

# 2022 Annual Report

## Forster Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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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 Assistant Principals (Curriculum and Instruction), two Assistant Principal Learning and Support (regional support) and Principal.

Forster Public School has 672 students with a teaching staff comprised of 46 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. Twenty three 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 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
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

**AP Curriculum & Instruction:** \$271,027.80  
**Professional learning:** \$54,993.70  
**Literacy and numeracy:** \$106,800.00  
**Socio-economic background:** \$61,342.00  
**Low level adjustment for disability:** \$241,334.00  
**Integration funding support:** \$236,374.00  
**English language proficiency:** \$5,456.00  
**QTSS release:** \$143,191.57

### Summary of progress

Our Literacy focus in 2022 remained on developing and improving teacher's Close Reading pedagogy and capacity for explicitly teaching comprehension skills across K-6. In 2022 we finalised the Close Reading professional learning for staff with a meeting in Terms 1, 2 and 4 to up-skill all teachers on the final elements in the Close reading pedagogy Questioning, Tasks with scope and Fluency. During the year we also undertook professional learning in the explicit teaching of comprehension. This involved carefully looking at the elements of reading and comprehension and how they work together. Scarborough's Reading Rope was a focus during this professional learning session. Following staff feedback and interactions in this session it was determined that an explicit program in teaching comprehension needed to be developed and implemented. Comprehension sprints were taught in Term 3 and 4. The focus of these sprints included literal comprehension, inferencing, audience and purpose, language features and connecting ideas.

Mentoring sessions followed up with staff on an individual basis and closely monitored class reading levels and learning progression information. The Assistant Principal Curriculum and Instruction (AP C&I) conducted class observations, modelling the Close Reading strategy for new staff and team teaching sessions as well as taking small groups across various classrooms. Throughout these year these observations and interactions with staff and in classrooms have shown that teachers are becoming more confident and skilled at implementing Close Reading. Resources purchased in 2021 have been utilised. During collaborative planning and Quality Teaching Successful Students (QTSS) time staff have had the opportunity to write teaching programs for Close Reading passages. These are now stored for each stage on a Google Drive.

Next year will be our embedding phase for Close Reading with support for new staff. During this phase staff will learn to make connections by finding and using quality Close Reading texts that relate to Key Learning Areas that teachers are working with in their classrooms. For example when teaching poetry teachers will be encouraged to use poems in Close Reading small group sessions.

In 2022 further support and development for staff with Understanding Text Learning Progression data was implemented and staff began to use it to inform their teaching and learning during literacy sessions. Staff are learning to dig deeper into their class results through analysis to create a focus area/goal for improvement over a term.

Due to unforeseen circumstances across the school in 2022 the planned focus area and implementation activities of additive strategies was placed on hold until 2023. In 2023 the Stage 3 team will lead this initiative with support from learning and engagement officers under the guided schools program.

In 2022, Stage 2 and Stage 3 scope and sequence plans in Mathematics were rewritten to ensure all syllabus outcomes were addressed. Staff were supported to develop quality teaching lessons and in developing a greater understanding of the Additive Strategies aspect of the Learning Progressions.

During Semester 2, staff have been involved in a series of professional learning to prepare for the introduction of the new

