

2020 Annual Report

Forster Public School



1936

Introduction

The Annual Report for 2020 is provided to the community of Forster 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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Message from the principal

Welcome to the Forster Public School 2020 Annual School Report. 2020 has been an extremely challenging year with bushfires, drought and the Covid-19 pandemic. With the pandemic came many changes to how we worked with students, the wider community and each other. We had to be creative in the way we taught and how we remained connected. A special thank you to parents and carers for your ongoing support and patience and to students who showed resilience, kindness and support to each other especially during these hard times. Extra-curricular activities and other planned activities were cancelled or postponed due to the restrictions keeping us all safe. Student wellbeing, teaching and learning were an absolute focus to ensure that learning was not impacted. I would like to acknowledge the amazing efforts of our staff and express my sincere gratitude and respect for all of their hard work this year. 2020 has been a difficult year, essentially changing how we teach and operate overnight.

Lorelle O'Brien

R/Principal

School vision

Forster Public School provides a quality teaching and learning environment. We engage with our community to develop the academic, social, emotional, physical and spiritual needs of each child. We promote equity, excellence and opportunities for all in an environment where all students are known, valued and cared for. High impact teaching strategies ensure measurable, observable progress is achieved for all students.

School context

Forster Public School is situated on the coast only metres from the beach drawing students from a wide range of socio-economic backgrounds.

At Forster Public School we:

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- have a Support Unit staffed with highly experienced special education teachers and learning support officers catering for students with intellectual and physical disabilities, autism and mental health issues;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- implement Early Action for Success to improve student Literacy and Numeracy skills through a targeted approach in the early years of schooling;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of 'Respect, Safety and Personal Best' and explicitly teach expectations of behaviour in all classrooms
- embrace the use of technology to enhance the learning programs of students;
- develop, in partnership with the Stephanie Alexander Kitchen Garden Foundation, practical understandings of nutrition through our state of art kitchen / garden program;
- actively engage our community in the decision making processes of the school;
- are strongly supported by a hard working P&C Association; and
- work closely with our Great Lakes Learning Community of Schools to provide enhance learning opportunities for students.

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

Throughout the external validation process, it became evident that there were some elements of the School Excellence Framework that were self assessed at a different level. The changes were;

- Assessment moved from Delivering to Sustaining and Growing;
- Student performance measures moved from Working Towards Delivering to Delivering; and
- Educational Leadership moved from Delivering to Sustaining and Growing.

Strategic Direction 1

Evidence Based Quality Teaching

Purpose

To provide equal opportunities for all students to thrive and maximise impact on student learning outcomes. Forster Public School is committed to providing a quality teaching and learning environment where teachers are reflective practitioners and there is consistent, evidence-based pedagogy. This enables students to become active, engaged learners who strive to challenge and stretch their personal best.

Improvement Measures

8% increase of students in top two NAPLAN bands in reading, writing and mathematics

90% of students at or above minimum standard in NAPLAN in reading, writing and mathematics

2020 -2023 targets

- Reading- 34.1% to 39.1% in top two bands
- Numeracy-24.2% to 29.2% in top 2 NAPLAN bands

Visible Learning school capability assessments and Evidence in Action plan indicate significant growth from baseline

Progress towards achieving improvement measures

Process 1: Professional Learning

- Sessions led by Executive Staff
- Focused professional learning to develop deep understanding of explicit teaching in English and Mathematics
- Collaborative learning to enhance knowledge of the syllabus and links with Literacy and Numeracy Progressions
- Capacity building in data use and analysis
- Collaborative planning informed by work samples, assessments and student data

Evaluation	Funds Expended (Resources)
<p>K-6 scope and sequences are developed for all KLAs. Scope and sequences are aligned to NSW syllabi.</p> <p>Majority of teacher programs are aligned to the school scope and sequence.</p> <p>K-6 assessment schedules are developed and have been implemented.</p> <p>Majority of K-6 teachers are using data to plan differentiated lessons for all learning levels from remedial to high potential students.</p> <p>Leading Evaluation Evidence Data (LEED) professional learning is supporting the middle Executive team by modelling processes of data analysis to form strategic directions. Professional learning has focussed on the What Works Best document.</p> <p>Executive staff are trained in the use of close reads as a strategy to support student reading.</p> <p>Due to Covid 19, many professional learning opportunities planned for were cancelled or rescheduled.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$7000.00)

Process 2: Visible Learning Impact Program

- Professional learning for all staff addressing John Hattie's Visible Learning
- Learning Intentions and Success Criteria
- Explicit feedback for students and staff

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Visible learning school capability assessments initially indicated some growth was being achieved. In 2020 as a school the decision was made to suspend our involvement with the external provider of this program, the school utilised the skills and knowledge of staff to continue Visible Learning. Due to COVID-19 final assessment data was not gathered.

