2021 Annual Report

Forest Lodge Public School

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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. FLPS has a culture of high expectations that promotes a holistic school environment so every child can connect, succeed and thrive. Each child is encouraged to pursue their interests and explore a variety of ways of learning in a nurturing and inclusive climate. Learning never stops and this is modelled by the staff at FLPS. We are continuously reflecting on and refining our practices to ensure we are providing evidence based practices in all areas of teaching and learning.

FLPS is 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, sense of belonging, provide a sense of achievement and extend and enrich their potential. Students are supported to develop their enterprise skills through innovative programs and environments.

School context

Forest Lodge Public School was established in 1883. It is an inner-city public school with a student population of 360 students and growing. Of these students, 157 students, representing 40 countries come from an EALD background. Forest Lodge Public School serves a high socio-economic area and has a matching FOEI. The Aboriginal student population represents 2% of the student population. The staff of Forest Lodge Public school are a mixture of experienced and new career teachers, with 25% of staff in the first 3 years of teaching. Of the current class structure of 15 classes, 10 classes are staffed by permanent staff (66%). The school employs 5 School Learning and Support Officers through targeted Integration Funding Support to support students with additional needs. The school supplements this funding through flexible funding sources from our SBAR. The school additionally funds two learning and support teachers to deliver targeted initiatives and programs.

FLPS has developed alliances with agencies and tertiary education to enhance learning opportunities. The main relationship is with University of Sydney and its Communication Disorders Research & Treatment Clinic. The school is also a popular choice for final placement of graduate teaching students from Sydney University and the school is committed to providing an excellent training environment for the next 'batch' of graduate teachers.

Forest Lodge PS is a high performing academic school with excellent NAPLAN results and technology-based initiatives and programs; from program and curriculum design to support resources for technology-based lessons and initiatives. Forest Lodge has a wide range of creative and performing arts initiatives and programs that involve students both through RFF structure to extracurricular activities. These include three bands which are our beginner, intermediate and concert bands (which are award winning). Dance is regularly taught as RFF by an expert teacher and culminates in a biannual concert held at the Seymour Centre at Sydney University. Other external providers for extracurricular activity include French, Spanish, Mandarin, public speaking, tennis, drama, robotics, chess and choir both for students and adults. FLPS has a highly engaging and sought after before and after school care service - FLASCA. This service provides care for 160 students throughout the term and during school holidays. The school's student representative council and year 6 leaders annually work with the wider community on key projects. These projects help shape their understanding of local and wider community issue and prompts key citizenship values. A major project included working with local artist, academics and Sydney Council on developing sustainable practices with a focus on the local Johnston Creek area.

The school has an active and supportive P&C who raise funds through a variety of fundraisers including the biannual fete, Halloween disco, trivia nights and BBQ's for special events such as elections. Through these fundraising efforts the school in partnership with the P&C has purchased in class technology including laptops and iPads, flexible furniture to support our school vision of a future focused school, resources and training to support our learning and support team and the ongoing upgrades to our school's physical environment and playgrounds.

Forest Lodge Public School completed External Validation in September 2020 and the results from this process have heavily supported our Situational Analysis. In addition to External Validation, consultation with our school community has helped us to identify three key areas of focus for our 2021 - 2024 School improvement plan:

- Student growth and attainment

- High quality collaborative practices

- Wellbeing

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

For Forest Lodge Public School to use and enhance evidence based learning programs and initiatives to facilitate optimal growth. This mandatory target will facilitate FLPS staff in continuous professional development and support a growth mindset for all. Students will be supported to develop skills in literacy and numeracy, alongside developing key soft skills needed to be successful global citizens.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- English
- Mathematics

Resources allocated to this strategic direction

Literacy and numeracy: $6,000.00
QTSS release: $40,000.00
Professional learning: $13,000.00
English language proficiency: $40,000.00
COVID ILSP: $1,766.64
Socio-economic background: $3,649.00
Low level adjustment for disability: $10,000.00
Literacy and numeracy intervention: $2,089.00

Summary of progress

Both initiatives have been supported through curriculum experts from School Strategic Support implementing sustainable effective structures in the school. The support from SSS was to drive our numeracy initiative however the support has also supported key elements of our English initiative too.

