

# Forest Lodge Public School Annual Report



2018



1932

## Introduction

The Annual Report for **2018** 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.

Stephen Reed

R. Principal

### School contact details

Forest Lodge Public School

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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, choir, languages, cricket, gymnastics, yoga and gardening club. In 2018 we introduced a community running club, The Forest Lodge Flyers.

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 concert held at the Seymour Centre. In 2018, the school focused on delivering key goals from Strategic Direction 2: Successful and engaged future –focused learners. The school has actively improved the quality and quantity of technological hardware and software across Kindergarten to year 6. We also had the opportunity to deliver a specialist STEM program for all students.

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 well-being 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.

Stephen Reed

## 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 their 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, developing 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 developed a strategic and planned approach to develop whole school wellbeing processes to support the wellbeing of all students. This year we developed a learning and support and wellbeing policy to formalise programs, approaches, initiatives and processes. The school learning and support team developed a range of processes in 2018 to identify, monitor and review individual students needs. We continued to develop whole school assessment practices with all staff using a range of formative assessments to inform their teaching. In 2018, the school implemented new systems to allow the us to analyse summative data to identify individual achievement, cohort achievement and trend data over time.

#### Teaching

Quality teaching continued to be a focus at Forest Lodge. Each term staff collaborated across stages to develop units of works, criteria and assessments. In 2018 the school implemented external data sources to develop school wide monitoring of student learning. We utilised expertise in staff to provide targeted professional learning for all staff in technology. This involved a teacher leading others by collaboratively developing units of work, team teaching and analysing student learning. A cohort of teachers developed an action plan for developing 21st century learning spaces at Forest Lodge and started the implementation of flexible & innovative furniture to enhance the teaching and learning environment.

#### Leading

Forest Lodge experienced a change in leadership in 2018. This year the leadership team reviewed a variety of

structures, policies and procedures.. During these reviews the executive team sought regular feedback from all stakeholders to drive school improvement. Several roles were created throughout the year develop staff capacity and increase instructional leadership. Community engagement was a driven by school leadership through an increase in listening forums, community events and new partnerships.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Data driven teaching and learning

### Purpose

To regularly use internal, school-wide student assessment data to identify student achievement and progress, there by improving planning, interventions and teaching practice.

This will include professional learning in best practice data gathering.

To embed flexible, responsive and collaborative assessment practices, allowing students and staff to reflect on teaching and learning.

### Overall summary of progress

In 2018, the strategic direction team has:

Implemented a trial of PAT (Progressive Achievement) Online Assessments in Term 4. Assessments included Reading, Mathematics, Grammar and Punctuation and eWrite. PAT assessments provide quantitative and qualitative data on student performance, which gives teachers data to help understand the current strengths and weaknesses of each student which informs teaching and learning.

Surveyed staff about the PAT assessment and how it informed their teaching and learning during Term 4. From the data we received, Forest Lodge will use PAT assessments in 2019 allowing us to monitor student progress over time.

Worked as a team to examine student assessment data to identify whole school areas of improvement and growth for 2019.

Received professional development in the Seven Steps to Learning Success writing program.

Reviewed formative assessment strategies such learning intentions, success criteria, student rubrics and exit slips with staff.

Team of teachers and executives consistently reviewed playground and classroom behaviour data and used this information to inform future directions, adjustments and resources.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving expected growth in literacy and numeracy	Nil	Excellent results with students making progress from lower to middle bands. This was evident in NAPLAN data and internal data sources.
Establishment of whole-school, internal data gathering systems.	Trial 1–6 year groups to participate in PAT assessment (Reading, punctuation and grammar, maths & e-write)	Consistent approach to data collection. This trial has provided us with a platform to track students overtime. The data has been used formatively to adjust plans appropriately and plan for future units.
Increase the use of learning intentions and success criteria through survey data and classroom observations	Internal professional learning \$2000	Staff participated in collaborative planning to develop task criteria.

### Next Steps

The school will implement PAT assessments to track data longitudinal. This data will be also be used to inform current teaching practice. Data from internal and external sources indicate writing as an area of need, in particular moving students in to the top two bands in NAPLAN. Staff will participate in professional learning, peer observations and collaborative planning to address areas of need in writing.