NA

Process 3: Learning Walks

- Observations of student learning to guide teacher professional learning and planning
- Structured and focused classroom visits aligned to learning walk protocol
- Team includes an executive member and a classroom teacher

Evaluation

Funds Expended (Resources)

Due to the complexities of Covid -19 learning walks have been deferred for 2020 with consideration for future implementation.

NA

Strategic Direction 2

Growing a Performance Development Culture

Purpose

To develop a collective efficacy focused on continuous improvement. Staff are empowered to develop a shared responsibility for improving student outcomes through quality teaching practice. A balance of collaborative and personalised professional learning builds staff capacity.

Improvement Measures

All teachers effectively use the Australian Professional Standards for Teachers to demonstrate professional growth.

All teachers engage with the mentoring process to show professional growth.

Progress towards achieving improvement measures

Process 1: Performance and development framework

- Enhancing the effectiveness of the performance and development framework , focusing on the Australian Professional Standards for Teachers
- Performance and development plans (PDPs) documentation demonstrate alignment with school plan, including Visible Learning

Evaluation	Funds Expended (Resources)
100% of Performance and Development Plans were linked to the Australian Professional Standards for Teachers (APST) and the school plan. This enabled teachers to show personal professional growth in their identified areas. 100% of non teaching staff linked their Performance and Development Plans to the school plan. This resulted in an increased awareness and engagement with the APST and/or school priorities . Non teaching staff participated in professional learning opportunities throughout the year, enabling them to improve knowledge and skills to better support student outcomes.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$3000.00)

Process 2: Mentoring

- Mentoring Through Collaboration (MTC) program provides a forum for teachers to share expertise and interest areas with colleagues
- Aspiring leaders are given opportunities to lead professional learning and develop mentoring skills
- Trained mentors provide support to teachers at all career stages
- Executive and aspiring executive are mentored by a more senior colleague

Evaluation	Funds Expended (Resources)
Beginning teacher and aspiring leader workshops were unable to run like the previous years due to Covid 19 regulations. Beginning teachers were supported with allocated mentors who offered guidance throughout the year. By the end of 2020, time was regularly allocated for all teachers to engage with the mentoring process to show professional growth. Staff were given time to work closely with their Assistant Principal to achieve their identified goals. In K-2 mentoring was also provided by the Instructional Leaders in the classroom and in allocated mentoring times. Due to Covid 19, some of the funds were not able to be utilised within the allocated time frame. These funds have been reallocated for 2021 to support the beginning teachers it was intended for.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$22710.00)

Strategic Direction 3

Connect, Succeed, Thrive and Learn

Purpose

To ensure all students are known, valued and cared for and develop the skills and resources for future success and well being. Positive relationships are strengthened to build a sense of belonging, connecting with students, parents, carers and the wider community.

Improvement Measures

School-wide Evaluation Tool (SET) indicates that 80% of the Positive Behaviour for Learning (PBL) elements are in place.

Effective Behaviour Supports Survey (EBS) indicates growth across targeted settings.

Students report an increasing sense of belonging as measured through KidsMatter and Tell Them From Me student surveys.

Learning and Support Team Matrix indicates movement from Foundation Level to Level 2.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

- Expectations of behaviour are explicitly, consistently and supportively applied across the school
- Positive behaviours are explicitly taught across all settings
- The Continuum of Support guides decision making

Evaluation	Funds Expended (Resources)
Due to Covid 19 we were unable to conduct the Positive Behaviour for Learning assessments that show the effectiveness of the initiative. Weekly lessons are taught teaching students expected behaviours for learning. These lessons are based on school data and identified need. School expectation signage was created and displayed throughout the school. This is a visual reminder and prompt for expected behaviour.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: KidsMatter/Be You

- Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning
- Strong relationships are developed with families and the wider community to enable students to succeed and thrive
- Social skills and resilience are explicitly taught through Bounce Back

Evaluation	Funds Expended (Resources)
Due to COVID-19 the school was not able to provide time and whole school professional learning in order to effectively implement the reference guide consistently across the school. Majority of staff have completed 2 or more BeYou modules in both allocated time and their personal time. From 2019 student surveys, the SRC had a focus for school beautification and resourcing. Additional playground seating, modernised classroom furniture (allowing for flexible seating) and resources for the support unit playground were purchased.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$80000.00)

Process 3: Effective Learning and Support Team

- Teachers are skilled in applying adjustments for students with additional needs
- The Learning and Support Team advise on, plan for and coordinate in-class support to maximise student outcomes

