support their children on the performance evening in August and also at a special school performance.

During the latter part of the year, students took part in workshop sessions to create a series of movements which were then combined to form the first verse of the song ‘Happy’. As they had already successfully learned and performed partner dances, this was also incorporated into this dance. This dance was performed at the end of year concert.

Public Speaking

Students at Fort Street took part in the ‘Multicultural Public Speaking’ competition in term 2 and the ‘Greater Southern Sydney Primary Schools’ Public Speaking Competition in term 4. Students in all years have displayed excellent public speaking skills. After school ‘speak offs’ for the Multicultural Public Speaking competition Cecelia and Charlotte in stage 2 and Rianne and Niloofar in stage 3 attended the finals. Students from all stages attended the Greater Southern Sydney competition, and once again we had good reason to be proud of our students who delivered excellent speeches on a wide variety of topics.

Debating

Opportunities to develop debating skills have been offered for the first time in 2014. Our school entered a team in the Premier’s Debating Competition. A group of stage 2 and 3 students attended an ‘introduction to debating’ workshop. Our students attended four debating rounds and were successful in their first round. This gave students increased skills in listening and thinking as well as increased organisational skills, particularly when preparing for a debate. These students will continue to build on these skills through the coaching of year 4 and 5 students in 2015.

Premiers Reading Challenge

Fort Street students participated in the Premier’s Reading Challenge throughout 2014, reading many quality texts on the PRC reading list. Our access to the competition was supported by Dymocks Children’s Charities, who has run the Book Bank at Fort Street Public School since 2010. We continued our 100% participation completion rate of this program.

In 2014 some of our students received special gold awards for completing the challenge four years in a row – 9 in Year 6, 4 in Year 5, 9 in Year 4 and 6 in Year 3. Congratulations for years of amazing reading!

Spelling Bee

All students from years 3 to 6 were invited to participate at a school level in the Premier’s Spelling Bee. Stage finals were conducted in the hall where school winners were determined. These students continued on to the next level of competition where they competed against students from other schools in our area. Fort Street had one Stage 3 student, Rianne, who won at this level and continued on to achieve runner up at the NSW grand final event. Rianne displayed excellent sportsmanship when she congratulated the winner, and also stated that she had done her best and was proud of her efforts.
NSW Write On

For the first time, Fort Street students entered the NSW Board of Studies Write On competition. Children responded through written text to a photograph for inspiration. Students could respond by writing an imaginative, informative or persuasive text. Rianne, an FSPS Year 6 student wrote an imaginative text that had a powerful underlying message of hope and overcoming life struggles for readers. She received a bronze award for her amazing efforts.

Sport Carnivals

The promotion of healthy active lifestyles, improvement of physical ability and agility, and developing positive competitive skills form the Fort Street focus for sporting criteria. Fort Street Public School is a competitive member of the Balmain Primary School’s Sports Association (BPSSA) and a Fort Street staff member holds the position of Vice President of the Association and delegate of the Sydney East PSSA. The school organises three major sports carnivals each year. Swimming in Term 1, with competitive swimmers aged 8 years and upwards. The Cross Country carnival Term 2, involves all students K to 6, and takes in all the beauty of Observatory Hill. Finally, Athletics in Term 3, is a whole school carnival with a range of field and track events for students from Kindergarten to Year6.

In 2014 28 students (yrs 3 to 6) participated in the FSPS annual swimming carnival, held at Dobroyd Point Aquatic Centre. As a result 12 of these students qualified to compete in the Balmain Zone carnival at Ashfield Aquatic Centre and as a result, 1 of those students went on to represent the school and zone at the Sydney East PSSA carnival held at Homebush Aquatic Centre.

38 competitors represented Fort Street PS at the Balmain Zone Cross Country carnival, held at Bicenntenial Park, Glebe. Our top result was in Year 4 with fourteenth place overall. Fort Street PS sent a representative team of 42 students to the Balmain Zone Athletics Carnival, held at ES Marks Field Kensington. Two students qualified to compete at the Sydney East PSSA Athletics carnival at Homebush. Our best result and the school came 14th out of 22, a great result for one of the smallest schools represented on the day.

Premiers Sport Challenge

All students, K-6 are encouraged to participate in daily physical activity through their participation in the Premiers Sports Challenge (PSC). As a result of the student’s participation in 2014 the school achieved a Gold level award.

