

2021 Annual Report

Forster Public School



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Introduction

The Annual Report for 2021 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 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

At Forster Public School we believe that every student should be challenged to learn in a supportive and inclusive class environment where student voice is encouraged and authentically heard.

Our core school values are safety, respect and personal best. Staff, families and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Forster Public School is a large coastal school situated on the mid north coast only metres from the beach. The school caters for students from a wide range of socio-economic backgrounds from Kindergarten to Year 6 and includes 5 Support Unit classes. The Executive structure consists of five Assistant Principals, two Deputy Principals, two Instructional Leaders, two Assistant Principal Learning and Support (regional support) and Principal.

Forster Public School has 704 students with a teaching staff comprised of 45 permanent staff members, and a number of temporary staff members. The wellbeing of our staff is a priority. The school has a strong, energetic P&C that works closely with the school in a variety of ways.

Forster Public School proudly educates students on Worimi Country. Nineteen percent of our students identify as Aboriginal or Torres Strait Islander and are supported by Aboriginal workers across the stages. There is an active Aboriginal Education Committee that work closely with the community to incorporate local culture into our everyday teaching.

Forster Public School is committed to our three core values of 'Respect, Safety and Personal Best' and these expectations are explicitly taught in all classrooms and displayed throughout the school.

The school has developed, in partnership with Stephanie Alexander Kitchen Program Foundation, practical understandings of nutrition through our state of art kitchen/garden program.

Forster Public school embraces dance and music. The school enters students in School Spectacular and local productions such as Shine On. A music program offers individual and group lessons around a musical instrument of choice and promotes a school band tutored by a trained music teacher.

Forster Public School is incorporating the Berry Street Education Model (BSEM) to support further engagement and well being for all students. The BSEM is a practical, trauma informed approach. Pedagogical strategies incorporate evidence based trauma awareness teaching, positive education and well being practices.

Forster Public School has an effective Learning and Support Team that works closely with the whole school community to improve social and academic outcomes for students. The school utilises trained staff in delivering quality interventions across the stages. A High Potential and Gifted Education team supports staff to identify and differentiate for students with strengths in particular areas. Teaching and learning programs are differentiated to cater for the diverse learning needs of students.

Forster Public School is incorporating Close Reading from Years 1-6. The main intention of Close Reading is to engage students in complex texts while further developing reading strategies, understanding of text features, vocabulary and comprehension. With the increased engagement with complex text the school will also see an improvement in writing.

The school is involved in Leading and Sustaining Numeracy where specific mathematical strands will be identified through data analysis as focus areas to further the development of staff learning and student achievement. Collaboration and professional learning will be a major focus of improvement in this area.

Forster Public School is involved in the Leading Evaluation, Evidence and Data program. Executive staff work closely to analyse school data and identify areas for further improvement. Identified areas are collaboration, effective feedback and data informed practice.

The school embraces the use of technology and employs staff two days a week to ensure technology is up to date and effective. Staff are supported to implement Robotics and STEM (Science, Technology, Engineering and Mathematics) into their teaching and learning programs. Classes from Year 3 to Year 6 are well equipped with flexible learning spaces to support these initiatives, with Kindergarten to Year 2 resourcing underway. These learning spaces provide students with choice in where and how they learn.

Forster Public School works closely with the Great Lakes Learning Community of Schools to provide our students with a vast range of extra curricula experiences, and our staff with rich networking opportunities.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

In order to improve students' literacy and numeracy outcomes, teachers' practice and programs will be underpinned by evidence informed pedagogy, evaluative practices, effective feedback and collaboration.

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$89,694.00

Low level adjustment for disability: \$68,100.54

QTSS release: \$26,000.00

Literacy and numeracy: \$11,722.50

6300 School and Community: \$5,000.00

Socio-economic background: \$103,421.00

Early Action for Success (EaFS): \$343,026.00

Summary of progress

Our Literacy focus for 2021 was on the improvement of student's comprehension skills through the implementation of the Close Reading program. Data and discussions with staff in 2020 indicated a need for quality Literacy professional learning and a need to focus on improving student's comprehension skills, in particular inferential understandings. Close Reading was determined to be the most effective program to meet these needs as well as improve teacher's skills in explicitly teaching other aspects of reading such as text complexity, vocabulary, questioning and fluency.