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All staff were trained in SMART goal setting. Staff are better equipped to set SMART goals in collaboration with students and parents/carers to support student achievement. The Learning and Support Team have developed structures to support students with additional needs and professional learning was provided to increase staff understanding and confidence when supporting adjustments for students. NDIS procedures are in place across the whole school setting and this has assisted with alignment of Personalised Learning and Support Plans, student needs, access to external agency support and parent/carer engagement.</p>	NA

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$334 671.00) 	Instructional Leaders worked directly with teachers to build student and teacher capacity in both literacy and numeracy by planning collaboratively, team teaching, modelling best practice, mentoring, coaching and ensuring appropriate interventions are in place for students who may need additional support.
Integration funding support	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$501 203.00) 	At the beginning of 2020 there were 14 students receiving integration funding support to the total value of \$258 491. By the end of 2020 there were 26 students receiving integration funding support to the total value of \$501,213. All students had additional support from school learning support officers (SLSO) at targeted times of the day.
Literacy and numeracy	Funding Sources: <ul style="list-style-type: none"> • Literacy and numeracy (\$16 853.00) 	Additional books were purchased to support Stage 3 reading, enabling teachers to have access to a wider range of books to extend learning within the classroom. Renewed online subscriptions allowing students to access learning from home.
Professional learning	Funding Sources: <ul style="list-style-type: none"> • Professional learning (\$10 000.00) 	Due to the impact of Covid 19, professional learning mainly occurred online. There was a focus on; BeYou modules, the Wellbeing Framework, What Works Best document, Disability Standards, Smart Goals and scope and sequences.
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$195 667.00) 	A permanent Aboriginal Education Officer is employed and an additional Aboriginal SLSO were employed to support Aboriginal students to become successful learners and teach the Aboriginal culture to all students. A yarning circle was constructed and used to support Indigenous cultural lessons across the school. Boys group, girls group and parent meetings utilise this area, although these meetings were impacted by Covid 19 regulations throughout the year. Community expertise was utilised to support boys and girls group although this was also impacted by Covid 19. Aboriginal leaders were supported to develop a Welcome to Country specific to our school. Plants and trees are labelled throughout the school using Gathang language. Yalawa Wakulda mentoring program was established, however, due to Covid 19 we were unable to engage outside mentors. The time was utilised to make stronger connections between staff and community through regular contact. Although Covid 19 had a huge impact on face to face connections with the community, cultural awareness activities still occurred within the school environment.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$23 848.00) 	A teacher was employed approximately one day a week to support 4 students. Students were supported both in the classroom and individually with speaking, reading and writing being the main focus.

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$338 000.00) 	<p>18 students from Years 3-6 completed the MacqLit Program. All students showed improvement in words accurately read per minute and the ability to read and write diagraphs. Online subscriptions to support the implementation of the program were purchased. Covid 19 had significant impact on the implementation on the program.</p> <p>QuickSmart numeracy was implemented for 20 Stage 3 students. Covid 19 had a significant impact on progress and students were only able to reach 28 weeks of instruction instead of the minimum 30. Although unable to implement the learning in its intended way, students still made progress in arithmetical operations.</p> <p>Sensory resources were purchased for 16 classes to support students with identified sensory needs. Collaboration with an Occupational Therapist occurred to ensure the most appropriate resources were purchased. iPads were purchased to support targeted hearing assessments. Students who performed outside of the normal hearing range were referred onto Hearing Australia for further investigations with parental/carer support. An iPad along with communication software were purchased to support students with communication needs. Project based learning sessions occurred in the afternoon for 40 K-6 students requiring additional social and emotional support. Resources were purchased for high interest activities.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$137 277.00) 	<p>All Assistant Principals were released from their classrooms one day a week, enabling additional time for organisation, mentoring and communication with their stages and each other.</p> <p>Additional QTSS time was given to teachers for data analysis, professional learning and lesson observations.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$304 000.00) 	<p>A teacher was employed two days a week to support the smooth running of technology throughout the school, ensuring all students have access. Additional laptops, charging trolleys iPads and smartboards were purchased.</p> <p>An Intervention Teacher was employed to give explicit, daily instruction to students in Year Two who required additional reading and writing support. 28% of Year 2 students accessed this support with 80% of these students showing significant improvements of 5 PM reader levels or greater.</p> <p>A music teacher was employed to teach the school training band and the school concert band. Lessons would occur weekly both as a whole band and small group tuition. Students learnt to read sheet music, play instruments and perform to an audience. Unfortunately, Covid 19 restrictions impacted on the normal</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$304 000.00) 	<p>running of the bands.</p> <p>Every Kindergarten class had a School Learning and Support Officer (SLSO) for half a day for the first three weeks of school. SLSOs supported students to learn routines and school rules. Targeted support was given to students who required additional assistance during this transition period.</p> <p>Staff were employed to run the Stephanie Alexander Kitchen/Garden program. All students in grades 3-6 participate in growing produce, cooking dishes and learning the skills associated with these activities. Covid 19 restrictions impacted on the normal running of this program.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$22 710.00) 	<p>Three beginning teachers were eligible for beginning teacher funding support. Structures were in place to support development of these early career teachers through self identified areas of development by mentoring and professional learning. Online learning and some face to face mentoring assisted teachers however, the initial structure of support changed due to Covid 19 and one staff member taking leave. Additional support for these teachers will be offered in 2021.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	388	356	338	366
Girls	377	377	366	380

