

# 2022 Annual Report

## Forest Lodge Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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

**QTSS release:** \$39,000.00

**Literacy and numeracy:** \$9,200.00

**Professional learning:** \$6,000.00

**English language proficiency:** \$40,000.00

**Low level adjustment for disability:** \$10,000.00

### Summary of progress

Strategic Direction 1 continued to implement initiatives with a whole school focus on expertly using evidence based practices to drive student growth and attainment in English and Mathematics. A focus was placed on driving the collection and analysis of data from both classroom teachers and external means. With the introduction of Essential Assessment, a systematic and consistent method of data collection was developed. Alongside Check In, phonics screeners and NAPLAN, the data from Essential Assessment was analysed and used to inform teaching and learning programs. Evidence of this is incorporated into English and Mathematics programs and methods for student tracking were implemented to ensure continuous improvement. Stage scope and sequences were established consistently across the school with effective assessment and feedback practices incorporated.

Based on analysis of data, a range of programs were introduced to assist target individualised student learning needs including MiniLit, MultiLit, targeted Mathematics intervention groups, extension Mathematics Groups, APSMO Maths Olympiad and Explorers and Tournament of Minds.

In order to further develop student mathematical thinking, staff explored the use of number talks and opened ended questions in numeracy. The implement of these strategies assisted in developing students mental strategies and mathematical reasoning.

Staff engaged in Professional Learning surrounding the High Potential Gifted and Talented (HPGE) policy and implemented a range of initiatives to support students in all four domains of giftedness. A teacher nomination process was established and stage teams identified students who classify as HPGE in one or more domain. Students were provided opportunities to further explore their strengths. Opportunities to extend and support students in English and Mathematics were embedded into teaching and learning programs.

Lesson studies were completed in Term 3 using PIVOT data to inform areas for improvement as a stage team. Lessons were created in stage teams and taught three times across different classes in that stage, with lessons being improved upon before each new teaching.

### 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
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 8.2%	2022 NAPLAN data indicates 61.7% of students are in the top two skill bands for <b>reading</b> indicating the school did not achieve the system negotiated target, however measures are in place to work towards this.

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 8.1%	2022 NAPLAN data indicates 46.5% of students are in the top two skill bands for <b>numeracy</b> indicating the school did not achieve the system negotiated target, however measures are in place to work towards this.
Work towards increasing the % of students achieving expected growth in NAPLAN reading by 2.1% from system negotiated target baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Work towards increasing the % of students achieving expected growth in NAPLAN numeracy by 2.6% from system negotiated target baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Attendance: 90% of students attending over 90% of time	The number of students attending greater than 90% of the time or more has decreased by 28% due to Covid 19 isolation rules during Semester 1.
SEF: Domain: Curriculum Theme: Teaching and Learning programs & Differentiation To be maintained at Sustaining and Growing - Teaching and learning programs show how they are adjusted for	Through ongoing data analysis, deep understanding of student strengths and areas for improvement were identified. This was embedded into teaching and learning programs and drove initiatives aimed at increasing student outcomes. Collaborative programs demonstrated opportunities for all students individualised learning needs to be met and data analysis enabled stage teams to determine the effectiveness of intervention provided.
All stages use data in collaborative planning meetings to inform next teaching and learning phase	Collaborative planning meetings continued throughout 2023 as regular opportunities for stage teams to discuss student progress and planning. This time was used to analyse data from formative and summative assessments. Student data analysis enabled teams to identify areas of success and areas for further growth within each stage, year and individual. From this, target areas for improvement were integrated as a key focus in programming.

## Strategic Direction 2: High quality collaborative practice

### Purpose

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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

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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

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**Professional learning:** \$3,000.00

### Summary of progress

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In 2022, Strategic Direction 2 High Quality Collaborative Practices focused on building the collective efficacy of staff through collaborative planning, explicit teaching, responsive leadership and Lesson Studies.

The creation and implementation of a Programming Checklist was embedded K-6 focused on building staff capacity in creating high quality, consistent unit planning. Professional Learning, along with collaborative planning sessions, focused on ensuring all staff understood the elements of high quality unit planning.

Building on from Strategic Support from the Numeracy and Curriculum advisors in 2021, Number Talks have been embedded K-6 with 100% of staff embedding Number Talks into their unit planning and everyday mathematical teaching. Moving into 2023, the effectiveness of Number Talks will be evaluated through staff surveys, student surveys and internal and external data sources. In 2023, programs will be reviewed to ensure that Number Talks are data informed.