The implementation of Close Reading has involved the Assistant Principals participating in the Close Reading Community of Practice. Following this professional learning each term, they worked collaboratively to plan a consistent approach to leading the delivery of this professional learning with all K-6 teaching staff in stage based groups. Initial preparation for staff training in aspects of the Close Reading pedagogy involved observations and discussions around the current guided reading teaching practices occurring in classrooms. During this phase resources across the school were audited and quality texts to support Close Reading were purchased and distributed. Staff worked collaboratively with these resources during professional learning. They discussed the text features and complexity, vocabulary and word study opportunities and questioning. The core aspects of this professional learning across the year focused on ensuring staff developed a strong understanding of the Read 1, 2 and 3 procedures and began to develop their confidence and skill in teaching all of the components.

As a result, there has been a change in classroom practices around the explicit teaching of reading. Observations were conducted in Term 4 as part of the Performance and Development Process and these showed that Close Reading is being programmed and implemented in all classrooms, Year 1-6. A recent survey is indicating that the level of confidence varies with teachers across the school and across the implementation of the components of Close Reading pedagogy.

Next year we will focus on reviewing the components covered in 2021, the up-skill of new staff, and move forward to complete the Close Reading professional learning. As both the program and the use of learning progressions to determine the student's comprehension skill level are in the initial phases, further support and development is required in 2022 to develop consistency and to use the data to inform the teaching and learning cycle. The Learning Progression data for Understanding Text is not yet on track with our annual progress measures. Staff have indicated that they require further support and guidance with their knowledge, skills and understanding of the indicators in the Learning Progressions and how to use them to differentiate and guide the next steps in their teaching and learning. This will form part of our improvement progress measures for Strategic Direction 1 in 2022. Currently the NAPLAN reading results are reflecting that there are improvements occurring in reading. It is anticipated that results will continue to improve with the implementation of Close Reading. In 2022 staff will also prepare for the introduction of the K-2 English syllabus in 2023.

Data indicated that our 2021 Numeracy focus should be Additive Strategies. Discussion with teachers and observation of

practice saw the need to make some adjustments to our scope and sequence plans, ensuring alignment with the current NSW Mathematics Syllabus. Weekly plans are being developed to incorporate a balanced numeracy session.

Initially this involved a close analysis of the current scope and sequence plans and lesson planning being used across the school in stage groups. This analysis showed a need for various stages to make some adjustments to their scope and sequence plans and to develop a consistent and explicit weekly plan. Early Stage 1 and Stage 1 worked collaboratively with the Instructional Leaders to improve their Mathematics Scope and Sequence plans and lesson programming including the development and incorporation of effective formative and summative assessment practices. This will all be ongoing in 2022 with Stage 2 and Stage 3, led by the Assistant Principal's Curriculum and Instruction.

Numeracy professional learning in 2021 has involved all staff completing online professional learning, 'Introduction to the Learning Progressions' and 'Maintaining a focus primary - PLAN2'. Following this, the expectation was that staff would begin entering data on the sub element of Additive Strategies. Staff also completed the online professional learning courses 'Teaching Strategies: Building Number Sense K-2' and 'Challenging Tasks and Questioning: Teaching Strategies to Support Number Sense 3-6'. A survey following this professional learning indicated that the majority of teachers identified a ability to incorporate greater opportunities for explicit teaching of problem solving and challenging tasks.

The Assistant Principals completed the Additive Strategies Professional Learning in preparation for leading staff in 2022. They were also involved in a professional learning day to unpack NAPLAN, Check in Assessment and Learning Progression data with other executive team members. From this data we determined areas of development and improvement for our students, as well as the identification of the high potential and high performing students in Year 3 and 5. This information was collated and presented to staff in stage based groups. In 2022 staff will use this information to identify specific teaching possibilities to improve areas of weakness and strategies for extending and supporting students.

Next year we will extend our focus on Additive Strategies including the training of new relieving Assistant Principals and looking closely at explicit teaching within classrooms. A numeracy action team will work collaboratively to develop a deeper understanding with their stage based teams in the areas of problem solving and in reviewing and developing consistency with assessment. They will also identify and determine professional learning that meets the needs identified by school wide data and discussions and observations with their stage team. This team will also review and determine any possible assessment changes needed including incorporating the use of the Interview for Student Reasoning (IfSR). In 2022 staff will prepare for the introduction of the K-2 Mathematics syllabus in 2023.