A data team was established in Term 2 to analyze numeracy data to identify the specific areas of improvement. Staff engaged in professional learning on quality practices in teaching numeracy, data analysis, PLAN 2, and numeracy progressions. In addition, a team of teachers in Term 2 worked on collaborative practices and established guidelines for lesson studies.

Baseline data was captured through analysis of SCOUT data, 'interview for student reasoning', and results mapped against numeracy progressions. In numeracy, students were identified and grouped to measure growth based on the impact of the intervention. The collaborative practice team planned the norms and protocols for lesson studies to support the implementation of the numeracy initiative of increasing students performing in the top two bands.

The implementation of professional through practice and lesson studies was impacted due to home learning during Term 3.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading: Improvement in teacher pedagogy has had a positive impact in student achievement in comprehension. Incremental lift in students answering middle bands correctly.	• Baseline data: 62.3% of Year 5 students answered band 6 questions correctly. • 75.6% of Year 3 students answered band 4 questions correctly.
Improvement in teacher pedagogy has had a positive impact on % of students answering measurement and geometry questions correctly.	All staff participated in professional learning from DoE Numeracy team. Check-in data shows growth in comparison to SSSG in Stage 3.

Incremental lift from baseline data towards the 2023 system negotiated target of expected growth in reading	• Data indicates 69% of students are in the top two skill bands for reading which is an increase from previous years data against system negotiated targeted of expected growth. • The percentage of students achieving expected growth in reading indicating progress towards the lower bound target is yet to be seen.
Incremental lift from baseline data towards the 2023 system negotiated target of expected growth in numeracy	• In numeracy, 49% of students are in the top two skill bands indicating progress has not been achieved towards system negotiated targeted of expected growth. • The percentage of students achieving expected growth in numeracy increased to 72.5% indicating achievement of the lower bound target.
Incremental lift from baseline data of students attending greater than 90%	The number of students attending greater than 90% of the time or more has increased by 11%.
SEF: Domain: Curriculum Theme: Teaching and Learning programs To be validated at Sustaining and Growing - Evidence based teaching practices are evident in maths programs	All teaching staff participated in several professional learning workshops that were led by Numeracy & Quality Teaching advisor fro DoE. All staffed engaged in specific program 'Numeracy Talks' and embedded it into Units of works. This will continue to be a focus of teaching practice in 2022 and will provide structure to our lesson study model in Term 2, 2022.
Data Analysis: S&G: All teachers have reviewed classroom data, with support from a member of leadership team, in numeracy and developed goals for students	Following professional learning provided to the school by Numeracy advisors in Term 2 & 3, the school implemented the same model to analyse check-in data in numeracy in Term 4. A teacher from each stage and Principal analysed data and created an action plan based on trend data. This was utilized to plan and adjust scope and sequences and units for 2022.

Strategic Direction 2: High quality collaborative practice

Purpose

To recognise, develop and strengthen collaborative practices to enhance our collective responsibility of supporting student potential. By developing collective efficacy through an increased knowledge in staff capacity, cohesion, interventions and responsive leadership will drive a whole school collective responsibility in improving student achievement for all. Within these practices, structures will be embedded across the school to assist staff in delivering high quality teaching. Relationships with the local and wider school community will enhance the efficacy of collaborative practices and partnerships in learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional leadership
- Collective efficacy
- Community connections

Resources allocated to this strategic direction

QTSS release: $15,028.00
School support allocation (principal support): $15,000.00
Literacy and numeracy: $2,211.00
Professional learning: $438.00

Summary of progress

A focus for Strategic Direction 2 is to develop structures that enable collective efficacy through an increased knowledge in staff capacity, cohesion, interventions and responsive leadership.

Within these practices, structures will be embedded across the school to assist staff in delivering high quality teaching. The first structure was the continuation of using PIVOT to use authentic student voice to drive continuous improvement around teaching and learning programs. PIVOT data was incorporated into collaborative planning meetings to support student perspective when developing future units of work. However other data collected from the PIVOT data which was planned to form a basis around developing informal teacher buddies, developing a deeper understanding of staffs' strengths and utilizing this to support observations was delayed due to the extended lockdown in Semester 2.

