2020 Annual Report

Forest Lodge Public School

1932

Introduction

The Annual Report for 2020 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.

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School vision

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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Increase the proportion of students achieving expected growth in literacy and numeracy

Establishment of whole-school, internal data gathering systems.

Increase the use of learning intentions and success criteria through survey data and classroom observations

Progress towards achieving improvement measures

Process 1: **Data Informed Collaborative Practices:** Increasing staff capacity in the use of data to promote consistent and comparable judgement of student learning and progress including:

 - Learning Intentions and Success Criteria (LISC),

 - mentoring and coaching

 - consistent teacher judgement structure

Evaluation	Funds Expended (Resources)
How were the programs adjusted and why? (Evidence: Data - summative and formative, personalised plans, student created goals) COVID 19 impacted the level of face to face professional learning that took place in using data to make adjustments to units and programs. Through participating in DoE checkin assessments, this gave the school robust data in years 3 & 5 and this was used by stage 2 & 3 to adjust teaching programs and scope and sequences. It also supported the formation of intervention groups and informed ongoing assessment tasks. When school returned to face to face in term 2 all teachers were funded 2 days off class to conduct 1-1 assessments with students. This supported the next cycle of teaching and learning which included amending scope and sequences.	Programs Scope and sequences Works samples Assessment data **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($15000.00) • Literacy and numeracy ($8000.00)

Process 2: **Adaptive practices:** Staff participate in differentiated professional learning to improve pedagogical practices that are informed by data

Evaluation	Funds Expended (Resources)
How have the programs changed? What informed these changes? (Evidence: 2020 programs & scope and sequences) COVID 19 impacted the level of professional learning available for staff to participate in. However through ongoing in-school collaborative practices; assessments, lesson plans and resources were adapted to meet the needs of students.	Programs Timetables Student work samples Scope and sequence Collaborative planning

Progress towards achieving improvement measures	
How have the programs changed? What informed these changes? (Evidence: 2020 programs & scope and sequences) COVID 19 impacted the level of professional learning available for staff to participate in. However through ongoing in-school collaborative practices; assessments, lesson plans and resources were adapted to meet the needs of students.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($20000.00)

Process 3: **Data Literacy:** Staff analyse, interpret and use data to inform teaching and learning cycles.

Evaluation	Funds Expended (Resources)
In thew second semester we trialed our learning sprints model to provide students with specific and targeted sessions to improve outcomes in English and maths. This program was rolled out for students in years 2-6 with great success. Through ongoing collaboration between Learning and support teachers and classroom teachers students were identified, supported, and assessed in specific focus areas. Pre and post data samples demonstrated key growth for students and teacher feedback indicated an overwhelming need for this program to continue in our next school plan. Our learning sprints model complemented our current program structure of intensive English support for new arrivals and students in the beginning and emerging phase for students with English as an additional language. In 2020 we also added to our multi lit program through professional development of teachers to implement multi lit. Throughout 2020 we provided targeted English intervention through these two programs for students in years 1-6.	**Funding Sources:** • Low level adjustment for disability ($50000.00) • English language proficiency ($60000.00)

Process 4:

Evaluation	Funds Expended (Resources)
N/A	

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.

Improvement Measures

Increased proportion of staff using technology in their lessons through survey, timetables and programs.

Improved integration of technology in Mathematical and Science and Technology programs

Increased professional learning in the use of technology for all staff

Increased confidence expressed by staff and students in the use of technology

Increased proportion of students achieving expected growth in numeracy.

Improved student engagement through surveys

Progress towards achieving improvement measures

Process 1:   Technological infrastructure:

- Successfully establish quality infrastructures and build teacher capacity in its use to support innovative practices.

Evaluation	Funds Expended (Resources)
How has technology been used to improve teaching and learning? Staff have embedded technology into all KLAs to enhance the learning experiences for students at FLPS. From a teaching and planning perspective google classroom is used in every stage to support the delivery of future focused lessons. Innovative structures and platforms (PIVOT) have helped teachers receive targeted feedback on their teaching.	**Funding Sources:** • Professional learning ($5000.00) • Quality Teaching, Successful Students (QTSS) ($10000.00)

Process 2:   Technology for Learning:

- Implement a whole-school plan for the acquisition of staff knowledge and understanding of STEAM via professional learning

- Examine current programs and construct new learning programs with STEAM embedded

- Purchase STEAM support products

- Provide collegial opportunities for peer mentoring, team teaching and peer observations in lessons where STEAM is embedded

Evaluation	Funds Expended (Resources)
Through the ongoing evaluation of school resources we improved our infrastructure updating classroom based technology. We purchased two interactive whiteboards and a class set of laptops. In addition to this we updated and improved the main hall's visual and sound system. We continued our roll out of flexible furniture to support future focused	**Funding Sources:** • ($30000.00)

Progress towards achieving improvement measures	
learning. We have completed 12 of 15 classes with the remaining to be completed in 2021.	