Stage 3 will participate in PIVOT, a pilot program that utilise student feedback to drive learning outcomes. This program will be implemented with 20 other schools across NSW.

PBL will be introduced in to the classroom. The school will continue to meet regularly to review this data and use it to supplement current data collections to make informed decisions to support student wellbeing.

Data sources show growth in all areas however there is limited movement of students from middle bands to the top two in NAPLAN. Staff will be focusing, in particular in writing, on shifting students into these higher bands.

## Strategic Direction 2

Successful and engaged future-focused learners

### Purpose

To provide a whole-school approach to professional learning, building teachers' capacity in the use of technology, thereby enabling technology to support learning and be expertly integrated into lessons by teachers.

To develop dynamic and innovative learning programs and teaching practices within inquiry based learning initiatives, to create critical and creative global citizens.

### Overall summary of progress

To understand the technological infrastructure of the school, our team conducted a hardware audit to gain an understanding of current ratios of students to desktop computers, laptops and iPads. We surveyed our staff with regards to the frequency of the use of the computer lab and their confidence in using and teaching their students to use a variety of pieces of software and apps on our iPads.

Our goal for 2018–2019 is to have a classroom ratio of 1 student per 2 students and to de-centralise technology into classrooms. We worked towards this goal by:

- purchasing 25 iPads, covers and charging baskets for K–2 teachers at a total cost of \$16,000
- purchasing 30 laptops for 3–6 classes (5 per class) at a total cost of \$15,000
- purchasing approximately \$800 worth of apps for the iPads to support literacy, numeracy and digital tools, such as Sphero and Scratch whilst also deploying free apps to our current fleet and new iPads
- using our annual Technology For Learning (T4L) allocation from the Department of Education to order 15 laptops for Stage 2 (5 per class), and
- redistributing our current iPads to K–2 classes rather than having them centralised in one charging bay.

Also, our librarian purchased from within the library budget numerous physical resources to support coding, filmmaking and use of digital technologies at a total cost of \$6200. This included:

- Spheros
- Ozobots
- Beebots
- various drones, an
- a green screen and camera

### Technology for Learning

Staff participated in in-school professional learning in Google Suite including how to use Google Classroom, Google Docs and how to create and use Google Drive.

Members of the Strategic Direction 2 team went to external professional development in a variety of areas at a total cost of approximately \$2000. This included courses on:

- the place of STEM and STEAM education in all syllabus documents and Key Learning Areas
- the place of coding and digital technologies in the new Science and Technology syllabus to be introduced in 2019
- teaching students how to code various devices and use coding apps on iPads, and
- the use of specific apps to support literacy, numeracy and coding in classrooms

From this external professional development, Strategic Direction 2 team members conducted internal professional learning over the course of Terms 2 and 3. Our goal was to build teacher knowledge and confidence in using the iPads and coding devices to embed coding and STEM principles into classroom programs. Over the course of a Semester, each K–6 class in their library session once per week had specific coding lessons and used laptops and iPads to code various devices. We as a school also hosted professional learning for our local network of schools on integrating STEM principles into key learning areas. This was attended by 5 Forest Lodge teachers and 20 teachers from local schools.

In Term 4, our team secured the use of a Department of Education Virtual Reality kit. Each class experienced two sessions of the kit, team teaching with the librarian. The students created Virtual Reality walkthroughs of our school for use in Kindergarten orientation programs for the next year.

### Critical and creative thinking

In 2018, members of our Strategic Direction 2 team visited flexible classrooms in local schools with a view to trialling them in 2018 and 2019 at Forest Lodge. From this, our school trialled flexible furniture in two classrooms at a total cost of \$12000. The purpose was to trial the impact of flexible furniture on the classroom environment and staff to reflect on the impact it had on student learning outcomes, including engagement