Professional Learning in Term 1 and Term 2 focused on Explicit Teaching. The objective of the professional learning was to ensure that all staff had a deep understanding of Learning Intention/Success Criteria, the I do, We do, You do model, formative assessment and effective feedback. 100% of staff embed elements of explicit teaching into unit planning.

Lesson Studies were implemented K-6 in Term 2 and Term 3. Term 2 Lesson Studies focused on developing collaborative practices, high quality lessons, reflective conversations and embedding explicit teaching and number talks. Term 3 Lesson Studies focused on the stage goals that were developed utilising our PIVOT data. 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 and Lesson Studies to support continuous teacher growth and the development of teacher goals.

The Aspiring Leaders group continued in 2022 with staff members identifying leadership opportunities to be involved in. Five teachers engage in the program at a school level and participate in regular meetings with an Assistant Principal to develop action plans for development. The Aspiring Leaders group have led initiatives including Breakfast Club, Learning Goals and the 3RiversforLearning project.

The formation of the Aboriginal Education Committee focused on developing relationships with First Nations families and developing school-wide goals with families in regards to Aboriginal Education. Termly yarns have been initiated this year, with 100% of First Nations families attending in Term 2 for the first year.

### Progress towards achieving improvement measures

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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
<p>Through Self assessment we will be Sustaining and Growing in domain: Curriculum - with excelling in theme: teaching and learning programs</p> <ul style="list-style-type: none"> <li>- K-6 programs demonstrate evidence of adjusted programs and ongoing student assessment</li> <li>- TTFM teacher survey data reflects growth in areas of 'Learning Culture' and Collaboration</li> <li>- Lesson plans in numeracy and English demonstrate understanding of student achievement through creation of targeted focus groups.</li> </ul>	<p>Self Assessment - Sustaining and Growing in Curriculum.</p> <p>All K-6 programs show evidence of ongoing student assessment.</p> <p>Focus Groups are evident in English and Maths lessons.</p>
<p>TTFM student survey shows growth in 'Explicit teaching practices, and feedback'</p> <p>PIVOT student voice data has a positive reflection on explicit teaching techniques</p> <p>60-70% of staff have participated in lesson studies</p>	<p>100% of on class teachers have participated in Lesson Studies in Term 2 and Term 3 2022.</p>
<p>Aspiring leaders leading key projects across K-6 with ongoing guidance from mentor</p> <p>5% increase in parents participating in parent/student voice survey</p>	<p>Aspiring Leaders participated in 3Rivers4Learning Professional Learning, leading the Lesson Studies project.</p> <p>Aspiring Leaders also successfully planned and implemented the Breakfast Club project.</p>
<ul style="list-style-type: none"> <li>- Staff are supported through accreditation and opportunities are provided to support higher levels of accreditation</li> <li>- All teachers are proficient in the teaching of literacy and numeracy and meeting the needs for students in their stage</li> <li>- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement</li> </ul>	<p>Highly Accomplished Teacher (HAT) group set up for teachers interested in higher accreditation. Two staff members attended. HAT PL attended.</p> <p>Number Talks PL and Explicit Teaching PL provided to all staff. 100% of staff embedding Number Talks into daily maths lessons.</p> <p>Explicit Teaching evident in Literacy and Numeracy programming and lesson structure.</p> <p>All teachers using the standards in their PDP goals.</p>



## 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

### Summary of progress

There has been a planned and strategic approach to the ongoing implementation of the school's initiatives. The first initiative, Wellbeing Programs, started by establishing a relationship with Be You in Term 1. At this point through support from a consultant, parents, students and teachers were surveyed. This allowed the school to have a strong base to make informed decisions on specific programs and structures. After reflecting on the data with the Be You consultant, specific goals were identified for all stakeholders. Staff received targeted professional learning to support their own Wellbeing and the embedding of targeted areas in Wellbeing. Through this process, we engaged an evidence-based third-party provider through BeYou's program directory to support a K-6 approach to whole school wellbeing. The program is in the orientation phase for all stakeholders. In 2023 the school will have scope and sequences K-6 to demonstrate well-being programs being embedded in the teaching and learning cycle.