K-2 English and Mathematics syllabus in 2023. This involved stage teams working collaboratively to develop their knowledge of the new syllabus and its structure. They have also been involved in preparing teaching programs from the sample units. Decodable texts, rich texts and materials for hands on maths sessions have been purchased to support the implementation of this syllabus from Week 1 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
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>2022 NAPLAN data indicates 31.88% of students are in the top two skill bands (NAPLAN) for <b>reading</b> indicating the school did not achieve the system negotiated target.</p> <p>Focus on this target has resulted in;</p> <ul style="list-style-type: none"> <li>• Year 3 2022 NAPLAN scores indicating that the percentage of students in the top two bands was 29.9% with 10 students achieving above the expected top two Year 3 bands (band 5 and 6). These students achieved a result within bands 7, 8 and 9.</li> <li>• Year 5 NAPLAN results indicate 21.2% of students achieved in the top two bands.</li> </ul>
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>2022 NAPLAN data indicates 19.61% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</p> <p>Focus on this target has resulted in;</p> <ul style="list-style-type: none"> <li>• a slight increase in the percentage of Year 3 students achieving in the top two bands in numeracy with a result of 26.4%.</li> <li>• 13.6% of students achieved in the top two bands in numeracy in Year 5.</li> </ul>
<ul style="list-style-type: none"> <li>• 4% 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%</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<ul style="list-style-type: none"> <li>• 6% 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%</li> </ul>	<p>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>In the Understanding Texts sub element of the National Literacy Learning Progressions 80% of:</p> <ul style="list-style-type: none"> <li>• Year 2 students will have achieved Level 4,</li> <li>• Year 4 students will have achieved Level 6 and</li> <li>• Year 6 students will have achieved Level 7</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 exceeded the target with 95% of students achieving Level 4.</li> <li>• Year 4 and Year 6 targets were not met.</li> </ul> <p>Discussions and data analysis have continued to indicate the need to work closely with staff to provide a deeper understanding of the indicators and how to program to achieve these with their students. Assistant Principals will continue to mentor and work alongside teachers in 2023 to strengthen their knowledge of the Learning Progression indicators for Understanding Text.</p>
<p>In the Creating Text sub element of the National Literacy Learning Progressions 80% of:</p> <ul style="list-style-type: none"> <li>• Year 2 students will have achieved Level 4,</li> <li>• Year 4 students will have achieved Level 6 and</li> <li>• Year 6 students will have achieved Level 7</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 exceeded the target with 89% of students achieving Level 4.</li> <li>• Year 4 and Year 6 targets were not met.</li> </ul> <p>Discussions and data analysis have continued to indicate the need to work closely with staff to provide a deeper understanding of the indicators and how to program to achieve these with their students. Assistant Principals will continue to mentor and work alongside teachers in 2023 to strengthen their knowledge of the Learning Progression indicators for Creating Text.</p>
<p>In the Additive Strategies sub element of the National Literacy Learning</p>	<ul style="list-style-type: none"> <li>• Year 2 exceeded the target with 94% of students achieving Level 4.</li> <li>• The Year 4 and Year 6 targets were not met.</li> </ul>

<p>Progressions 80 % of:</p> <ul style="list-style-type: none"> <li>• Year 2 students will have achieved Level 4,</li> <li>• Year 4 students will have achieved Level 6 and</li> <li>• Year 6 students will have achieved Level 7</li> </ul>	<p>Discussions and data analysis have continued to indicate the need to work closely with staff to provide a deeper understanding of the indicators and how to program to achieve these with their students. Assistant Principals will continue to mentor and work alongside teachers in 2023 to strengthen their knowledge of the Learning Progression indicators for Additive Strategies. Stage 3 will also be involved in the Guided School Numeracy Program, focusing on Additive Strategies in 2023.</p>
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## Strategic Direction 2: Partnerships in Learning

### Purpose

In order to improve student outcomes, the school will proactively engage with parents and the broader community so that parents become active participants in their child's learning journey. 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.

- Aboriginal Education
- Community Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$158,546.00

**Professional learning:** \$5,000.00

**Per capita:** \$69,000.00

**Socio-economic background:** \$77,859.00

**Location:** \$8,594.00

### Summary of progress

#### Aboriginal Education

Building opportunities to strengthen cultural competencies was the focus of this initiative. Staff engaged in Professional Learning in cultural awareness and further developed their understanding of the Aboriginal Education Policy. Aboriginal Student Engagement was promoted through a range of cultural opportunities such as Art Groups, Dance Groups and participation for Senior students in the Heart to Heart Program. Attendance and Well being was supported through the appointment of School Learning Support Officers who provided more personalised support for Aboriginal families.

As a result we saw engagement from our Aboriginal and Torres Strait Islander families increase as they felt welcomed back into the school after COVID restrictions. The need was identified for Personalised plans to be reviewed with consultation from our community and the AECG.

In 2023 this initiative will continue to be a priority with further staff professional learning opportunities and a broader range of cultural immersion for both staff and students.