During the extended lockdown staff increased collaborative practices, especially at stage level.

The formation of an Aspiring Leaders group has allowed staff members who have been identified and shown interest in leadership to have structures and learning opportunities tailored to their needs. 6 teachers currently engage in the program at school level and have participated in several meetings with current Assistant Principal to develop an action plan for development. During PDP meetings these staff have discussed future professional pathways and professional learning opportunities have been planned to support their development.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Through Self assessment we will be Sustaining and Growing -All staff K-6 have worked with IL on teaching and learning programs - Implement PIVOT pulse surveys Stage 3 - Implement PIVOT student voice	Delay in implementing initiatives have required this work to be postponed to 2022. 100% of Year 2-6 teachers completed the PIVOT Student Voice Survey however analysis of this data and classroom observations have been postponed to 2022.

survey 2-6	
- All staff in Years 3-6 are collaboratively designing units and lessons - All staff have implemented evidence based explicit teaching techniques from delivered professional learning - 50% of staff have participated in lesson studies	Delay in the planned implementation collaboratively designing units and lessons. All stage 3 teachers are engaged in collaborative planning units and lessons. However the extended lockdown provided a different opportunity to strengthen collaboration. Through online platforms, staff worked collaboratively at a stage level. They developed and adjusted units of work to fit the nature of home learning and regularly met to review, adjust and deliver learning experiences that supported learning from home. Lesson study norms were developed by team of teachers and curriculum experts from School Strategic Support team. The implementation of Lesson Study initiatives has been delayed. Postponed to 2022.
- Aspiring leaders have been identified and provided mentorship from executive - Parents, K-6, share their child's strengths, areas of need and goals	Aspiring Leaders have been identified and mentored in Terms 1 and 2. Delay in implementing Aspiring Leaders projects have required this work to be postponed to 2022.
- All staff participate in PDP process with leadership team to identify strengths, expertise and areas for development. This will drive appropriate PL, initiatives and structures.	All staff participated in PDP process with Principal. Professional learning wants , needs and interests were mapped. As a result tailored PL was offered based on information collected from PDP. PDP process supported new structures including the Aspiring Leaders project.

Strategic Direction 3: Whole school wellbeing

Purpose

To have a planned and strategic approach to whole school wellbeing so all stakeholders can connect, succeed, thrive and learn. Evidence based initiatives promote student wellbeing to ensure optimum conditions for student learning. Wellbeing and learning needs are a school wide responsibility and planning, assessing and evaluating learning provides a holistic view of each students' wellbeing and learning needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing programs
- Personalised learning

Resources allocated to this strategic direction

Professional learning: $12,000.00
School support allocation (principal support): $5,061.00
Integration funding support: $200,563.00
Low level adjustment for disability: $68,096.00
English language proficiency: $135,518.00
QTSS release: $10,000.00
Aboriginal background: $3,684.00
Literacy and numeracy intervention: $45,000.00
COVID ILSP: $12,000.00
New Arrivals Program: $10,000.00
Literacy and numeracy: $2,000.00

Summary of progress

To establish strong structures policies and procedures to develop a strong foundation for this Strategic Direction the school made one of the Assistant Principal roles 1.0 off class and leading Well-being throughout the school. Through this role Learning and support meetings were reviewed and adjusted, specific learning programs were investigated, new structures allowed for increased targeted intervention and timely review of data allowed for the school to consistently make informed adjustments / changes to the day to day running of the school.

