

2022 Annual Report

Forestville Public School



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Introduction

The Annual Report for 2022 is provided to the community of Forestville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Forestville Public School we believe that all students should be supported to achieve their full potential. We aim to develop respectful, inclusive, well-rounded citizens who form strong positive connections with others. We work in partnership with our community to provide expansive opportunities to ensure our students become life-long learners. We endeavor to provide a safe and supportive learning environment that allows our students to develop confidence, emotional intelligence and the skills which provide a foundation for their whole life.

School context

Forestville Public School is situated in the Forest Region in the Northern Beaches of Sydney. We have extensive grounds where students can play and explore. Our school is friendly, positive and inclusive. We have 611 students from Kindergarten to Year 6 and 3 support classes.

The school has a well-resourced, dynamic learning environment and enjoys a strong sense of community which is actively promoted and valued. The school community and staff are committed to developing positive relationships, providing a safe and caring environment where students thrive, feel valued and are free to take risks and share ideas.

Developing students as life long learners through high quality curriculum and wellbeing programs is an essential component in the learning experiences and programs in all classrooms. Student engagement and voice is valued. The extensive provision of extracurricular activities in the creative and performing arts, sport, chess and technology including coding and robotics, are key features of the school. The school's population includes 22% from language backgrounds other than English.

The school's current improvement targets include:

- Sustained focus on student growth in literacy and numeracy through the provision of high quality teaching and learning programs.
- Data analysis and tracking of student attainment through collaborative planning and teaching, ensuring this data informs all teaching and learning programs
- Building leadership capacity to ensure quality teaching in every classroom.
- Providing high quality, research based wellbeing programs for students and staff.
- Personalised professional learning pathways for staff
- Meaningful, effective technology integration across all KLAs
- Future focused learning opportunities in a well resourced STEAM hub
- The inclusion of a wide range of Creative and Performing Arts programs across the school to promote creativity and develop talent

The school is an active member of the Warringah Community of Schools and the Forest Network of schools. The school community and staff are committed to providing a positive, inclusive and caring environment where students are both engaged and challenged in their learning, and where there are programs which allow all students to thrive.

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

Strategic Direction 1: Student growth and attainment

Purpose

To build a strong foundations in literacy and numeracy to ensure success for all students and to develop whole school processes which utilise evidence based teaching practices responsive to student need.

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.

- Evidence Based Teaching of Literacy
- Evidence Based Teaching of Numeracy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$68,952.00

Literacy and numeracy: \$12,287.73

: \$33,040.00

Low level adjustment for disability: \$95,867.50

Integration funding support: \$28,201.00

Professional learning: \$5,300.00

QTSS release: \$3,300.00

Summary of progress

Evidence Based Teaching of Literacy

Staff were surveyed on their knowledge of Phonological awareness, phonic knowledge, vocabulary, and fluency. Survey results showed staff engaged in training in those areas yet teaching and learning programs did not reflect explicit teaching of those components of effective reading instruction. Following a meeting with the Lead Specialist Literacy, it was identified that all staff would benefit from engaging in the Department's Understanding Texts Facilitated Learning session to ensure all staff had the same base knowledge. In examining the *Effective Reading guides K-2* and *Reading Comprehension Years 3-8*, the IL and the Senior Executive Team identified the strong link between explicit teaching of vocabulary on improvement in reading outcomes for students. Scrutiny of teaching and learning programs showed a lack of documentation of explicit teaching of vocabulary and evidence of learning from students. Following the initial sequence of PL of Science of Reading and using evidence-based practices in Vocabulary instruction, we wanted to see how the teachers were embedding the learning they had completed, so we could review and evaluate what we needed to do next in that space.

In Term 1, scrutiny of English programs showed a lack of explicit teaching of Reading Comprehension strategies. High-quality texts did not form the basis of explicit teaching and learning practices in this area of reading. Reading Comprehension strategies were taught (in some year groups) with a selection of slide decks sourced from various teaching resource support sites. The reading Instructional Leader (IL) and Principal worked with the Reading Excellence Team to source a programming template to support evidence-based practices in teaching Reading Comprehension strategies. The reading Excellence team continued to meet 1-2 times per term to examine best practices in this space. In preparation for writing the programs the team read and reviewed the teaching *Reading guide in K-2 and Reading Comprehension Years 3-8 guide*. to support their understanding of research-based practices of reading.