The PSC is an annual event for all schools and every student completing the challenge received a certificate from the NSW Premier. 100% of FSPS students participating in the 2014 challenge completed successfully.

Swim Scheme

This year 42 students from years one to six participated in this ten day program at Andrew Boy Charlton pool. Students enthusiastically completed the swim and water safety program to further develop their water confidence, safety awareness and survival skills. The program was a great success with all students exiting the
program with basic water safety skills and more than half of the students participating progressing to the higher levels of the program.

ICAS achievements

Fort Street students once again participated in the UNSW ICAS competitions in 2014. For the first time, our Year 2 students were given an opportunity to participate in the Mathematics, English and Science competitions. Interested students from Years 3 to 6 also participated in the Spelling, Writing and Computer Skills competitions.

The competition is open to all students but is conducted on a personal interest level only.

Following is a description of how the participating students fared in each competition.

Mathematics: 25 participants. 4 distinctions, 4 credits and 3 merits

English: 22 participants. 1 distinction, 8 credits and 2 merits

Spelling: 14 participants. 1 high distinction and 4 credits

Writing: 13 participants. 1 distinction and 1 credit

Science: 21 participants. 3 distinctions, 5 credits and 3 merits

Computer Skills: 17 participants. 2 distinctions, 3 credits and 1 merit

Congratulations to all our students who participated. Rianne in Year 6 was our most successful entrant, scoring a rare high distinction in the Spelling competition.

School representative Council (SRC)

2014 was an exciting year for the SRC. The SRC selected ‘Beyond Water’, a not for profit charity that provides clean drinking water to communities in Africa as their chosen charity to focus on for the year and met once a week to plan events for each term.

In term 1 the SRC arranged for Ms. Crean the CEO from the charity to present an engaging and informative presentation to the whole school about the living conditions of primary aged children in Africa.

In term 2 the SRC organised a successful cake day with whole school participation, and sold cakes and bookmarks for 2 consecutive days.

In term 3 the SRC planned a ‘Wacky Hair Day’ with 83.78% of the school involved.

In term 4 the SRC organised a raffle with 3 prize boxes to be won. The prize boxes contained T-shirts and paintings made by SRC representatives and stationary and sweets.

In total the SRC raised $877 for their chosen charity, “Beyond Water”.

Congratulations to all our students who participated. Rianne in Year 6 was our most successful entrant, scoring a rare high distinction in the Spelling competition.
Significant programs and initiatives – Policy and Equity Funding

Aboriginal background

In 2014 there were no students of Aboriginal or Torres Strait Islander background enrolled at Fort Street PS.

Teachers focused on improving knowledge of Aboriginal custom, and embedding Aboriginal content in the curriculum. Aboriginal perspectives are integrated into units of work for each stage. Special assemblies and classroom programs highlight reconciliation and the importance of Aboriginal heritage. All students participated in NAIDOC Week activities in classes, including learning about Dreamtime stories and traditional lifestyles.

Further, we celebrated opportunities to be involved in extraordinary special events such as the 2014 Corroboree Sydney’s Gurung Parade, involving 3,000 indigenous and non-indigenous children.

Multicultural Education & anti-racism

Multicultural Education is celebrated by all students at Fort Street, inclusive of our school community. We encourage everyone to be engaged in a shared vision based upon understanding and appreciating each other’s similarities and differences. Additionally, as a school and community we share a primary focus on supporting the needs of individuals from language backgrounds other than English, inclusive of students, parents and caregivers alike.

Although annual events such as Harmony Day and NAIDOC Week receive particular sensitivity, critical and creative attention, we at Fort Street encourage every day to be representative of respect, empowerment and a love of learning for all. While simultaneously meeting syllabus requirements, Fort Street students participate in a wide range of activities and strategies that enable the development of values needed to support our culturally diverse community, and Australia’s multicultural diverse population.

All 3-6 students were given the opportunity to participate in the Annual Multicultural Public Speaking competition.

Socio Economic background

Socio-economic background Equity funding was used to support families and ensure all students had equal access to learning programs, school activities and resources. School Learning Support Officers were also employed to support classroom learning. This funding enabled the school to maintain an inclusive and positive culture and improve the quality of learning for all students.