#### Community engagement

Supporting an enhanced Kindergarten transition to school was the focus of this initiative. Activities included orientation visits, strengthened communication and planning with parents and carers and the employment of School Learning Support Officers in each mainstream classroom for the first 5 weeks of school. As a result teachers reported that Kindergarten students were settled and engaging into school life and families reported feeling more comfortable with their children settling into kindergarten. Shared knowledge with early childhood settings enhanced supports for student need to be met.

In 2023 this focus will be on transition processes across the whole school K-6.

### 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 percentage of Aboriginal students achieving the top three NAPLAN bands in reading to be above the school's lower bound system	• 2022 NAPLAN data indicates 22.50% of Aboriginal students are in the top two skill bands (NAPLAN) for Reading, indicating the school did not achieve the system negotiated target.



improvement target of 47.5% (uplift of 4.4% above the baseline)	
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 36.70% of Aboriginal students are in the top two skill bands (NAPLAN) for Numeracy, indicating the school did not achieve the system negotiated target.</li> </ul>
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target of 89.8%.	<ul style="list-style-type: none"> <li>• Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) is 78.65%, indicating the school did not achieve the target.</li> </ul>

### 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.

#### 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.

- Whole School Processes
- Student Engagement

#### Resources allocated to this strategic direction

**Per capita:** \$114,920.00

**Socio-economic background:** \$144,598.00

#### Summary of progress

##### Whole School Processes

With the release of the new Inclusive Education Reform (IER) policy it was necessary to revise and realign wellbeing procedures. The care continuum was used as a basis for implementing various layers of support and has been built into the new revised system. Through whole school and stage meetings, staff were introduced to the Inclusive Education and Behaviour policies. All staff also completed Trauma Informed Practice training.

As a result the school has a revised well-being system that will incorporate the Care Continuum which will meet the needs of individual students.

In 2023 the focus in this initiative will be the introduction of the Restrictive Practices Policy, supported by a range of professional learning for staff. LifeSkillsGO and Safeguarding Kids will also be wellbeing programs focused on.

##### Student engagement

The focus of this initiative was supported through the Rural Access Gap (RAG) program which facilitated the introduction of two Digital Classroom Officer at the school so that student engagement through technology was enhanced in the classroom.

As a result technology resources across the school were upgraded through the Rural Access Gap program and Digital Classroom Officer positions were filled.

In 2023 the focus in this initiative will be revising the school's High Potential Gifted Education policy and strategies as well as supporting teachers in the classroom through the Digital Classroom Officer as part of the Rural Access gap program.

#### 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 percentage of students attending 90% of the time from 69.5% to 69%.	• The number of students attending greater than 90% of the time or more has decreased by 10.49% to 50.58%, however this figure was significantly affected by the public health orders during this period.
The whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn has been assessed as	• Self-assessment against the School Excellence framework shows the theme of Wellbeing to be delivering which indicates the target has been exceeded.

working towards delivering against the  
School Excellence Framework.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$236,374.00</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><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>• Literacy</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>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</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> Students who receive integration funding receive support in the classrooms with their academic progress and within the playground where social skills are taught and supported daily. Students are engaging in the curriculum with extra support and being more successful with social interactions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with academic and social skills support with a more structured social skills programs being focused on.</p>
<p>Socio-economic background</p> <p>\$460,615.00</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><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>• Literacy</li> <li>• Community Engagement</li> <li>• Whole School Processes</li> <li>• Student Engagement</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>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff through Trauma Informed Practice to support student learning</li> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support academic and social skill program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students received intervention support in literacy, numeracy and well-being through the employment of additional staff. Student Learning Support Officers have been provided for each Stage to further enhance support for students with additional needs within classrooms and on the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 we will continue to engage additional staff to run literacy, numeracy and wellbeing initiatives to support our progress towards achieving targets.</p>