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
System negotiated targets <ul style="list-style-type: none"> • Increase the percentage of students achieving the top two NAPLAN bands in reading to be above the school's lower bound system improvement target of 34.1% (uplift of 7.2% above the baseline) • Increase the percentage of students achieving the top two NAPLAN bands in numeracy to be above the school's lower bound system improvement target of 24.2% (uplift of 7.4% above the baseline) • Increase the percentage of Aboriginal students achieving the top three NAPLAN bands in reading to be above the school's lower bound system improvement target of 47.5% (uplift of 4.4% above the baseline) • Increase the percentage of Aboriginal students achieving the top three NAPLAN bands in numeracy to be above the school's lower bound system improvement target of 31.7% (uplift of 6.3% above the baseline) 	All students: <p>NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (31.8%). This has exceeded the annual progress measure (29.9%) and is above the annual trajectory for the lower bound system negotiated target (30.51%).</p> <p>NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy (20.9%). This has exceeded the annual progress measure (19.8%) and is above the annual trajectory for the lower bound system negotiated target (20.48%).</p> Aboriginal students: <p>NAPLAN scores indicate an increase in the percentage of Aboriginal students in the top three skill bands for reading (52.17%). This has exceeded the annual progress measure (45.1%) and is above the annual trajectory for the lower bound system negotiated target (45.3%).</p> <p>NAPLAN scores indicate an increase in the percentage of Aboriginal students in the top three skill bands for numeracy (39.13%). This has exceeded the annual progress measure (28.4%) and is above the annual trajectory for the lower bound system negotiated target (28.61%).</p>

<ul style="list-style-type: none"> • 2% increase (from 56.3%) of students achieving expected growth in NAPLAN reading to be between the school's baseline and the lower bound system negotiated target of 62.3% • 3% increase (from 44.6%) of students achieving expected growth in NAPLAN numeracy to be between the school's baseline and the lower bound system negotiated target of 54.3% 	<p>The percentage of students achieving expected growth in NAPLAN reading increased to 60.56%. This result exceeded the annual progress measure target of 58.3% set by our school. It also indicated achievement above the annual trajectory for the lower bound system negotiated target of 59.29%.</p> <p>The percentage of students achieving expected growth in NAPLAN numeracy increased to 65.15%. This result exceeded the annual progress measure target of 47.6% set by our school. It also indicated achievement above the annual trajectory for the lower bound system negotiated target of 49.44%.</p>
<p>In the Understanding Texts sub element of the National Literacy Learning Progressions 75% of :</p> <ul style="list-style-type: none"> • Year 2 students will have achieved Level 4, • Year 4 students will have achieved Level 6 and • Year 6 students will have achieved Level 7 	<p>In 2021 results did not achieve expected outcomes in Year 2, 4 or 6. Discussions and data analysis have indicated a need for further professional learning, consistent teacher judgement sessions and a deeper understanding by staff of what each indicator is identifying. Assistant Principals will work with staff in 2022 to further incorporate and strengthen the use of learning progression data in the teaching and learning cycle.</p>
<p>In the Creating Text sub element of the National Literacy Learning Progressions 75% of:</p> <ul style="list-style-type: none"> • Year 2 students will have achieved Level 4, • Year 4 students will have achieved Level 6 and • Year 6 students will have achieved Level 7 	<p>In 2021 results did not achieve expected outcomes in Year 2, 4 or 6. Discussions and data analysis have indicated a need for further professional learning, consistent teacher judgement sessions and a deeper understanding by staff of what each indicator is identifying. Assistant Principals will work with staff in 2022 to further incorporate and strengthen the use of learning progression data in the teaching and learning cycle.</p>
<p>In the Additive Strategies sub element of the National Literacy Learning Progressions 75% of:</p> <ul style="list-style-type: none"> • Year 2 students will have achieved Level 4, • Year 4 students will have achieved Level 6 and • Year 6 students will have achieved Level 7 	<p>In 2021, 88% of Year 2 students and 52% of Year 4 students have achieved the expected level in Additive Strategies. This is the first year of formally tracking students in the sub element Additive Strategies. Instructional Leaders worked closely on this sub element in 2020 and 2021 with Early Stage 1 and Stage 1 staff. In 2022, Assistant Principals will work with staff from K-6 to refine teaching strategies and recording of data in this area.</p>

Strategic Direction 2: Staff growth and development to improve student outcomes.

