

Forest Lodge Public School Annual Report



2017



1932

Introduction

The Annual Report for **2017** is provided to the community of Forest Lodge Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Caroline Alford

Relieving Principal (Term 4)

School contact details

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Message from the Principal

Forest Lodge Public School provides opportunities for students to excel through a positive learning environment, where a strong community connection and an active parent body contribute to a positive school culture. We are working with the principles of Positive Behaviour for Learning (PBL) to support all students feeling connected to the school community, increase self–awareness and maintain positive language around student behaviour.

In addition to the school curriculum, students have had the opportunity to be involved in additional programs such as chess, cricket, gymnastics, yoga and gardening club. Our strong choral program is led by teachers with talent in this area, with the choir performing in the School Spectacular in 2017. Leadership opportunities are available through an active Student Representative Council and a Year 6 Leadership Team. Our parent–run music program, includes a recorder group, percussion group and a school band program, including training, intermediate, senior and stage bands, which all perform at various school and community functions.

We strive to ensure that all students have the confidence to learn by providing a positive, caring teaching through a diverse and integrated curriculum which attempts to cater for a wide range of learning needs. Forest Lodge enjoys a strong reputation in the creative arts, demonstrated by the whole school biennial art show and an impressive 'flash mob' as a finale to the evening.

The school has an active staff with the knowledge, training and enthusiasm to prepare our students for secondary school and beyond to become life–long learners.

I thank both the teaching and administrative staff for their dedication and commitment to the learning and wellbeing of all our students. I thank the parents, carers and grandparents who support and contribute enthusiastically to the school, the P&C and the many programs we offer.

Caroline Alford

Rel. Principal (Term 4 2017)

Thank you to Donna McGeary (AP) for her significant contributions to the construction of the Forest Lodge Public School, Annual School Report 2017.

School background

School vision statement

Forest Lodge Public School celebrates the uniqueness of each child. Our goal is to develop academic excellence within a supportive environment for students, staff and parents. Each child is encouraged to pursue his/her interests and explore a variety of ways of learning in a nurturing and inclusive climate.

A school with a shared vision, a strong sense of community and shared goals; our relationships are based on mutual respect, communication and a commitment to helping students acquire a passion for learning, develop their thinking skills, provide a sense of achievement and extend and enrich their potential.

Staff and parent roles and responsibilities are clearly defined, understood and shared across the school community. Parents are partners with the school and enrich student learning through sharing their professional and personal skills.

School context

Forest Lodge Public School was established in 1883. It enjoys a continuing reputation for producing high academic results, excellence in literacy and numeracy, Visual and Performing Arts and strong and caring support for students' welfare needs. The school recognises the cultural and socio-economic diversity of its community, striving for excellence and tolerance.

Our school ethos places emphasis on caring for individual needs in a safe, active and high-interest learning environment. Active community support and participation is a feature of the school.

Forest Lodge is a happy school where students show respect, tolerance and understanding of individual differences and where the academic potential of each student is fostered in a climate of responsibility and the pursuit of excellence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Forest Lodge continues to provide our school community with differentiated learning programs which best meet the needs of all our students. This year we have continued to provide quality learning through the continued implementation of Formative Assessment practices and the Quality Teaching Framework in relation to the new syllabuses. Our self-assessment process helped to refine our school plan leading to further improvements in the delivery of education.

Teaching

Quality teaching was a key focus area for Forest Lodge in 2017. Professional learning focused around teacher pedagogical change and enhancing each student's learning potential. The staff continue to develop effective feedback strategies across the stage to promote consistency of teacher judgement. Focus has been on Formative Assessment, classroom observations and mentoring for all staff.