English language proficiency

86% of our students are from homes where a language other than English is spoken. There are 22 languages represented in our school community. The English as an Additional Language or Dialect (EAL/D) program develops English skills of newly arrived students from other countries and students from language backgrounds other than English. Over 70 students participated in the EAL/D program this year. The program supported students’ learning of English so that they were able to access the curriculum and achieve equitable learning outcomes in all subject areas.
Learning and Support

In 2014 a number of key DEC policies and initiatives were outlined and discussed with all staff members to build upon the strong learning and support framework of the school.

Through ‘Every Student, Every School’, staff participated in training on the ‘Disability Standard for Educations’ and received professional development on ‘reasonable and appropriate adjustments’. Key school policies were explained to build a shared understanding around the Learning and Support Team and the role of the Learning and Support Teacher.

The Learning and Support Team (L&ST) has worked collaboratively with teachers to provide targeted students with support. Funding was used to employ a School Learning Support Officer to assist students with identified needs and to release teachers to develop learning programs and Individual Education Plans. This support has resulted in improved reading levels and mathematical skills and has increased targeted students’ ability to participate in classroom and school programs.

National partnerships and significant Commonwealth initiatives

Improving Literacy and Numeracy Program

In 2013 FSPS participated in a Commonwealth Government initiative to improve the literacy levels of students at risk or achieving below the expected benchmarks at their level. The program continued throughout 2014 and was targeted specifically to provide mentoring and support for classroom teachers in the area of high expectations, high student engagement and improved student outcomes in Literacy.

Funding was targeted towards the following areas:
Professional Learning for spelling, grammar, reading & comprehension (Focus On Reading)
Mentoring, classroom observations and explicit teaching for guided reading and writing and
Purchase of multiple copies of quality texts for guided reading.

Other Significant programs & Initiatives

French

In 2014 Fort Street students in years 1 to year 6 participated in a French language skills program taught by Mr Adam Shaw. The program in K-2 gave students a basic introduction into the French language and culture. Our students in the primary years, benefited from the grammar knowledge and skills gained through a more complex study of the language to improve their reading and writing in English.

For many of our students this provided an opportunity to learn a third language!

Arts

Visual Arts

In 2014 Mrs Sarah Nicotra joined the school staff to be a coordinator of visual arts. The visual arts focus was to integrate Literacy, specifically through the use of quality texts, to topics for each class so that visual arts became a visual and tangible way to develop and express the ideas within the topics.

Each lesson covered the ‘making’ and ‘appreciating’ outcomes. Many diverse Australian and international artists were introduced to the children with images of their artworks. The children were given opportunities to experiment with a variety of media, learn skills of art making, learn specific techniques and create artworks which expressed their understandings and personal interpretations of the subject matter.
FSPS Art Show

In 2014 FSPS had their first Art Show at the end of the school year to celebrate the artistic talents and involvement in visual arts of every student with Mrs Nicotra, charged with seeing this idea become a reality.

Student artworks were displayed from each child, reflecting a terms work in visual arts. Each artwork was available to be bought for a token amount and taken home by the parents of the child as a memory of their learning and skills in art through 2014.

Each class produced a whole class artwork on a large canvas for display. An experienced, professional auctioneer attended the Art Show to run the first ever auction of the class artworks. Each artwork received bids by parents in attendance and an impressive $2200 was raised. Funds from the sale went back into the school to further support the strong visual and performing arts program.

Dance Fever

In Term 4 all students, K to 6 participated in the Dance Fever program. Students participate in weekly lessons, throughout the term, learning a variety of dance styles including hip hop, classical, rock’n’roll and Latin. This program concludes at the end of the term with a dance concert for parents.

Dymocks Book Bank

Fort Street is proud to be a partner of the Dymocks Book Bank. The Book Bank provided four quality texts to each of our students in 2014 that were available to be shared with other students in the class each term. We hope to continue our close relationship with Dymocks well into the future.

Quality Literature Corridor

This year we established our quality literature corridor to support reading for meaning and building substantive communications using the ‘Super Six Comprehension Strategies (State of New South Wales through the NSW Department of Education and Training, 2010). These quality texts have also supported the implementation of the new NSW English syllabus.

Teachers are now moving towards building links with a local book shop to further support teachers implementing exciting and engaging texts to improve students thinking critically and analytically.
Reading Buddies

In its fifth year at Fort Street, students in years 1 to 6 have the opportunity to read weekly with a ‘buddy. This program continues to be a great success ensuring strong partnerships with local private enterprises through the shared reading of quality texts.