Process 3: **Critical and creative thinking:**

- Develop scope and sequences and units of work that support inquiry and project based approaches

- Create working environments that support future focused approaches

- Provide collegial opportunities for peer mentoring, team teaching, collaborative planning and peer observations to develop capacity

Evaluation	Funds Expended (Resources)
COVID 19 impacted the ongoing professional learning in this area. One key area of focus was the extension of our investigative learning program in Kindergarten. This program was trialed in Stage 1 in the second semester with great success and will be rolled out in S1 in 2021. Collaborative planning continued to be a focus for all stages. Staff were provided with 6 collaboration days over the year to support teaching and learning.	Collaborative planning = $ 42000 **Funding Sources:** • Literacy and numeracy ($5000.00)

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.

Improvement Measures

*   Improved student engagement data
Improved Positive Behaviour for Learning (PBL) data, including a reduction in playground and classroom incidents
Improved school self-assessment in relation to the Wellbeing Framework
*   Improved parent satisfaction survey data

Progress towards achieving improvement measures

Process 1:   Whole school wellbeing: Embed whole school wellbeing practices to ensure optimum conditions for student learning and engagement across the school.

Evaluation	Funds Expended (Resources)
In 2020 we improved our staff structures by increasing the number of teachers working in the learning and support team. An Assistant Principal took up a non classroom position to oversee the learning and support team and to review, adjust and amend structures, policies and programs to support whole school wellbeing. In addition to teaching structures, we increased our SLSOs to support students with identified funding and to provide in class and playground support K-6. Through ongoing analysis of data these two structures have had a positive impact on student learning.	**Funding Sources:** • ($120000.00) • Integration funding support ($150000.00)

Process 2:   Quality services and partnerships for learning: Embed streamlined structures, systems and processes for continuous school-wide improvement.

Evaluation	Funds Expended (Resources)
The school worked closely with the P&C to improve school infrastructure. In 2020 we renovated both playgrounds to improve the physical, social and emotional development of our students. In 2020 we officially used Sentral K-6. This has improved our data recording and provided clear actionable data to support school improvement.	The playground projects were funded through a mixture of revenue channels including: Community business partnerships grants, P&C raised funds and money generated through the hiring of school facilities.

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($75 000.00)	Beginning teachers were supported through several structures: - Off site professional learning based on PDP goals - Observations of teachers - Allocated time with mentor - Additional RFF to support planning, assessing and reporting of student outcomes
Targeted student support for refugees and new arrivals		in 2020 we employed an additional teacher to work 0.6 to support EALD and new arrival students. This support was provided through in class support and small group work

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	172	161	180	181
Girls	175	172	160	175

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96.2	94.9	95.5	95.9
1	97.3	95.1	94	94.1
2	95.9	95.4	94.2	93.3
3	93.7	96	95.3	94.7
4	94.5	92.9	96.7	96.3
5	96.4	95.1	94.3	94.5
6	94.9	94.4	94.6	95.3
All Years	95.6	94.8	95	94.9
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.75
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	359,057
Revenue	3,939,783
Appropriation	3,604,023
Sale of Goods and Services	614
Grants and contributions	332,653
Investment income	1,093
Other revenue	1,400
Expenses	-4,120,455
Employee related	-3,413,328
Operating expenses	-707,127
Surplus / deficit for the year	-180,672
Closing Balance	178,384

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 **Approved SBA** ($)
Targeted Total	138,531
Equity Total	237,206
Equity - Aboriginal	2,104
Equity - Socio-economic	3,942
Equity - Language	154,431
Equity - Disability	76,730
Base Total	2,540,524
Base - Per Capita	81,771
Base - Location	0
Base - Other	2,458,752
Other Total	289,645
Grand Total	3,205,906

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

A Parent - Carer survey 2020 was sent out with 67 respondents. This was increase in 30% of respondents from 2019.

Respondents were asked about their child's interactions with school, expectations and the school's processes and procedures.

Results indicated:

96% of respondents agreed/ strongly agreed their child was happy at school

94% of respondents agreed/strongly agreed that their child's general perception of school is positive

85% of respondents agreed / strongly agreed that child's interactions with other students were mostly positive and productive

78% of respondents agreed / strongly agreed the staff and leadership of the school understand and respond to the context of the community in which they work.

73% of respondents agreed / strongly agreed the school engages with the wider community to enhance student learning opportunities.

66% of children believe their teachers have high expectations of them

73 % of respondents agreed / strongly agreed the school supports my child's specific learning needs

This year was the second year we captured data from our kindergarten families to reflect transition to Forest Lodge Public School. We received 23 respondents. These results continued to be extremely positive. Results indicated:

100% of respondents agreed / strongly agreed that they felt comfortable leaving their child at school on the first day in their classroom with their new teacher

100% of respondents agreed / strongly agreed that their family had a positive transition to Forest Lodge Public School

100% of respondents agreed / strongly agreed that enough information was provided to their family

100% of respondents agreed / strongly agreed that meeting with the Principal and/or the Assistant Principal was a positive and meaningful experience

100% of respondents agreed / strongly agreed that the three transition mornings supported their child to feel ready and excited for school

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.