Leading

Forest Lodge has sort to regularly solicit and address feedback on school performance through the three-way interview process, survey data and the Listening Campaign. The leadership team effectively used resources and personnel to

support School Plan priorities and Department of Education initiatives. During a year of changing leadership structures, the Forest Lodge executive team was able to ensure that parental participation through events/meetings, classroom support opportunities and information sessions continued.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching

Purpose

Quality teaching makes a difference to all students. Our purpose is to drive improvements in pedagogy and practices to enable all students to reach their learning potential and contribute to sustained improvement in student learning. Our direction will be underpinned by evidence-based teaching strategies and current research eg, Quality Teaching Framework, Peer Observation and Mentoring.

Overall summary of progress

Quality teaching continues to be a high priority across the school in all settings. We continue to support teachers in the development of pedagogy to improve student attainment. The Quality Teaching Framework, Peer Observations and Mentoring are embedded structures within the school's classroom practices. All the 2017 milestones were achieved in the Quality Teaching Strategic Direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will demonstrate best practice pedagogy to improve learning outcomes	\$5000	Our improvement measures have been met with the teachers being engaged in regular reflection of pedagogy to improve classroom instruction through the continued implementation of formative assessment strategies.
All staff will achieve negotiated, personal pedagogical goals through peer observation, feedback and mentoring.	\$7000	Peer observation across the school in Term 3 and 4 proved to be very successful in providing feedback through mentoring across the school K-6.
Teachers are engaged in regular reflection to develop deeper insights into the effectiveness of their own teaching practices	\$0	Scheduled team meetings and afternoon professional learning provided opportunities for staff to evaluate teaching practice in relation to the teaching and learning cycle.

Next Steps

The School Plan 2018–2020 will continue the focus on quality teaching and learning through:

- use of internal school-wide student assessment data to track progress.
- professional learning in best-data gathering processes.
- embedded flexible and responsive formative assessment practices.
- student reflection of their success against formative assessment learning intentions and success criteria.



Strategic Direction 2

Quality Learning

Purpose

Quality learning must be challenging, engaging and inclusive. Our purpose is to improve student learning experiences by developing students' abilities to think critically, creatively and ethically, developing a 21st century learner who is literate, numerate, motivated and culturally, socially and environmentally aware. Underpinning this purpose is the need for students to reflect on and think critically about their own learning.

Overall summary of progress

Classroom learning experiences were challenging, engaging and inclusive of all students. Student's ability to think critically, creatively and ethically was developed in a future-focused context. Student reflection has become embedded in teacher – student interactions within the teaching and learning cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of Year 3 students will be in Bands 5 and 6 Writing	\$3000	In 2017, 55% of students were in bands 5 and 6 for writing.
65% of Year 5 students will be in Bands 7 and 8 for writing	\$3000	In 2017 93% of students were in bands 5 and above for writing. Of the students who completed the NAPLAN writing component, 71% achieved expected growth and beyond
Performance of equity groups within the school will be comparable with the performance of all other students.	\$1500	In 2007, <ul style="list-style-type: none">• All aboriginal students achieved expected growth in reading.• 69% of LBOTE students achieved expected growth in reading and writing.• 62% of LBOTE students achieved expected growth in writing.
Value added results for Year 5 students as shown on the NAPLAN and School Excellence Framework data reports.	\$6000	In terms of achievement of expected growth for Year 5: <ul style="list-style-type: none">• 42% in reading• 42% in writing

Next Steps

The School Plan 2018–2020 will continue the focus on successful and engaged learners through:

- a whole school approach to professional learning to build teacher capacity in the use of technology.
- greater integration of technology integrated into curriculum areas.
- increased use of future-focused teaching practices i.e. inquiry based learning.



Strategic Direction 3

Quality Community Relationships

Purpose

Quality community relations must recognise and harness the mindsets and capabilities of its members to success-fully lead and inspire a culture of collaboration, communication and empowerment. Our purpose is to work together as a learning community to build the capacity of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st century. We aim to build quality relationships where all stakeholders feel that they belong and their contributions are valued. This will be supported by clearly defined roles and responsibilities for all community members.