Personalised learning is the second initiative for Strategic Direction 3. With the success of structures and processes established in 2021. the need for an off-class Assistant Principal was not a priority for 2022. This funding was redistributed to support the fluctuating student numbers and allowed for the creation of another class. The learning and support team refined the process of meetings, data analysis, interventions, and ongoing support. The school executive and other members of the learning support team met regularly throughout each term and data was disseminated at a whole school and individual level. Multiple structures and initiatives were developed from this including individual support plans, funding reviews, funding applications, meetings, and targeted learning opportunities for students.

### 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	With regards to Tier 3 interventions, in 2021 there were 516 incidents and in 2022, this dropped to 380.
TTFM: = incremental growth from 2021 data	100% of staff have implemented the Grow Your Mind social and emotional competency program in their classrooms.
FLPS survey data / Pivot : 90% of students identify a staff who can provide support and fulfill their potential	Learning and Support staff have implemented Tier 3 interventions for selected Kindergarten students through a Social Skills program.
- Decrease in students receiving intervention - Tier 3 intervention.	Learning Support groups were formed based on NAPLAN, Check-in data, Year 1 Phonics Screening test, Phonics Diagnostic Assessment, Phonological Awareness Diagnostic as well as school-based assessments in Reading Fluency.
- All staff have used Social and emotional competencies to support learning in the classroom	

<p>- Learning and Support have utilised the S&amp;E to provide individual or group intervention</p> <p>- Tracking of academic data based interventions e.g. Learning sprints, mini lit &amp; multi to target further interventions</p>	
<p>Attendance: Decrease the amount of students showing consistent lateness of those identified as an attendance concern.</p> <p>Transitions: Infants to Primary - Collect on families perception on how the school is in transition between K-2 and 3-6</p>	<p>From Semester 1, student lateness has declined marginally; however, whole-day absences have decreased from 107 in Semester 1 to 90 in Semester 2.. Isolation rules present in Term 1 and 2 meant student absences were higher.</p> <p>Data to be collected and reviewed in Learning Support meetings in 2023.</p>
<p>All staff feel supported through processes and procedures to manage problematic behaviour</p>	<p>Procedures to be reviewed in 2023 in line with new policy.</p>
<p>Incremental growth in baseline data for improving practices and processes</p> <p>Incremental growth in baseline data for improving supporting student needs</p> <p>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff</p>	<p>Learning Support Team meeting twice per term minimum to analyse summative Sentral data. This data was presented to the Executive Team.</p> <p>Be You student data was obtained in Term 1. Data was used to guide the school in selecting the Grow Your Minds program.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$228,866.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Forest Lodge Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students with additional learning needs were supported in the classroom. Progress was tracked and monitored through learning support plans negotiated with the family. All teachers had time to plan appropriately challenging programs of work for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support students with additional programs and in class support.</p>
<p>Socio-economic background</p> <p>\$5,210.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students were able to participate in all activities. All students had the necessary equipment for school. Students had access to school uniforms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue supporting families with resources to enable students to participate in school activities.</p>
<p>Aboriginal background</p> <p>\$6,291.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for</li> </ul>

<p>Aboriginal background</p> <p>\$6,291.00</p>	<p>Aboriginal students</p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers and families worked together to develop personalised learning pathways to improve learning outcomes. Community discussion supported the school to ensure programs were culturally appropriate.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to monitor student progress and seek opportunities to develop cultural awareness.</p>
<p>English language proficiency</p> <p>\$153,480.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Forest Lodge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with English as an additional language were supported in small group lessons to develop oral language skills. Teachers were given time to develop and adjust teaching and learning resources to support students in the emergent phase of language learning. Students were supported in class to assist with further explanation of learning tasks.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue in class and withdrawal support, dependent on student need, to maximise learning.</p>
<p>Low level adjustment for disability</p> <p>\$79,005.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased support from Learning and Support Teacher from part time to full time. Teachers delivered the Multilit program to small student groups to improve literacy outcomes. Small groups of students were withdrawn to</p>