<p>Socio-economic background</p> <p>\$460,615.00</p>	<p>Next year, the school will adjust the roles of the Assistant Principals to further enhance the support being given to literacy and numeracy as well as wellbeing initiatives. Focus will centre on structuring the school playground areas to meet the needs of social skill development in all stages.</p>
<p>Aboriginal background</p> <p>\$225,958.00</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><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>• Aboriginal Education</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 deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal and Torres Strait Islander students have been supported in Literacy and Numeracy sessions. Staff have engaged in promoting Pathway plans for students with new focus on the design of the plans we use at the school. Aboriginal students have also been engaged in the Heart to Heart program, dance groups and art groups supported by the Aboriginal Education Officer and Aboriginal support workers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To engage our families in becoming more involved with activities in the school. COVID has had an enormous impact on families coming into the school and as a result we see the need to promote and welcome back all families.</p>
<p>English language proficiency</p> <p>\$5,456.00</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><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>• Literacy</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support for all students from EAL/D backgrounds who are identified in beginning and emerging phase.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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. additional staffing to implement co-teaching programs to provide intensive</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$346,334.00</p>	<p>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><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>• Literacy</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional staff to support students requiring academic and wellbeing assistance. These students are identified through referrals to the Learning and Support Team.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of specialist programs and employment of additional staff. Monitoring of ongoing progress of student achievement will continue with particular focus on social skill development and differentiation.</p>
<p>Location</p> <p>\$8,594.00</p>	<p>The location funding allocation is provided to Forster Public School to address school needs associated with remoteness and/or isolation.</p> <p><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>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This allocation has allowed the school to give students the opportunity to participate in incursions that related to specific topics. In addition to the Rural Access Gap program being implemented at Forster Public School, through this allocation we were able to provide the purchase of technology resources in the library.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Technology will continue to be a focus in 2023 with planning around resourcing through the Digital Classroom Officer program and Safeguarding Kids Initiative.</p>
<p>Professional learning</p> <p>\$59,993.70</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 Forster 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>• Literacy</li> <li>• Aboriginal Education</li> <li>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Professional learning</p> <p>\$59,993.70</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Heart to Heart</li> <li>• Trauma Informed Practice</li> <li>• LEED learning and planning</li> <li>• Close Reading</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals mentoring and supporting teachers during stage collaboration meetings, lesson observations and other appropriate times throughout the year on an individual needs basis. Heart to Heart program implemented with staff being trained and students in Year 6 participating in the program. Trauma Informed Practice Modules 1,2,3 and 4 delivered to staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Plans are currently focussing on the schools participation in LEED in 2023. Aboriginal education initiatives such as Heart to Heart will continue with new staff needing to be trained. Trauma informed practice will be embedded to further support wellbeing across the school.</p>
<p>Literacy and numeracy</p> <p>\$106,800.00</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><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>• Literacy</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>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• teacher release to engage staff in K-2 Syllabus</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-6 staff participated in Professional Learning for both English and Mathematics K-2. Exit slips were used to gather information from staff following the training to guide future PL sessions. The information from these slips indicated that staff felt they had a strong enough understanding with the syllabus to begin planning and to work collaboratively when doing this. Time was given to staff for them to work collaboratively on the development of resources to accompany the units of work in both English and Mathematics. Further discussion and development of this will need to occur at the beginning of 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identifying a consistent approach for staff to use for assessment across K-6. Implementation of the K-2 Syllabus supported through the mentoring structure in stages.</p>
<p>QTSS release</p> <p>\$143,191.57</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><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>• Literacy</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul>

<p>QTSS release</p> <p>\$143,191.57</p>	<ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have been supported effectively to improve teaching and learning and student behaviour management The induction process began mid Term 3 and was not effective as it needs to begin prior to the teacher starting school and the process followed throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Embed a structure across the school that supports curriculum planning and mentoring timeframes. Work will continue on clarifying role statements with the staff in 2023.</p>
<p>COVID ILSP</p> <p>\$300,899.00</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 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>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy -Macq. Lit and Quicksmart.</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 1 data indicated that 57% of Year 1 students were on track in reading. Week 35 data has indicated a significant improvement with 78% of our Year 1 students now on track in reading. Year 2 focused on comprehension and on number and additive strategies. 81% of students currently on track in reading. Formal reading assessment is currently underway as is the updating of learning progression data. Year 3-Current reading levels indicate that students have maintained their reading progress. Some students have made significant progress achieving a growth of more than five levels this semester. In Numeracy, with students in Year 5, the focus was on determining specific needs of the students identified through data. Small group instruction has begun. Focus was on basic addition and subtraction.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Year 1 Intervention program will continue. School Learning Support Officers will support small group tuition across Stages. MacLit and Quicksmart programs will continue with identified students.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$271,027.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Supporting Class Teachers with Professional Learning in Close Reading.</li> <li>• Mentoring staff and monitoring programs.</li> <li>• Analysis of NAPLAN results, Benchmarking, Check in assessments, classroom observations and guided reading.</li> </ul>