Overall summary of progress

Quality relationships with all stakeholders were a key focus in 2017, with the whole school Listening Campaign, TTFM data and an internal parent community survey. The value of community relationships was evident in the responses to the survey and their integration into the upcoming 2018–202 School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental participation eg, in P&C meetings/events, classroom support opportunities, information sessions	\$ 0	<ul style="list-style-type: none">parent partnerships were used in the writing of a digital grant proposalthe wider school community contributed to our biannual Art showcontinuation of parent reading program K–2
Involvement of at least 50 participants in the Listening Campaign Project	\$ 0	Listening Campaign forum School planning focus groups individualised school survey to ascertain parent feedback on key issues
Tell Them From Me surveys undertaken annually by all stakeholders.	\$ 0	TTFM surveys were undertaken by teachers and students. The Parent and carer survey was developed in consultation with the P and C parent representative. This data was collated and used to inform the 2018–2020 school plan.
70% of parents express satisfaction with the three-way interview process	\$ 0	The respondents to the Parent– carer survey supported this process as a successful initiative.

Next Steps

The School Plan 2018–2020 will continue the focus on partnerships for learning through:

- development of a school well being process to support all students to connect, succeed, thrive and learn.
- streamlining systems, structures and processes that underpin school improvement in the area of well being.
- continue to focus on respectful relationships for all stakeholders.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,383	<p>Individual learning plans are developed between the LaST teacher and classroom teacher for Aboriginal and Torres Strait Islander students.</p> <p>Student welfare supports are provided included participation in curriculum activities and school essentials.</p> <p>Funding is used to provided additional literacy and numeracy support when required.</p>
English language proficiency	\$101,197	<p>An EALD teacher is available 4 days a week to support 33% of students who are LBOTE.</p> <p>Based on their English proficiency, students received 1:1 small group or whole class support. This helped developed proficiency in the English language in the context of the NSW curriculum</p>
Low level adjustment for disability	\$58, 201	<p>The Learning and Support Teacher is onsite for 2 additional days above the staffing allocation.</p> <p>Resources were purchased to support the LaST program.</p> <p>Two Learning and Support Officers were employed to support identified students.</p>
Quality Teaching, Successful Students (QTSS)	\$24 000	These funds supported the implementation of Peer Observations in alignment with Strategic Direction 1.
Socio–economic background	\$4,894	<p>All students who required financial assistance for school programs had access to these funds. e.g. excursions, uniforms.</p> <p>Any residual funds were used to employ SLSO officers to support targeted students.</p>
Support for beginning teachers	\$4,063	<p>This provided beginner teachers with support for:</p> <ul style="list-style-type: none"> • mentoring days, • attendance at conferences and courses • relief days for report writing • observation and feedback on practice.
Targeted student support for refugees and new arrivals	\$303	Our refugee students received tied funds to support their full participation in all aspects of school life.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	152	146	153	172
Girls	160	161	170	175

Enrolments between 2016–2017 increased to form an extra class. Gender enrolments equalised across the school population.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	95.3	97.5	96.2
1	95.8	94.7	95.2	97.3
2	96.3	95.4	96.2	95.9
3	95.9	95.3	94.6	93.7
4	96.6	95	94.7	94.5
5	96.4	95	93.1	96.4
6	95.3	93.8	95.8	94.9
All Years	96.2	95	95.3	95.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Forest Lodge School attendance continues to keep pace with state averages. Attendance concerns are discussed at Learning and Support meetings. Identified students are reported to the HSLO for support.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.43
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

We do not have any teachers who identify as Aboriginal and Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

Our school continues to provide a supportive professional learning and mentoring program to assist all beginning and experienced teachers to meet the Australian Professional Standards for Teachers. Forest Lodge received funding the DoE's through the Great Teaching, Inspired Learning initiative to support permanently appointed beginning teachers adjust to their new roles in NSW Public Schools. Our beginning teacher successfully achieved accreditation at proficient teacher.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	203,325
Revenue	3,097,448
Appropriation	2,745,896
Sale of Goods and Services	9,582
Grants and Contributions	336,802
Gain and Loss	0
Other Revenue	0
Investment Income	5,168
Expenses	-3,048,629
Recurrent Expenses	-3,049,056
Employee Related	-2,617,974
Operating Expenses	-431,083
Capital Expenses	427
Employee Related	3,758
Operating Expenses	-3,331
SURPLUS / DEFICIT FOR THE YEAR	48,819
Balance Carried Forward	252,144