<b>Progress towards achieving improvement measures</b>		
<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
Increased proportion of staff using technology in their lessons through survey, timetables and programs.	\$5000	All staff participated in internal professional learning. Teacher employed to provide instructional leadership and team teaching in implementing STEAM education into each classroom.
Improved integration of technology in Mathematical and Science and Technology programs	\$4000	All staff participated in team teaching activities.  Purchase of STEAM resources including Spheros, Beebots and Ozobots to be incorporated into programs.  Borrowed VR kit from STEMShare.
Increased professional learning in the use of technology for all staff	\$2000	5 teachers participated in professional learning involving STEM education which was held at Forest Lodge for teachers in local networks.
Increased confidence expressed by staff and students in the use of technology	nil	All staff provided a personal goal in using technology. This was developed in T4. All staff were supported with Technology instructional leader to develop professional capacity throughout the term
Increased proportion of students achieving expected growth in numeracy.	nil	86% of Year 3 students performed in top two bands in comparison to the school average of 67%.
Improved student engagement through surveys	nil	School will engage with Tell Them From Me surveys, PIVOT surveys and internal surveys to measure student engagement in 2019.

### **Next Steps**

Our goals for 2019:

To have a classroom ratio of 1 device per 2 students and to de-centralise technology into classrooms.

Continue to develop teacher knowledge on technology through ongoing professional learning

Develop Scope and Sequence for Technology K-6 and integration of STEM into units of work

Increase the amount of classrooms that are using flexible furniture as tool for learning



## Strategic Direction 3

Wellbeing and quality partnerships for learning

### Purpose

To develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn.

To ensure effective systems, structures and processes underpin school improvement and respectful relationships.

### Overall summary of progress

The purpose of Strategic Direction 3 Wellbeing and Partnerships for Learning is to develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn. Furthermore; to ensure effective systems, structures and processes underpin school improvement and respectful relationships. In 2018, the strategic direction team has:

Improved student engagement through the development and implementation of a streamlined approach to gathering and evaluating data on student behaviour and interactions in and outside of the classroom. The team, along with the Positive Behaviour for Learning (PBL) team is supporting staff to effectively manage student behaviour and wellbeing and encourage positive interactions in all areas. This has led to a reduction in playground incidents. In 2019, the PBL team will be supporting staff to implement PBL in a more active and explicit way in their classrooms with the goal of a reduction in classroom incidents.

Led professional learning on the Student Wellbeing Framework. Staff have evaluated whole-school practices around student wellbeing and are using the wellbeing framework to guide planning at school.

Increased partnerships with key stakeholders. This involved surveys to parents around community engagement and reporting structures. It also involved the introduction of teacher talks to P&C evenings and a new community fitness group; The Forest Lodge Flyers.

Worked with staff and the executive team to develop, modify and evaluate a range of whole-school procedures including Child Protection, Student Wellbeing and Anti-Bullying. These will be evaluated by the school community prior to implementation in 2019. This has built the knowledge and understanding of the staff and will build the knowledge of the school community.

Developed PDHPE scope and sequences K–6, with a focus on explicitly stating what is taught in Child Protection.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Improved student engagement data		
Improved Positive Behaviour for Learning (PBL) data, including a reduction in playground and classroom incidents	\$2000	Student data has been tracked throughout year. A reduction in incidents has occurred over the year based on reflecting on the data and making appropriate adjustments which include staffing ratio on the playground.
Improved school self-assessment in relation to the Wellbeing Framework	\$2000 Executive planning days	School self assessed to be sustaining and growing. An action plan has been created to move to Excelling in 2019.
* Improved parent satisfaction survey data	Nil	Data from end of year survey indicates an overall positive trend in parent satisfaction.

### Next Steps

In 2019, Forest Lodge K–2 staff will work in partnership with NSW health in the program, Got IT! Staff will be trained to run a program called Second Step for all children K–2. It will support the emotional wellbeing of these young students. It directly aligns to the PDHPE syllabus. In Term 2, an early intervention program for 10 children and their parents will run for 10 weeks.

The school will continue to increase partnerships to improve student outcomes. This will involve working with other schools, universities and external organisations.