Drama with the Sydney Theatre Company

We were extremely privileged this year to be offered an opportunity to participate in the School Drama program through the Sydney Theatre Company. Two of our K-2 teachers were partnered with a STC Teaching Artist over a school term. Together they explored how drama strategies could be integrated into English and literacy, such as narrative writing and descriptive language. Teacher feedback indicated a 100% increase in confidence to use drama pedagogy with quality literature to improve English and literacy in young learners.

Kindergarten Transition

Our 2015 Kindergarten students were welcomed this year through our transition program over three, highly engaging sessions where students worked collaboratively in Literacy sessions and participated in visual art opportunities.

Whilst students were participating in classroom activities, Literacy and Numeracy workshops offered parents a clear understanding of how to best support their children entering school. The workshops provided a forum for questions and also gave parents the opportunity to mingle prior to the school year starting. Parent feedback indicated a smooth, nurturing and successful transition to prepare both parents and the children for 2015.

Live Life Well

In 2014 we became involved in the Live Life Well program to enhance the positive culture in our school around physical education, health and personal development. An Action Plan for implementation was written and as a result, the school was granted $2000 to implement sustainable programs aimed at improving the health and knowledge of our students.

Crunch ‘n’ Sip will be implemented in 2015.

The PDHPE committee will be responsible for the implementation and monitoring of the Action Plan in 2015.
We continue to forge a strong partnership with Lend Lease, resulting this year in a donation of a rock climbing wall and an offer to paint pictures in the playground to promote physical activity through games.

School Leadership

Student enrolments continued to increase at Fort Street PS. In 2014 the school enrolled 47 excited and enthusiastic Kindergarten students giving us a total of 7 classes across the school. In 2014 Miss Natasha Koroi began her role as Assistant Principal, K to 2, having been appointed through Merit Selection at the end of 2013. The huge leap in enrolments also gave us the opportunity to enlist a second Assistant Principal and Mrs Julie Solomon undertook the acting role, for years 3 to 6, throughout 2014. The executive team was able to undertake key professional learning opportunities to guide and lead the school through the expected DEC reforms.

Healthy Lifestyles & choices

PSSA

In 2014 the Balmain PSSA introduced weekly, competitive sports and Fort Street PS became one of a small handful of schools to take up the challenge of entering teams in both the summer and winter games.

FSPS entered 4 teams, junior and senior, in both cricket and Oz Tag for summer sport and 4 teams in soccer and netball for the winter competition. In addition to competing every Friday the students utilize state of the art facilities at KGV Gym to improve their skills. In 2014 89% of FSPS students participated in PSSA teams, 11% of students participated in non-competitive skill building games.

Scooter Program

Students K-2 participated in the ‘Scooter Safety’ program where students were involved in learning the correct use of scooters.

K-2 Rotational Sport

Through rotational weekly activities, students in K-2 have also been explicitly taught fundamental movement skills necessary to play sports, dance, gymnastics and games.

Healthy Harrold

In health and personal development, students K-6 have had Healthy Harold visit to reinforce good health practices, personal development both physically and mentally and safe practices on the Internet.

Excursions & performance program

Excursions, incursions and performances play a major role in each stage. We use various programs to complement and enhance the students understanding of the topics being covered across the stages. In 2014 these included;

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
• Analysis of school and National Assessment results and use of the DEC Smart Data program.
• Distribution of surveys to students from Years 3-6, parents and staff.
• Feedback from the community and the public.

Educational and Management Practice

Background
Staff analysis of Smart Data in the strand of writing indicated a need to review classroom practices to improve outcomes.

Findings
A review of student writing samples, teaching & learning strategies, discussion of understanding of PLAN and associated assessment practice, Kindergarten to year 6, indicated;
• A requirement to provide more professional learning for assessment moderation
• Increased opportunities for collaborative planning that includes assessment moderation
• Opportunities to work collaboratively across schools within a network of schools
• Opportunities to plan and moderate assessment both within and across stages

Outcomes from 2012–2014
• 80% of students in the middle bands in years 3, 5 & 7 move one band higher in NAPLAN 2014/15.
• 80% of K-2 students are achieving at expected or above continuum cluster levels for all aspects of literacy by end of term 4, 2014.