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Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,335,880
Base Per Capita	49,363
Base Location	0
Other Base	2,286,517
Equity Total	167,675
Equity Aboriginal	3,383
Equity Socio economic	4,894
Equity Language	101,197
Equity Disability	58,201
Targeted Total	303
Other Total	170,090
Grand Total	2,673,948

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

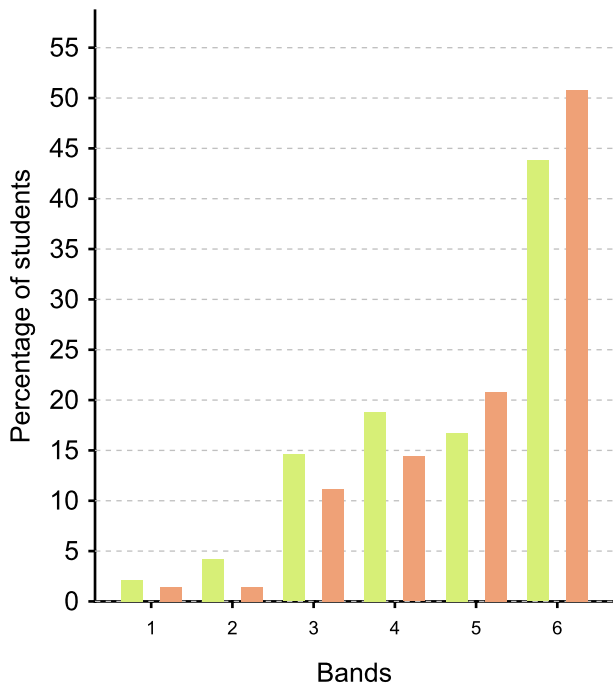
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

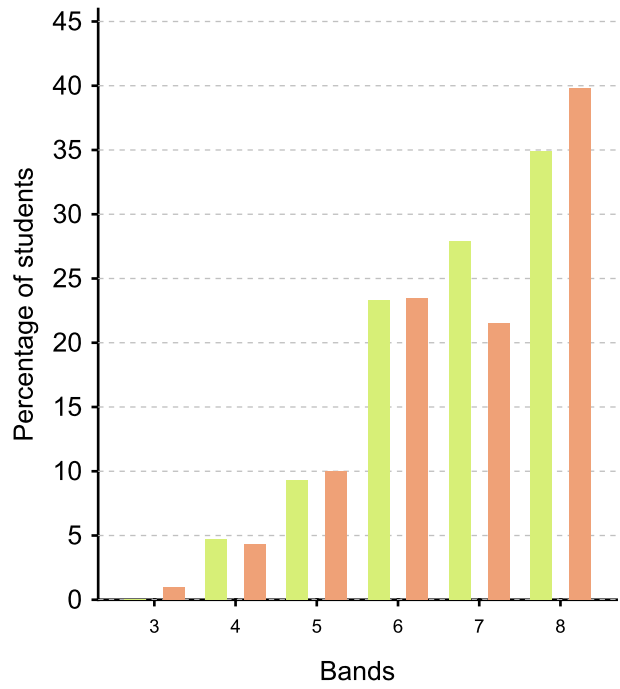
NAPLAN

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.