The structures supported families through the extended lockdown. Staff continuously supported families through regular check-ins.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Theme: Planned approach to wellbeing - Excelling - Measures: - Decrease in students repeating similar / same behaviours in the same setting after intervention - TTFM: Complete data and set appropriate goals 2022 - Collection of data from students, teachers and families who have received intervention	TTFM student mean data continues to score strongly. - Students with a positive sense of belonging where they feel accepted and valued at their school scored at 85% in comparison to State norm of 81% - Students with positive behaviour at school = school mean 95% in comparison to State norm of 83% TTFM staff mean data is extremely positive in comparison to State norms in eight drivers of student learning. - Leadership = School score 8.0. State score 7.1 - Collaboration = School score 8.7. State score 7.8

- Map students on social and emotional competencies - Learning sprints supports the learning of student in English and mathematics in years 3-6	- Learning culture = School score 8.5. State score 8.0 - Data informs practice = School score 8.2. State score 7.8 - Teaching strategies = School score 8.4. State score 7.9 - Technology = School score 7.5. State score 6.7 - Inclusive school = School score 8.7. State score 8.2 - Parent involvement = School score 7.8. State score 6.8 TTFM staff mean data is extremely positive in comparison to State norms in the Four Dimensions of Classroom and School Practices - Challenging and Visible Goals = School score 8.3. State score 7.5 - Planned Learning Opportunities - School score 8.3. State score 7.6 - Quality feedback= School score 8.0. State score 7.3 - Overcoming obstacles to Learning= School score 8.3. State score 7.7 100% of staff agreed or strongly agreed that school leaders clearly communicate their strategic vision and values for our school. 100% of staff agreed or strongly agreed that school leaders are leading improvement and change
64% - Incremental growth in parents reflecting on teachers having high expectations of students PIVOT - Students reflect that teachers have high expectations of them. Transitions: Kindergarten: Continue to sit at 90% of parents feeling supported in their transitions Attendance: Decrease the amount of students attending less than 80%	Due to extended lockdown PIVOT was not completed. In addition attendance, transition and previous year survey data wasn't completed. Modified survey data for parents was used to reflect ongoing need around Learning from Home.
All staff are using the school behaviour policy	100% off staff are using the behavior guide and recording incidents in SENTRAL. SENTRAL is allowing for staff to develop and build student profiles and monitor particular behaviors.
Baseline data of 79% to improve practices and processes from families feedback From baseline data of 73% - incremental growth from parents reflecting on the school supporting their child's needs.	Delayed due to COVID. Early 2022 parents will be surveyed through Be You.

Funding sources	Impact achieved this year
New Arrivals Program $10,000.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Forest Lodge Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in:** All students who met the criteria of 'New Arrival' received 1-1 support, small group intervention and support within the class. In addition to this previous students who were on the program continued to be supported in small group intervention. **After evaluation, the next steps to support our students with this funding will be:** Where support is needed, 1-1, small group and in-class support will be provided through English language proficiency loading.
Integration funding support $200,563.00	Integration funding support (IFS) allocations support eligible students at Forest Lodge Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing programs **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] **The allocation of this funding has resulted in:** The whole Integration Funding Allocation was used through staffing cost. School Learning Support Officers weer employed to support the emotional, social, intellectually and physically needs of the students. The school continued to fund SLSO above the IFS amount through utilizing funds through principal support allocation and low level disability. In addition to this QTSS funds were used to partially fund Assistant Principal, Wellbeing to increase Learning and Support capacity through creation of new learning and support meeting structures. **After evaluation, the next steps to support our students with this funding will be:** Continue to support our students through intensive support structures.
Socio-economic background $3,649.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Forest Lodge Public School who may be experiencing educational disadvantage as a result of their socio-economic background.

Socio-economic background $3,649.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • English **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in:** Increase in reading resources, in particular Decodable readers to support younger students. This included online subscriptions to aid the extended learning from home period. **After evaluation, the next steps to support our students with this funding will be:** Continue to update key literacy resources to support K-6.
Aboriginal background $3,684.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forest Lodge Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing programs **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in:** All students were engaged in small group learning sprints to support learning outcomes in either English or mathematics. These goals were highlighted through PLP meetings. Funds were also used to support specific intervention programs including assessments and speech therapy. **After evaluation, the next steps to support our students with this funding will be:** Continue to monitor students achievement and utilise funds to improve educational outcomes.
English language proficiency $175,518.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Forest Lodge Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning • English • Wellbeing programs **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging)