<p>AP Curriculum &amp; Instruction</p> <p>\$271,027.80</p>	<ul style="list-style-type: none"> <li>• Supporting LEED and Guided Numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Focus areas from NAPLAN being identified in Literacy and Numeracy that will require further planning. Class Teachers being supported with the development and monitoring of class programs, scope and sequence and identified professional learning in Close Reading and the new K-2 Syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To embed curriculum planning time in the mentoring structure over each term. Forster Public School will be receiving support through LEED and Guided Numeracy.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	338	366	340	328
Girls	366	380	348	344

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.6	91.8	92.7	86.6
1	93.3	91.5	91.6	86.9
2	90.1	91.9	90.1	88.1
3	93.3	90.5	88.9	85.2
4	92.0	92.0	88.0	86.3
5	90.7	88.4	87.5	85.3
6	90.3	89.2	86.2	84.7
All Years	91.7	90.7	89.1	86.1
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
Deputy Principal(s)	2
Assistant Principal(s)	8.8
Classroom Teacher(s)	27.94
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.26

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	390,862
<b>Revenue</b>	9,095,531
Appropriation	8,878,319
Sale of Goods and Services	9,744
Grants and contributions	201,975
Investment income	5,093
Other revenue	400
<b>Expenses</b>	-8,674,860
Employee related	-8,000,555
Operating expenses	-674,305
<b>Surplus / deficit for the year</b>	420,672
<b>Closing Balance</b>	811,534

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>	207,609
<b>Equity Total</b>	1,034,154
Equity - Aboriginal	221,272
Equity - Socio-economic	461,333
Equity - Language	5,456
Equity - Disability	346,093
<b>Base Total</b>	5,826,540
Base - Per Capita	182,753
Base - Location	8,594
Base - Other	5,635,193
<b>Other Total</b>	1,068,181
<b>Grand Total</b>	8,136,484

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

## Tell Them From Me

### Parent satisfaction

Measured through the Tell Them From Me surveys the parent satisfaction report stated that 13 descriptors were equal to or above NSW means. The school mean was equal to or above NSW mean in 2 measures. There were 37 respondents who completed the Parent survey in Snapshot II.

Individual responses which had a mean score of 8.0 or above were:

- My child is clear about the rules for school behavior
- The school's administrative staff are helpful when I have a question or problem
- Encouraging your child to do well at school

One response had a mean score of 5.0 or below;

- I am informed about my child's social and emotional development
- I am informed about opportunities concerning my child's future
- The school helps to prevent bullying

Individual responses which had a mean score of between 5.0 and 6.0 indicating areas for improvement were:

- Parent activities are scheduled at times when I can attend
- Teachers expect homework to be done on time
- Teachers maintain control of their class
- Behaviour issues are dealt with in a timely manner
- Their child feels safe at school
- I am well informed about my child's progress in school subjects
- The teachers would inform me if my child were not making adequate progress in school subjects
- I am informed about my child's behaviour at school, whether positive or negative

### Student Analysis

Responses were equal to or above NSW government norms in these aspects:

- Perseverance was rated low with 16%. This was an increase of 4% from Snapshot 1.

All other aspects showed decreases on Term 1 responses. The most significant decreases were:

- Positive sense of belonging - decrease from 59% to 54%
- Positive behaviour at school-decrease 87% to 80%
- Value schooling-decrease from 90% to 86%
- Interested and motivated - decrease from 72% to 59%
- Effort-decrease from 84% to 78%
- Victims of bullying - increased from 31% to 34%

### Teacher Analysis

- The teacher survey examined eight drivers of student learning and four dimensions of classroom and school practices. There were areas in which our school means fell below NSW norms were leadership, collaboration, data informs practice, learning culture, teaching strategies, technology, inclusive school and parent involvement.
- 77% of respondents indicated that school leaders are leading improvement and change, and clearly communicate their strategic vision and values for our school.
- There were no areas of strength indicated where our school mean was equal to or above NSW Government norms were.

# 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.