The school will develop plans to improve the physical playground environment.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Support for beginning teachers</b>	School had no beginning teachers in 2018.	
<b>Targeted student support for refugees and new arrivals</b>	\$3600	LaST and EALD provided support through small group activities and 1–1 guidance within class.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	146	153	172	161
Girls	161	170	175	172

Enrolment numbers decreased slightly from 2017. However overall trend demonstrates an increase in enrolments over time.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	97.5	96.2	94.9
1	94.7	95.2	97.3	95.1
2	95.4	96.2	95.9	95.4
3	95.3	94.6	93.7	96
4	95	94.7	94.5	92.9
5	95	93.1	96.4	95.1
6	93.8	95.8	94.9	94.4
All Years	95	95.3	95.6	94.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Forest Lodge Public School continues to have attendance rates above state averages. Attendance concerns are discussed in Learning and Support meetings. Identified students are reported to appropriate stage executives and the Home School Liaison Officer.

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.63
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	2.82

\*Full Time Equivalent

We have two staff members who identify as Aboriginal.

### 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 and professional learning and mentoring program to assist all teachers to meet the Australian Professional Standards for Teachers. Forest Lodge Public School uses the Quality Teaching Successful Students allocation to support professional learning, mentoring and assessment.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	252,144
<b>Revenue</b>	3,325,603
Appropriation	2,907,517
Sale of Goods and Services	564
Grants and Contributions	412,612
Gain and Loss	0
Other Revenue	500
Investment Income	4,410
<b>Expenses</b>	-3,340,092
Recurrent Expenses	-3,340,092
Employee Related	-2,735,116
Operating Expenses	-604,976
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-14,489
<b>Balance Carried Forward</b>	237,655

The school used flexible funds to employ additional staff. These staff members were employed to enhance our learning and support programs.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,308,216
Base Per Capita	67,099
Base Location	0
Other Base	2,241,116
<b>Equity Total</b>	191,697
Equity Aboriginal	4,168
Equity Socio economic	4,347
Equity Language	110,006
Equity Disability	73,176
<b>Targeted Total</b>	92,120
<b>Other Total</b>	210,033
<b>Grand Total</b>	2,802,066

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Years 3 & 5 continue to perform strongly in all aspects Literacy.

Year 3:

74.3% of students performed in the top two bands for grammar & punctuation.

74.3% of students performed in the top two bands for reading.

66.7% of students performed in the top two bands for spelling.

53.8% of students performed in the top two bands for writing.

Year 5:

45% of students performed in top two bands for grammar and punctuation.

62.5% of students performed in the top two bands for reading.

37.5% of students performed in the top two bands for spelling.

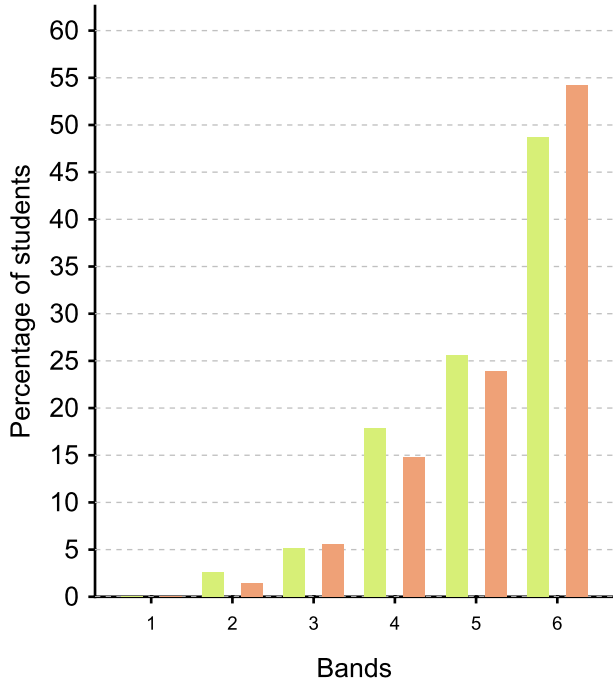
7.5% of students performed in the top two bands for writing.

An area of increased focus for 2019 will be increasing

the students performing in the top two bands for writing.

Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	7.7	15.4	17.9	56.4
School avg 2016-2018	0.7	2.1	11.9	13.3	22.4	49.7

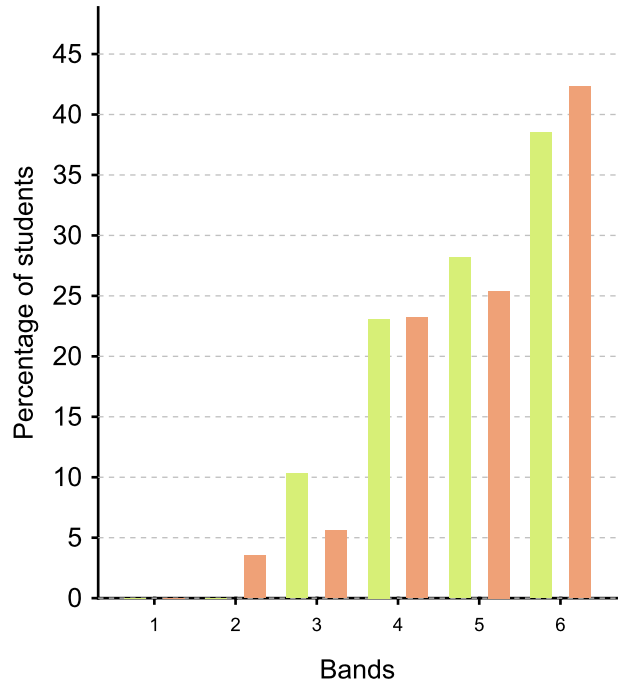
**Percentage in bands:**  
Year 3 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.6	5.1	17.9	25.6	48.7
School avg 2016-2018	0	1.4	5.6	14.8	23.9	54.2

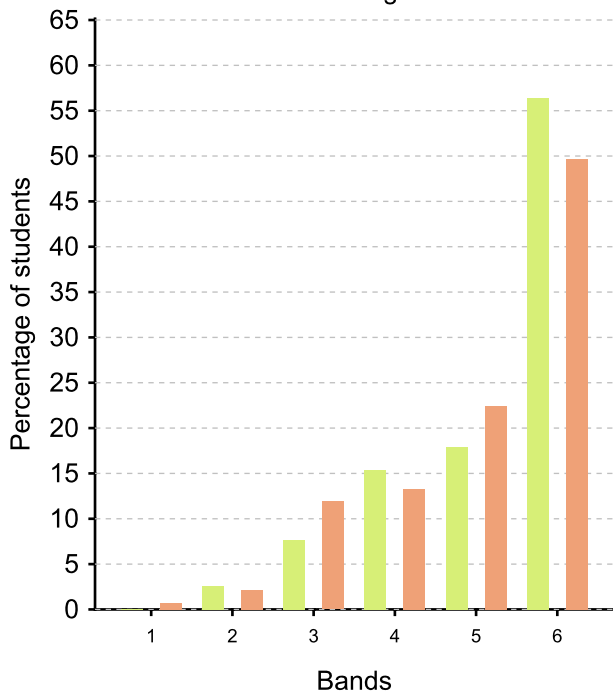
**Percentage in bands:**  
Year 3 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

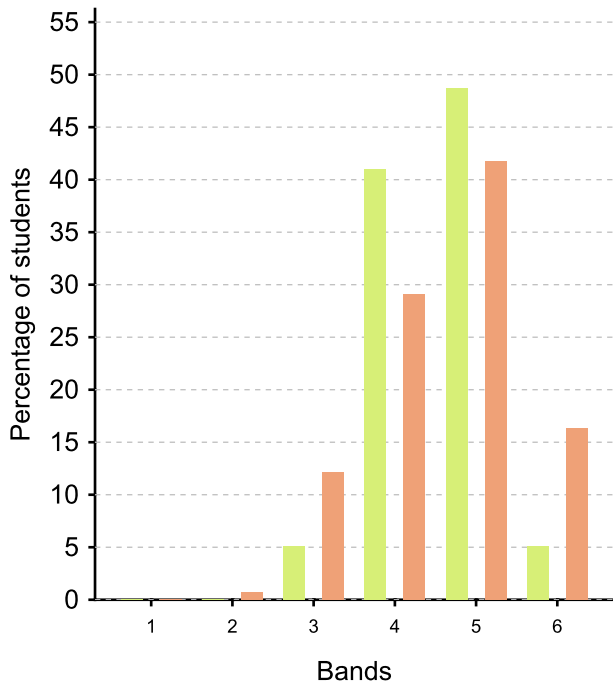
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	10.3	23.1	28.2	38.5
School avg 2016-2018	0	3.5	5.6	23.2	25.4	42.3