English language proficiency $175,518.00	support **The allocation of this funding has resulted in:** Staff were utilsied to provided support for students in the beginning and emerging phase through 1-1 and small group intervention. Support was also provided in in-class to aid the differentiation of learning. Additional support for students who were considered consolidating was provided on a needs basis. Additional resources were purchased including phonics and specific spelling programs. **After evaluation, the next steps to support our students with this funding will be:** Continue to provide structure that have a positive impact on a student's English language proficiency.
Low level adjustment for disability $78,096.00	Low level adjustment for disability equity loading provides support for students at Forest Lodge Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning • Wellbeing programs • Mathematics **Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with an evidence-based intervention learning sprints to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** - Increase our LaST allocation from 0.6 to 1.0 FTE - Partially fund an off class Assistant Principal, Wellbeing - Run specific intervention programs: Learning Sprints, Secret Agent Society, Socials Skills & other data informed small interventions. - In class support for teachers to aid the delivery of curriculum and differentiate for students substantial and extensive adjustments. **After evaluation, the next steps to support our students with this funding will be:** Continue with support structures for intervention programs. Funding dependent - Continue to fund Assistant Principal top lead Wellbeing and be off class.
Professional learning $25,438.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Forest Lodge Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • English • Mathematics • Wellbeing programs • Community connections **Overview of activities partially or fully funded with this initiative funding include:**

Professional learning $25,438.00	• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in:** Whole staff professional learning in numeracy. Staff were provided with collaborative planning days to deepen their understanding of numeracy talks and make adjustments to units of work. Increased staffs' understanding of data literacy through several data planning days with teachers from each stage. Casual teachers were funded to allow teachers to meet and review data whilst being guided by school support staff from numeracy team. This structure was repeated in T4 to analyse Check-in, NAPLAN in both numeracy and reading. PL related to individual staff's PDP was supported and funded. **After evaluation, the next steps to support our students with this funding will be:** Continue to improve staff's data literacy
School support allocation (principal support) $20,061.00	School support allocation funding is provided to support the principal at Forest Lodge Public School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Instructional leadership • Wellbeing programs **Overview of activities partially or fully funded with this initiative funding include:** • Instructional leader to review scope and sequences, units of work and assessment structures. **The allocation of this funding has resulted in:** IL reviewed a variety of structures and developed an action plan including 1-1 programming checklist for 2022. **After evaluation, the next steps to support our students with this funding will be:** All teachers will participate in programming review meetings with their Stage Assistant Principal.
Literacy and numeracy $10,211.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Forest Lodge Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • English • Collective efficacy • Personalised learning **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction **The allocation of this funding has resulted in:** The beginning of purchasing resources in both literacy and numeracy. This included decodables, online subscriptions and guided reading texts. Also increase in hands on math resources. **After evaluation, the next steps to support our students with this funding will be:**

Literacy and numeracy $10,211.00	To continue to provide updated and current resources for our students to use.
QTSS release $65,028.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forest Lodge Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • English • Mathematics • Instructional leadership • Wellbeing programs **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices **The allocation of this funding has resulted in:** Increase in staffing structures to support Strategic Directions.: 1. Instructional leader - Assistant Principal off class 3 days per week to work through SD initiatives. 2 Assistant Principal Learning and Support and Wellbeing: Off class AP to lead SD3. **After evaluation, the next steps to support our students with this funding will be:** Continue to provide structures that APs have implemented. Continue to use data sources to evaluate systems, programs and policies and make necessary adjustments to ensure curriculum and learning and development is excelling.
Literacy and numeracy intervention $47,089.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Forest Lodge Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Mathematics • Personalised learning **Overview of activities partially or fully funded with this initiative funding include:** • Data informed Learning Sprints **The allocation of this funding has resulted in:** Allowed students K-6 to be targeted in a particular area in math or literacy. **After evaluation, the next steps to support our students with this funding will be:** Continue to monitor structure and provide intervention where needed.
COVID ILSP $29,766.64	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • English

| COVID ILSP

$29,766.64 | • Personalised learning
• Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in:
Employing additional staff to allow targeted intervention in K-2 and 3-6. This included mini and multi lit programs and Learning Sprints

After evaluation, the next steps to support our students with this funding will be:
Continue to provide intervention where needed. |