Purpose

In order to improve student outcomes staff will collaboratively engage in reflective practices and professional learning. Staff will demonstrate growth in professional knowledge, professional practice and professional engagement.

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.

- Reflective Practice
- Professional Learning

Resources allocated to this strategic direction

QTSS release: \$124,013.88

Professional learning: \$28,501.00

Socio-economic background: \$6,600.00

Location: \$8,806.00

School support allocation (principal support): \$1,600.00

Summary of progress

Enhancing the effectiveness of the performance and development framework was a priority for 2021. Time was allocated for Assistant Principals to work with individual staff to develop their PDPs demonstrating links with the Australian Professional Standards for Teachers and the school plan. Due to a state-wide shortage of casual teachers, we were unable to provide the allocated time to support staff in the development of their PDPs during Semester One. Supervisors met with individual staff at alternative times to complete the PDP cycle which included reflecting on progress towards goals. Non-Teaching staff completed paper-based PDPs linked with the school plan.

Next year we aim to complete PDPs for teaching staff via an online platform.

Mentoring through collaboration occurred across K-2 in 2021 during an allocated QTSS timetable. Two Instructional leaders worked closely with K-2 staff on targeted areas for improvement. Due to Covid 19 a large number of sessions did not go ahead as teachers were required to cover classroom teacher shortages.

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
90% of staff complete all aspects of the Performance and Development Process in the allocated school time frames.	All staff completed a Personal Development Plan (PDP), with at least three goals. Initial meetings were held with supervisors and goals were established. Staff worked independently on achieving their goals throughout the year. Supervisors supported Professional Learning through mentoring and other support initiatives. Individual staff were responsible for ensuring they completed the process with their supervisor. This process and collation of data will be reviewed in 2022.
Tell Them From Me data will show improved scores uplift of 0.2 from baseline data in Quality Feedback between teachers and school leaders.	Tell Them From Me teacher survey data indicates quality feedback between teachers and school leaders is at 7.3. In 2019 the data indicated a score of 6.8. An improvement of 0.5 exceeds the predicted improvement measure.

Strategic Direction 3: Connect, succeed and thrive.

Purpose

All students will be known, valued and cared for and develop the skills, strategies and mind set for future success and well being.

Staff will be empowered to develop a shared responsibility to nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding, and to make sense of their world.

In order to further connect with students, families and the wider community, staff will strengthen positive relationships and build a sense of belonging for all stakeholders.

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.

- Sense of Belonging
- Positive Relationships

Resources allocated to this strategic direction

School and Community: \$31,500.00

Socio-economic background: \$115,914.00

Aboriginal background: \$126,138.21

Professional learning: \$11,000.00

Summary of progress

In 2021 Positive Behaviour for Learning remained a whole school focus and expectations of behaviour were explicitly taught across K-6. Data was utilised to drive future lessons. Data revealed an improvement in behaviour across playground settings.

Next year we aim to include PBL lessons in the Personal Development Health Programs across the school to embed PBL into Scope and Sequences across the school.

An initiative was introduced to offer an alternate learning space to focus on specific goals through high interest activities, supporting identified students in developing the skills required to regulate their behaviour and emotions. Anecdotal evidence shows that students were highly engaged in the activities. Attendance for the identified students improved.

A number of successful activities to support student engagement and sense of belonging continued such as band, SRC and the kitchen garden program. These long term activities are embedded in scope and sequences at Forster Public School.

To increase the understanding and support connections with local culture a local Aboriginal artist was employed to teach culture through art in collaboration with the school's Aboriginal Education Officer (AEO). The AEO supported the art lessons by teaching the Gathang language to students and staff. Signage in the Gathang language was designed and installed around the school.