<p>Low level adjustment for disability</p> <p>\$79,005.00</p>	<p>focus on mathematics skills and develop key number concepts. Social skills programs were run throughout the school as needed to ensure students had the skills to interact with their peers and participate fully in the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students with learning challenges in small group instruction. Continue to support all students to participate in the learning program.</p>
<p>Professional learning</p> <p>\$34,652.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Collective efficacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching number and explore number talks.</li> <li>• Be You data unpacked in meetings to guide the PD program</li> <li>• Teachers completed mandatory training</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff were compliant in their professional learning. Teachers conducted lesson studies to improve learning outcomes in mathematics. Teachers reflected on resilience data leading to more tailored programs of learning to support student well being.</p> <p><b>After evaluation, the next steps to support our students will be:</b> repeat the Be You data collection to check in on student wellbeing and plan the next steps of learning. Teachers will participate in lesson studies in other areas of the curriculum.</p>
<p>Literacy and numeracy</p> <p>\$9,200.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have the skills to analyse phonics assessments, leading to a more tailored approach to student learning. Teachers were given the time to discuss results and adjust the learning program to ensure all students were appropriately challenged. Teachers used formative assessment to ascertain what elements of the program were successful and what needed reteaching. Teachers spent time reviewing the new High Potential/Gifted Policy and spent considerable time identifying students who need an extended program of learning. Collaboration time was spent planning to support this extension</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Literacy and numeracy</p> <p>\$9,200.00</p>	<p>to continue to provide time for teachers to have assessment discussions to ensure all programs of learning are differentiated to the needs of the students. Further time needs to be dedicated to supporting students with high potential.</p>
<p>QTSS release</p> <p>\$69,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forest Lodge Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers had time to evaluate current programs of work and to begin making adjustments in preparation for the implementation of the new curriculum. Scope and sequences of units were reviewed and analysed in preparation for the implementation of the new syllabus. Assistant Principals were able to support all teachers on the stage to ensure a consistent program of work was presented to students. Teachers were released to observe each other's practice to develop stronger lesson plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to ensure teachers have adequate time to conduct lesson observations to strengthen collegiality practice across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students being supported in their literacy development by attending small group lessons of phonics instruction. Groups of students were given additional small group lesson support to develop key number concepts.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support students with additional learning needs with small group learning sessions.</p>
<p>COVID ILSP</p> <p>\$13,216.00</p>	<p>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 2022.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP</p> <p>\$13,216.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy -reading</li> <li>• employment of teachers/educators to deliver small group tuition in mathematics</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students were given small group instruction to support literacy and numeracy. Progress was tracked using PLAN2. The program was extended to support students in Semester 2 at the expense of the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  continue to monitor students who may need additional support after the COVID home learning period.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	180	181	170	149
Girls	160	175	180	175

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5	95.9	95.4	92.7
1	94.0	94.1	94.5	90.4
2	94.2	93.3	94.9	85.8
3	95.3	94.7	94.5	89.1
4	96.7	96.3	94.4	87.0
5	94.3	94.5	95.2	88.9
6	94.6	95.3	92.7	91.4
All Years	95.0	94.9	94.6	89.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	11.65
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	2.82

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	192,945
<b>Revenue</b>	3,715,229
Appropriation	3,412,367
Sale of Goods and Services	1,502
Grants and contributions	296,654
Investment income	3,706
Other revenue	1,000
<b>Expenses</b>	-3,714,627
Employee related	-3,308,744
Operating expenses	-405,883
<b>Surplus / deficit for the year</b>	602
<b>Closing Balance</b>	193,547

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	228,866
<b>Equity Total</b>	239,902
Equity - Aboriginal	6,291
Equity - Socio-economic	5,210
Equity - Language	149,396
Equity - Disability	79,005
<b>Base Total</b>	2,488,180
Base - Per Capita	88,438
Base - Location	0
Base - Other	2,399,742
<b>Other Total</b>	335,926
<b>Grand Total</b>	3,292,874

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents, students and teachers were all asked to complete the Be You survey. The survey asks the participants to share their experiences about mental health and wellbeing. The survey gave information to the school about learning resilience, family partnerships and mental health. Overall the data was positive, showing a strong foundation and good correlation between the three groups completing the survey.

The learning resilience score was the lowest overall, although not in the low range. One of the subscore - understanding social and emotional learning was low at 3.2 out of 5. This score helps teachers understand a need to select an appropriate teaching and learning program to implement within the school K-6 that has embedded assessment within its content and/or as formative and summative assessments.. The Grow Your Mind program has been selected and implemented to support learning resilience.

The family partnerships scores were lower than expected. Three way interviews between teachers, parents and students were reinstated to support and improve family partnerships. Parents are encouraged to ask students to share what has happened at school. The school will use the newsletter and other communication platforms to send home messages and photographs more regularly so that parents are more aware of what is happening in the classroom as a way of supporting these conversations.

The Be You survey will be repeated in 2023 to monitor growth and continue the conversation about mental health and positive partnerships with families.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.