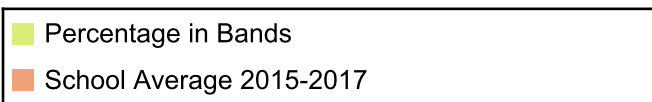
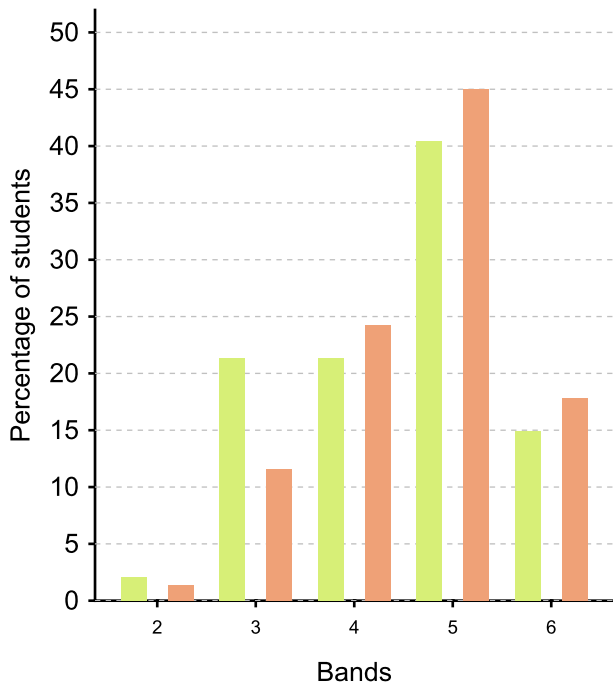
Percentage in bands:
Year 3 Reading