**Percentage in bands:**  
Year 3 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing

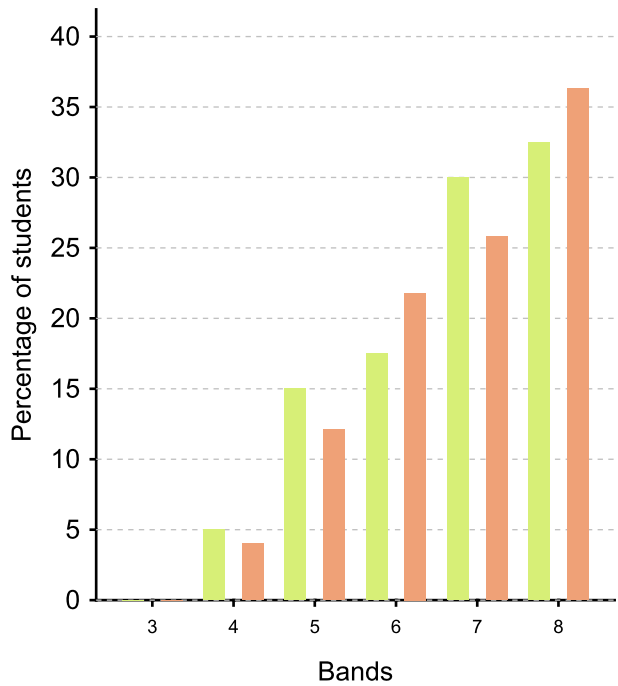


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.1	41.0	48.7	5.1
School avg 2016-2018	0	0.7	12.1	29.1	41.8	16.3

Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	17.5	27.5	27.5	17.5
School avg 2016-2018	0.8	8	16.8	27.2	22.4	24.8

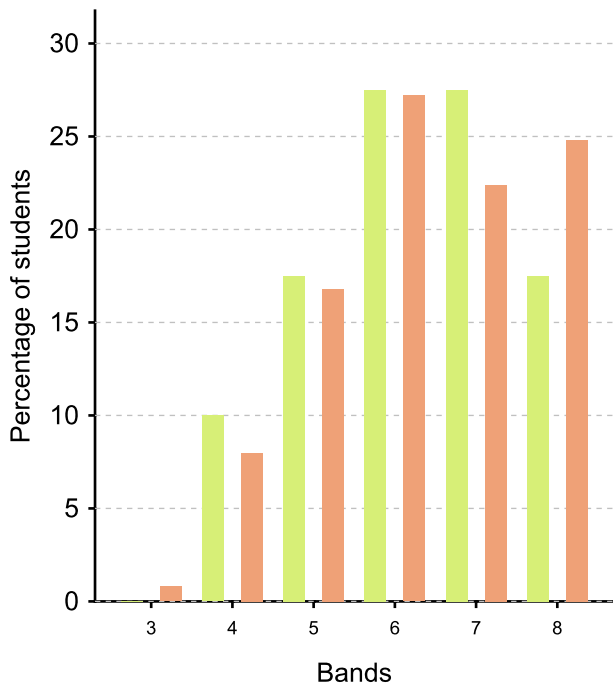
**Percentage in bands:**  
Year 5 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