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
2% increase (from 85.3%) in the Tell Them From Me wellbeing data indicating an upward trend towards the system negotiated lower bound improvement target of 89.8%	Scout data indicates an increase of 5.17% in student well being.
3% increase (from 65.9%) of students	There has been a decline in overall attendance of 4.83% (2021 attendance

attending more than 90% of the time indicating an upward trend, towards the system negotiated lower bound target of 73.5%	rate 61.07%).
7% increase (from 57%) of students reporting a positive sense of belonging, in the Tell Them From Me student survey	After an initial increase of 6% in the May Tell Them From Me survey we saw a 12% decline in student's positive sense of belonging in the subsequent survey in November.
2% increase (from 78%) of students reporting positive relationships, in the Tell Them From Me student survey	There has been a 6% increase (84%) of students reporting positive relationships, in the TTFM student survey.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$291,007.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Forster Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All personalised learning and support plans (PLSP) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of student PLSPs and ensure funding is used to specifically address each student's support needs. Student Learning and support officers will continue to be employed to support targeted student needs.</p>
<p>Socio-economic background</p> <p>\$508,471.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Forster Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Reflective Practice • Sense of Belonging • Positive Relationships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement QuickSmart to support identified students with additional needs • additional staffing to implement Kindergarten Intervention Program to support identified students with additional needs • professional development of staff through Effective Reading Instruction in the Early Years of School. to support student learning • resourcing to increase equitability of resources and services • additional staffing to implement PDPs to develop staff capacity, skills and knowledge to support quality teaching and learning for all students • additional staffing to implement support for newly enrolled students and students awaiting placement in the Supported Learning Unit or Integrated Funding Support to support identified students with additional needs, as well as a garden specialist and kitchen specialist to provide hands on experiences which are supportive of student need. • provision of rewards based around 'Hadley Awards'. • additional staffing to implement high interest activities to support students in developing the skills required to regulate their behaviour and emotions. • additional staffing to support each Kindergarten classroom for half a day,

<p>Socio-economic background</p> <p>\$508,471.00</p>	<p>on a daily basis for a five week period. This program supported a successful transition to Kindergarten.</p> <ul style="list-style-type: none"> • additional staffing to support technology throughout the school, ensuring all students and staff have access to updated and working technology. • resourcing to increase equitability of resources and services in the library • supplementation of extra-curricular activities (A school band operates on a weekly basis to provide a range of music and band lessons to students across the school.) • employment of additional staff to release the DPs to run: <ul style="list-style-type: none"> * LST; * WHS; * PDPs; * Staff Mentoring; and * PBL • employment of additional staff to support PSSA sporting opportunities. • resourcing to support student adjustments and accommodations <p>The allocation of this funding has resulted in: staff accessing a range of professional development opportunities to support student learning in literacy and numeracy. Targeted students received intervention support in literacy, numeracy and well-being through the employment of additional staff to implement a range of initiatives. Resourcing for literacy, numeracy and well-being initiatives has improved across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage additional staff to run literacy, numeracy and well-being initiatives to support our progress towards achieving targets. Next year, the school will diversify the role of the additional staff members to further cater for students needs.</p>
<p>Aboriginal background</p> <p>\$216,799.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forster 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of Belonging • Positive Relationships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students (SLSO) as well as SLSO support for connection project • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • release for teacher to attend the Yalawa Wakulda Community of Schools initiative each term. • employment of specialist additional staff (Aboriginal artist) to support Aboriginal students • professional development for AEO around the Berry St model • resources for 'Koori Breakfast' program <p>The allocation of this funding has resulted in: an increase in the number of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated an increased number of Aboriginal students feel like their culture is valued at school. The Koori breakfast program supported students on a weekly basis and this assisted in improving attendance and connections with families. The AEO has</p>

<p>Aboriginal background</p> <p>\$216,799.21</p>	<p>increased students' access to Aboriginal culture through a range of initiatives such as dance, art, cultural walks, and language.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with established programs as well as engaging a female Aboriginal identified position to deliver differentiated and personalised support including 'girls group' to female Aboriginal students across the school.</p>
<p>English language proficiency</p> <p>\$18,207.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Forster Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Overview of activities partially or fully funded with this equity loading include: additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds additional staffing intensive support for students identified in beginning and emerging phase</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional development will be provided to each teacher of an EAL/D student enrolled at FPS in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$340,190.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Forster Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention (MacqLit) to increase learning outcomes • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of specialist programs and employment of additional staff. Monitoring of ongoing progress of student achievement will continue.</p>
<p>Location</p> <p>\$8,806.00</p>	<p>The location funding allocation is provided to Forster Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$8,806.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • support to enable staff to attend professional learning <p>The allocation of this funding has resulted in: increased opportunities for staff to engage in professional learning with a range of staff from other areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support teachers in collaboratively planning and implementing new learning from professional development opportunities.</p>
<p>Literacy and numeracy</p> <p>\$16,672.50</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Forster Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning in Close Reading to improve literacy • literacy program (Phonics Assessment - Year 1) to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * an increased knowledge, understanding and application of Close Reading pedagogy - targeted towards improving student's reading and comprehension skill above Level 19-20. Specific comprehension data will be analysed in 2022 once pedagogy is embedded in classroom practice. * the close analysis of all Year 1 student's phonics knowledge and implementation of lessons to increase their skill in this area. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * APC&I in class support with Close Reading pedagogy in 2022 to increase explicit teaching of reading and comprehension * the evaluation of the current phonics scope and sequence plans and preparing to align them to meet student's identified needs and the introduction to a new syllabus in 2023 * close monitoring and implementation of support for Year 2 students in 2022
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Forster Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of 2.0 Instructional Leaders to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation

<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * 45.7% of Year 3 students achieving in the top two bands in reading in 2021 * 25% of Year 3 students achieving in the top two bands in numeracy in 2021 <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * the movement of Instructional Leaders K-2 into the role of APC&I across K-6
<p>QTSS release</p> <p>\$150,013.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forster Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Reflective Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff mentoring and collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved staff confidence and teaching practice. Teachers have a strong focus on explicit teaching practices and are developing their skill in data analysis and use. Teachers are being supported to embedded evidence-based, high impact teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continued support from APs and APC&Is to lead improvement with teachers in literacy and numeracy.
<p>Literacy and numeracy intervention</p> <p>\$89,694.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Forster Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy programs and data driven practices <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * differentiated teaching through on-going formative assessment followed by targeted literacy (reading) programs for identified Year 1 students performing below the expected level for their stage. <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in reading assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * ongoing engagement of intervention support teacher for Year 1 students to maintain this intensive small group reading intervention program
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$376,124.26

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:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers to deliver small group tuition in reading and numeracy

The allocation of this funding has resulted in:

- * the majority of the students in the program achieving significant progress towards their personal learning goals

After evaluation, the next steps to support our students with this funding will be:

- * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need
- * maintaining the the school learning and support processes to regularly monitor students as they transition back into classrooms
- * providing in-class support for some students to continue to meet their personal learning goals

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	356	338	366	340
Girls	377	366	380	348

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	92.6	91.8	92.7
1	90	93.3	91.5	91.6
2	91.6	90.1	91.9	90.1
3	91.3	93.3	90.5	88.9
4	90.9	92	92	88
5	90.1	90.7	88.4	87.5
6	88.7	90.3	89.2	86.2
All Years	90.8	91.7	90.7	89.1
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
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	29.08
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 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	467,926
Revenue	9,082,957
Appropriation	8,984,459
Sale of Goods and Services	13,288
Grants and contributions	83,585
Investment income	625
Other revenue	1,000
Expenses	-8,588,434
Employee related	-8,033,537
Operating expenses	-554,897
Surplus / deficit for the year	494,522
Closing Balance	962,448

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	291,007
Equity Total	1,095,069
Equity - Aboriginal	221,859
Equity - Socio-economic	514,589
Equity - Language	18,207
Equity - Disability	340,414
Base Total	5,760,401
Base - Per Capita	193,442
Base - Location	8,806
Base - Other	5,558,153
Other Total	1,203,926
Grand Total	8,350,403

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

The Tell them From Me survey data for 2021 indicates the following information:

* Parent surveys indicate that they feel welcome at Forster Public School and that they can easily speak with their child's teacher. Parents also indicated that written information from the school is in clear, plain language and the school's administrative staff are helpful when they have questions or problems. Parents also indicated their strong support for their children at home regarding their education with praise for doing well at school, scoring well above the NSW Govt norm.

* Student data indicates an increase in positive relationships at school with Forster PS scoring almost at NSW Govt norm. The majority of students also indicated that they knew where to seek help if they felt they were being bullied. Three-quarters of Aboriginal students also indicated that they felt good about their culture at school with the majority of Aboriginal students indicating that the teachers at Forster PS understand their culture.

* Teacher survey data indicates scored Forster PS at or above the NSW Govt norm for 'Inclusive School', 'Leadership', 'Parent Involvement', and 'Collaboration'. 90% of teachers either agreed or strongly agreed with the statement 'This school is a welcoming and culturally safe place for all students'.

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.