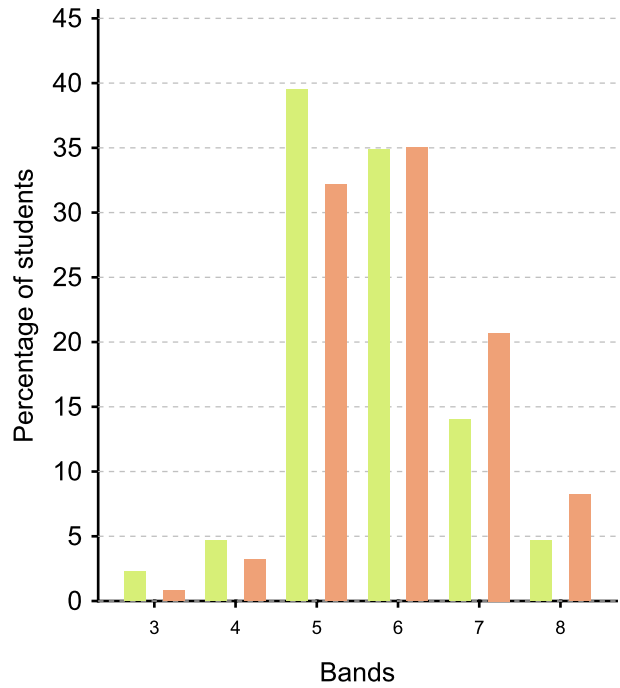
Percentage in bands:
Year 5 Reading



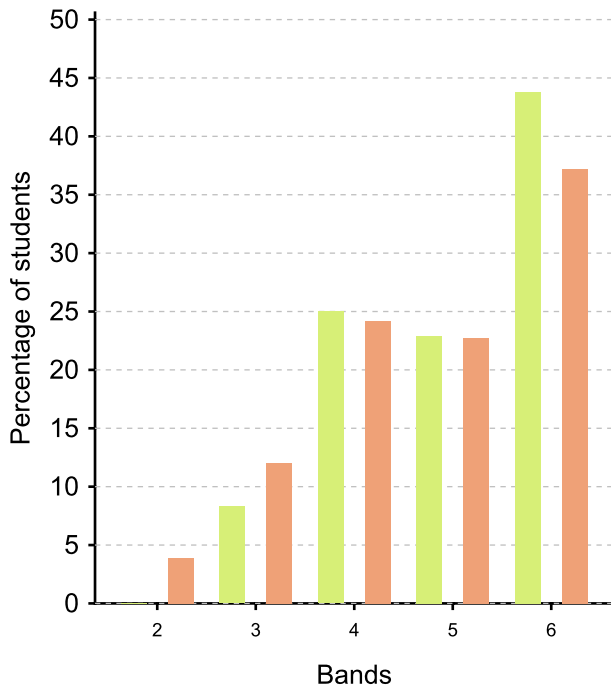
Percentage in bands:
Year 3 Writing



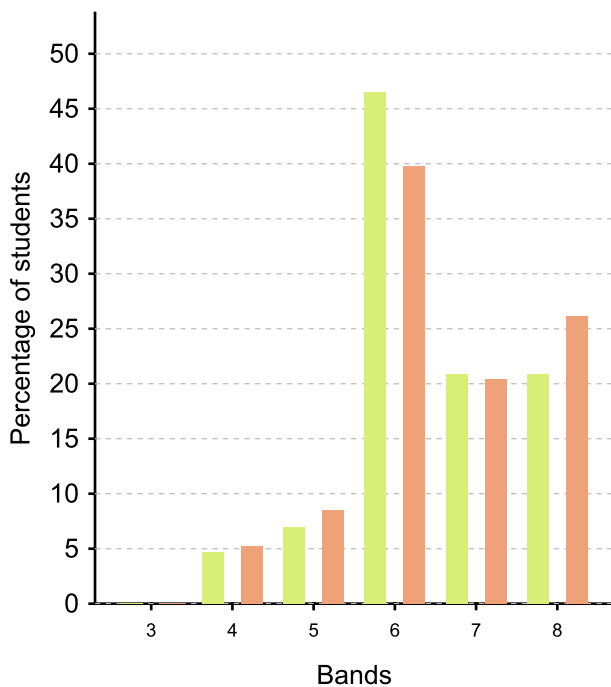
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



Parent/caregiver, student, teacher satisfaction

A Parent-Carer survey was sent out in Semester 2 2017 with 142 respondents. Respondents were asked about their child's interactions with the school and its learning programs. Results indicated that:

- 95.8% of respondents agreed/strongly agreed their child was happy at school.
- 71.1% of respondents agreed that the school supports my child's specific learning needs.
- 46.6% of respondents usually/always discussed their progress with their family.
- 68% of children believe their teacher has high expectations of them.
- 79.1% said that they are proud of the school and promote its qualities in the wider community.
- 54.4% agreed/strongly agreed that the school is continually looking to improve its process and practices.
- 86.5% agreed/strongly agreed that the school makes an effort to keep me informed.
- 88.1% agreed/strongly agreed their child's interactions with students were positive and productive.
- 65% of parents agreed/strongly agreed that their child engaged positively with the PBL program.
- The top three favourite areas of learning were Reading, Mathematics and Art.

Policy requirements

Aboriginal education

At Forest Public School the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

Aboriginal perspectives receive priority across the curriculum, through the celebration of special days in the calendar as well as through the teaching and learning programs. The history, culture and belief of contemporary Aboriginal Australia is taught through the implementation of geography and history. However, Aboriginal perspectives are embedded throughout the key learning areas.

Significant events such as Mabo Day, Sorry Day and

NAIDOC week are marked with specific assemblies and opportunities for students to increase their knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Multicultural and anti-racism education

Forest Lodge Public School creates a diverse and inclusive learning environment where all students including those from language backgrounds other than English are celebrated and have their learning needs met.

Teachers understand the complex nature of culture, its relationship with individual identities, views and perspectives. Our students develop their understandings through activities that promote intercultural awareness. Teaching and learning facilitates positive interactions and relationships within school.

To highlight our cultural diversity, the school hosted and mentored TESOL early career teachers. These teachers observed lessons and experienced our school environment.

Participated in a range of educational activities which culminated in whole school events, such as Harmony Day and World Refugee Day

On staff we have a trained Anti-Racism Officer who provides guidance and professional support to teachers and students when issues arise.