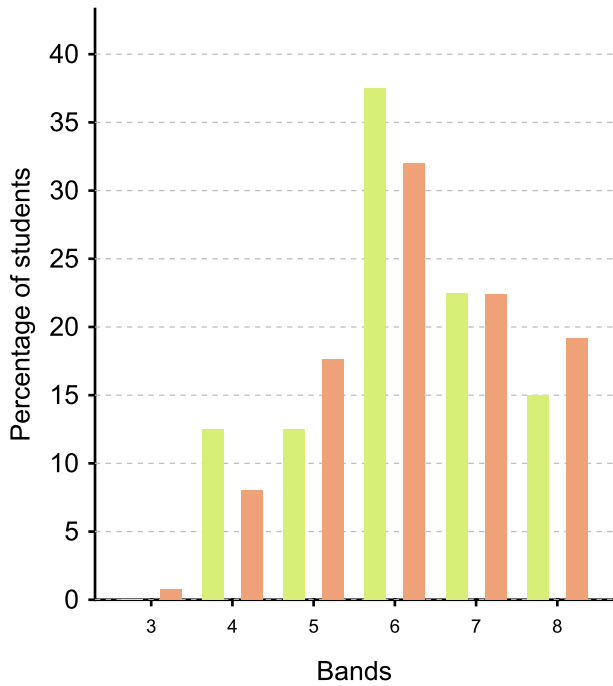
Band	3	4	5	6	7	8
Percentage of students	0.0	5.0	15.0	17.5	30.0	32.5
School avg 2016-2018	0	4	12.1	21.8	25.8	36.3

**Percentage in bands:**  
Year 5 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	2.5	17.5	25.0	47.5	7.5	0.0
School avg 2016-2018	1.6	8.8	31.2	39.2	12.8	6.4

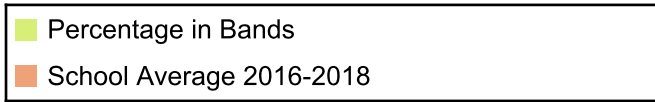
Students in Years 3 & 5 continue to perform strongly in numeracy. Year 3 showed significant growth in students performing in the top two bands.

**Year 3**

86.8% of students performed in the top two bands for numeracy.

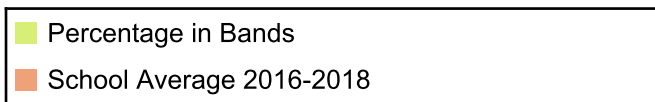
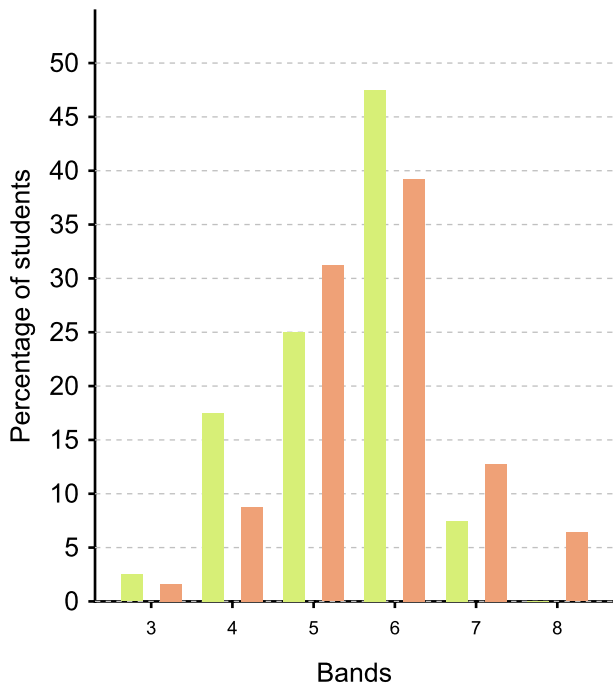
**Year 5**

37.5% of students performed in the top two bands for numeracy.



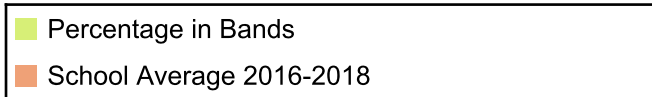
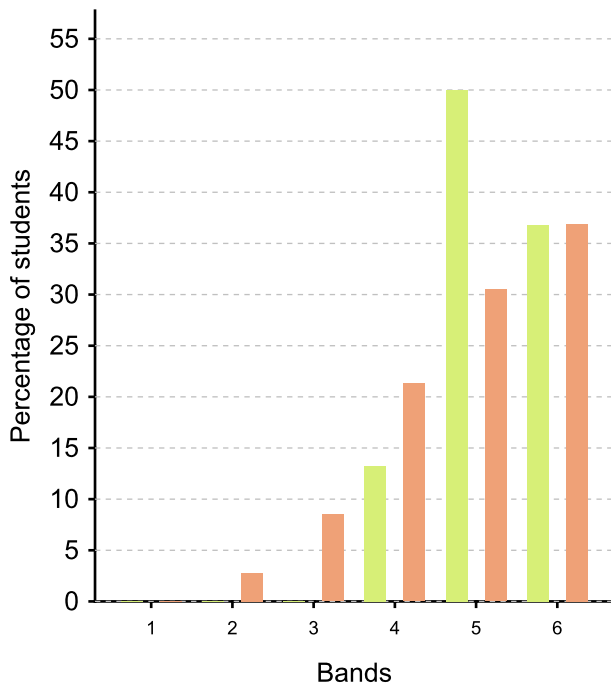
Band	3	4	5	6	7	8
Percentage of students	0.0	12.5	12.5	37.5	22.5	15.0
School avg 2016-2018	0.8	8	17.6	32	22.4	19.2