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	93.7	92.6	91.8
1	92.5	90	93.3	91.5
2	91.9	91.6	90.1	91.9
3	92.7	91.3	93.3	90.5
4	91.6	90.9	92	92
5	92.1	90.1	90.7	88.4
6	91.9	88.7	90.3	89.2
All Years	92.1	90.8	91.7	90.7
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
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	30.14
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.47

*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	774,203
Revenue	8,885,713
Appropriation	8,708,519
Sale of Goods and Services	9,100
Grants and contributions	166,496
Investment income	1,499
Other revenue	100
Expenses	-9,191,990
Employee related	-8,034,211
Operating expenses	-1,157,779
Surplus / deficit for the year	-306,277
Closing Balance	467,926

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	229,327
Equity Total	1,019,148
Equity - Aboriginal	203,226
Equity - Socio-economic	477,322
Equity - Language	3,928
Equity - Disability	334,672
Base Total	5,784,874
Base - Per Capita	176,968
Base - Location	8,304
Base - Other	5,599,603
Other Total	1,159,873
Grand Total	8,193,222

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

Parent Results

Three key findings for parent responses were:

- parent responses indicated 0.5 growth towards being an inclusive school (0.6 above NSW Government norm)
- parent responses indicated an increase of 0.8 towards the school supporting student learning (0.8 above the NSW Government norm)
- parent responses indicated an increase of 0.8 towards parents supporting learning at home (1.4 above the NSW Government norm)

Student Results

Three key findings for student responses were:

- * student responses indicated that there was a 4% decrease in students being bullied (physical, verbal, social, and cyber)
- * student responses indicated a 3% decrease in positive relationships (friends at school they can trust and who encourage them to make positive choices)
- * student responses indicated a 4% decrease in sense of belonging (students feel accepted and valued by their peers and others at their school)

Teacher Results

Key findings for staff responses were:

- staff responses indicated that two main things we do well as a school are - care for the students both academically and for their wellbeing and provide many extra curricular opportunities for students.
- staff responses indicated that main areas of improvement are - consistency and more time for collaboration.

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.

Other School Programs (optional)

Early Action for Success

Early Action for Success is now in the seventh year of implementation. At Forster Public School we have two Instructional Leaders (IL). One focusing on Kindergarten and the other on Year 1 and 2.

The main aim of the initiative is to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling. It aims to ensure that every student leaves Year 2 achieving stage appropriate outcomes, particularly in reading, writing and numeracy.

Key features of Early Action for Success include:

*** instructional leadership;**

- ILs working directly with teachers to build student and teacher capacity in both literacy and numeracy by planning collaboratively, team teaching, modelling best practice, mentoring and coaching.

*** personalised learning;**

- Tailored learning support was delivered for both staff and students in literacy and numeracy with regular meaningful monitoring assessment of learning.

*** assessment for learning;**

- Teacher's skills and strategies for embedding quality assessments to guide their teaching were developed. We have begun to update processes to systematically collect, analyse and monitor student achievement.

*** targeted interventions; and**

- Targeted interventions have primarily focused on improving student's reading skills. In Kindergarten this has included a program implemented at school focusing on sounds, sight words and familiar reading. This was extended in Semester 2 to include a Home Reading component.

In Years 1 and 2, children were supported individually and in small groups by two reading intervention teachers. Approximately 46 Kindergarten students (46%), 41 (44%) Year 1 students and 29 (28%) Year 2 students have been supported through these intervention programs.

- 71% of Kindergarten students have achieved the expected end of year reading benchmark.
- 56% of Year 1 students have achieved the expected end of year reading benchmark.
- 80% of Year 2 students have achieved the expected end of year reading benchmark.

*** high quality professional learning with a focus on the early years of schooling K-2.**

- Evidence to determine the professional learning needs of staff was gathered and staff have undertaken professional learning in programming and delivering a balanced numeracy session and Close Reading.