Evidence of achievement of outcomes in 2014:
• In Year 3 Reading we increased the number of students from 2013 to 2014 in the top two bands.
• Year 3 Spelling had over 70% of students in top two bands.
• In year 1, 99% of students exited the year at expected or above continuum cluster for reading text and comprehension aspects

Strategies to achieve these outcomes in 2014:
• Targeted professional learning on conceptual programming using quality literature to enhance student outcomes and to support student learning across the K-10 Literacy continuum of learning.
• Collaboratively planning within stages to support teachers to implement the new English syllabus
• Organisation of Literacy resources into the eight critical aspects to ensure appropriate resourcing K-2
• Explicit teaching of the comprehension strategies and embedding across all subject areas
• Purchasing of quality texts and PM readers to support the guided reading program

School planning 2012-2014:

School priority 1
Improved school performance in literacy K-6
Increase the number of students in year 5 achieving in the top two skill bands in NAPLAN

School priority 2
Improved student performance in Numeracy K-6
Outcomes from 2012–2014
• 80% of students in the middle bands in years 3, 5 & 7 move one band higher in NAPLAN 2014/15.
80% of K – 2 students achieved a Count Me In level above entry level at the beginning of the 2014 school year by the end of semester one.

Evidence of achievement of outcomes in 2014:

- In year 3 Numeracy we increased the total number of students performing in the top two bands in Number, Patterns & Algebra.
- 100% of Kindergarten students achieved a Count Me In level above their entry level by the end of Term 3

Strategies to achieve these outcomes in 2014:

- Targeted professional learning to support teachers to implement the new Mathematics syllabus to enhance student outcomes
- Action Learning Project to improve and refine the teaching of mathematics K-6
- Collaborative programming and assessment design within stage groups to ensure consistent teacher judgment and appropriate differentiation
- Standardised assessment data introduced for Years 2 to 6 to provide base line data and effective tracking of every student.
- A focus on working mathematically skills and teaching strategies.

School priority 3

Increase the percentage of parental involvement in school activities

Outcomes from 2012–2014

- Provide opportunities for parents to assist with literacy and numeracy groups
- Provide opportunities for parent training in tutor programs where they will feel supported in helping constructively in classrooms.
- Use community events, such as Harmony day & Multicultural week, to involve the parents by sharing cultural experiences, talents, crafts and skill
- Increase the profile of ‘Reading’ through the Quality Literature corridor and Quality Teaching using quality literature being widely visible in classrooms.

Evidence of achievement of outcomes in 2014:

- Parent feedback indicated that Literacy and Numeracy workshops provided during transition were highly beneficial
- Resources to support parent tutor programs have been purchased and are now being used in the classroom
- Whole school events such as Harmony Day provided targeted opportunities for students and parents to share their cultural diversity

Strategies to achieve these outcomes in 2014:

- Parent workshops on Literacy and Numeracy were provided to parents to build a shared understanding and stronger partnerships between home and school
- Purchasing of PM readers and quality texts to use in the classroom and for the home reading system.
- Through newsletters and the adoption of the school e-news app, parents are clearly informed about upcoming school events.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Online surveys were distributed to parents, students and teachers and individual feedback from members of the community has been noted.

Approximately 25% of the parent community and 100% of teachers and Years 4-6 students completed the surveys.

96% of parents, teachers and students agreed or strongly agreed that Fort Street Public School:

- Welcomes parent involvement
- Has teachers who set high standards of expectation

94% of parents, teachers and teachers agreed or strongly agreed that Fort Street Public School:

- Provides a happy, safe and caring learning environment
• Always has students as its primary concern and emphasis
• Provides a range of extra curricula programs
• Maintains a focus on literacy and numeracy
• Promotes and teaches core values

75% of parents agreed or strongly agreed that Fort Street Public School has an effective line of communication.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school is looking at effective ways of maintaining a good line of communication for all of its families heading into the future.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Michele Peel-Yates, Principal
Natasha Koroi, Assistant Principal
Julie Solomon, Assistant Principal (relieving)
Mark Harris, Class teacher
Kaisu Kontkanen, Class teacher
Jenna Lancey, Class teacher
Jennifer Donaldson, Class teacher
Ella Farrow, Class teacher
Ros Ryan, Class teacher
Sarah Nicotra, Art teacher
Kylie Stewart, Class teacher
Pauline Gramellini, SAM
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

Stage 3 School Camp to the Blue Mountains