Student information

Student enrolment profile

	Enrolments			
Students	**2018**	**2019**	**2020**	**2021**
Boys	161	180	181	170
Girls	172	160	175	180

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	94.9	95.5	95.9	95.4
1	95.1	94	94.1	94.5
2	95.4	94.2	93.3	94.9
3	96	95.3	94.7	94.5
4	92.9	96.7	96.3	94.4
5	95.1	94.3	94.5	95.2
6	94.4	94.6	95.3	92.7
All Years	94.8	95	94.9	94.6
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.81
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	178,384
Revenue	4,038,087
Appropriation	3,830,358
Sale of Goods and Services	1,023
Grants and contributions	205,207
Investment income	299
Other revenue	1,200
Expenses	-4,023,526
Employee related	-3,460,454
Operating expenses	-563,072
Surplus / deficit for the year	14,561
Closing Balance	192,945

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	241,467
Equity Total	260,926
Equity - Aboriginal	3,685
Equity - Socio-economic	3,649
Equity - Language	175,496
Equity - Disability	78,097
Base Total	2,697,016
Base - Per Capita	87,760
Base - Location	0
Base - Other	2,609,256
Other Total	329,838
Grand Total	3,529,247

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.

Parent/caregiver, student, teacher satisfaction

Due to extended lockdown the school conducted modified surveys to support the climate and learning environment for 2021.

TTFM student mean data continues to score strongly.

- Students with a positive sense of belonging where they feel accepted and valued at their school scored at 85% in comparison to State norm of 81%

- Students with positive behaviour at school = school mean 95% in comparison to State norm of 83%

TTFM staff mean data is extremely positive in comparison to State norms in eight drivers of student learning.

- Leadership = School score 8.0. State score 7.1

- Collaboration = School score 8.7. State score 7.8

- Learning culture = School score 8.5. State score 8.0

- Data informs practice = School score 8.2. State score 7.8

- Teaching strategies = School score 8.4. State score 7.9

- Technology = School score 7.5. State score 6.7

- Inclusive school = School score 8.7. State score 8.2

- Parent involvement = School score 7.8. State score 6.8

TTFM staff mean data is extremely positive in comparison to State norms in the Four Dimensions of Classroom and School Practices

- Challenging and Visible Goals = School score 8.3. State score 7.5

- Planned Learning Opportunities - School score 8.3. State score 7.6

- Quality feedback= School score 8.0. State score 7.3

- Overcoming obstacles to Learning= School score 8.3. State score 7.7

100% of staff agreed or strongly agreed that school leaders clearly communicate their strategic vision and values for our school.

100% of staff agreed or strongly agreed that school leaders are leading improvement and change

Parent survey data:

In 2021, due to the extended lockdown, survey data was collected throughout the extended lockdown to ensure the school was responding to community need. The following results demonstrate how as a school we continued to consult, evaluate and amend programs based on timely data. School executives reviewed survey data and other data sources weekly to ensure we were supporting students and families between June and November. This data was presented in the virtual P&C meeting in September.

Families in Year 3-6 (60 responses)

- 95% of families agreed or highly agreed that the morning Zoom sessions were valuable

- 88% of families agreed or highly agreed that the explicit teaching videos created by teachers were of value

- 85% of families agreed or highly agreed that setting Fridays as catch up days works for my child.

- 73% of families agreed or highly agreed that activities that involved hands on activities were of value

Adjustments were also made based on reviewing our open question: How else can we support your family and child

through home learning?

- Adjustments were made on trends that included: Check in Zoom sessions in the middle session and feedback opportunities.

Families in K-2 (57 responses)

- 92% of families agreed of highly agreed that the weekly schedule was easy to follow

- 92.5% of families found the recorded explicit teaching videos of value and easy to follow

Through open feedback the most popular response was allowing students flexibility of when to work, the quality and depth of resources and the teacher videos. Other feedback that was acted on was 30% of families requested paper copies which was provided weekly.

Next Year with consistency of students being back onsite we will conduct further parent surveys including a detailed survey from Be You. Students will reengage with PIVOT too to once again increase student voice within the 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.