**Percentage in bands:**  
Year 5 Writing



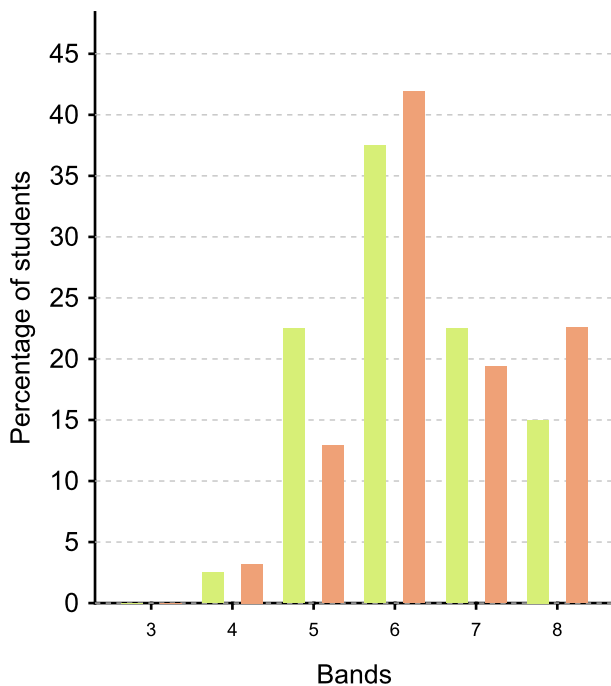


**Percentage in bands:  
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	13.2	50.0	36.8
School avg 2016-2018	0	2.8	8.5	21.3	30.5	36.9

**Percentage in bands:  
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	2.5	22.5	37.5	22.5	15.0
School avg 2016-2018	0	3.2	12.9	41.9	19.4	22.6

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.>

In relation to the Premier's Priorities: Improving education results, Forest Lodge performed very well in both reading and numeracy.

In Year 3, 74% of students were in the top two bands for reading. In numeracy 86% of students were in the top two bands.

In Year 5, 62.5% of students were in the top two bands for reading. In numeracy 37.5% of students were in the top two bands.

The school's focus will be to increase the number of students in the top two bands particularly for Year 5 numeracy.

In relation to State Priorities: Better services: Improving Aboriginal education outcomes for students, Forest Lodge PS has less than 1% student indigenous population.

## Parent/caregiver, student, teacher satisfaction

A Parent – Carer survey 2018 was sent out with 46 respondents. Respondents were asked about their child's interactions with school, expectations and the school's processes and procedures. The overall trend was positive with growth in most areas from 2017. Results indicated

93.47% of respondents agreed / strongly agreed that child's interactions with other students were mostly positive and productive

91.3% of respondents agreed/ strongly agreed their child was happy at school

71.74% of children believe their teachers have high expectations of them

71.74% of respondents agreed / strongly agreed the school engages with the wider community to enhance student learning opportunities

66.67 of respondents strongly agreed / agreed the school is proactive in dealing with issues

63.04% of respondents agreed/ strongly agreed the school is proactive in dealing with issues

The school will continue to reflect and respond to feedback from the community. In 2019 the school will

also evaluate Kindergarten transition.

## Policy requirements

### Aboriginal education

At Forest Lodge 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.

All classes K–6 have 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.