In Terms 2 and 3: Members of the Reading Excellence Team were supported to write these programs by the IL providing release time from their class. The team members purchased additional High-Quality texts to support the teaching of these strategies. A Reading Comprehension program was written for each Year group and for each term of the school year for terms 2, 3, and 4.

The development of the *Reading Excellence Team* was integral to understanding the current practice of the explicit teaching of reading comprehension strategies. Teacher representatives from each grade reviewed the teaching Reading guide in K-2 and Reading Comprehension Years 3-8 guide. Even though teachers had previously engaged with the guides, having the Reading Champions refer to them again to refresh their understanding of evidence-based practices in reading instruction, supported the development of the programs.

The Reading Champions writing the programs created more 'buy in' from the teachers on the grade as there was relational trust between the team members and their colleagues. The students were exposed to an increased number of high quality texts which had been previously missing from teaching and learning programs. The IL, structured the Reading Excellence team meetings to support members to consider the role of formative and summative assessment in

their lessons and evidence of student learning. As we were in the process of completing our Professional Learning focus on Formative Assessment, this was an opportunity to build on teacher understanding and implement recent learning in this space. The IL released teachers off class to provide time to collaborate and write comprehension programs.

All teachers, in all year groups, are teaching these reading comprehension programs. There is consistency across the whole school in the delivery of explicit instruction of reading strategies using evidence-based practices. In our Reading Excellence Team meetings, teachers in Stage 3 reported an increase in student achievement data in Making Inferences.

The implementation of the K-2 English Curriculum will drive most of our learning of evidence-based practices in the teaching of Literacy for K-2 teachers. As our school has chosen to adopt the suggested units of work, the reading comprehension program format will change in K-2. However, the content knowledge and experience of learning design and explicit teaching strategies will form foundational components of the new English syllabus.

Considerations for 2023

New curriculum implementation 3-6 Grammar, punctuation and spelling instruction professional learning for teachers and teaching sprints to embed new learning. Review of these programs and scope and sequences K-6. Whole school Reading Fluency. Building teacher knowledge of Fluency instruction and whole school assessment of Reading Fluency to measure student reading growth. In Years 3-6, we will be looking at the new English syllabus and identifying areas of the new syllabus that may be new for teachers, for example, textual concepts. The IL will work with the APs on stages 2 and 3 to identify or design professional learning to support teacher knowledge of textual concepts. The APC&I will connect with the Lead Specialist Literacy to design a systematic and differentiated approach to this professional learning.

Evidence-Based Practice in Reading - Embedding Best Practice

Term 3: In preparation for the implementation of the K-2 English Syllabus the IL worked with the school leadership team to establish what professional learning would best support K-2 teachers in 2023. The IL developed a 'pilot project' with the teachers to build their capability in using evidenced-based practices in teaching phonics, spelling, and reading. The year 1 team were beginning to use more decodable readers as a resource for reading instruction, however, they were still assessing with, PM Benchmark kits to inform their teaching practice. Some teachers on the grade reported assessing their students using the Soundwaves diagnostic assessment, however, they had not used the data to inform their teaching or differentiate their instruction for students. Most teachers were unable to identify which stages of the phonetic code their students had mastered nor what component they should focus their instruction on next. This became the preface for having the students complete the K-6 Phonics assessment on ALAN. Once we had completed all the assessments on students, we grouped them according to the areas of the phonics code they were learning. Teachers then set up phonics groups, and the IL did some modeled teaching on one of the targeted focus groups. Our aim was to support this group of students in consolidating their knowledge of CVCC and CCVCC words and begin reading and spelling multi-syllabic words.

As the year 1 team had already completed PL in phonics instruction and had a comprehensive overview of the importance of systematic phonics instruction, it wasn't necessary to continue professional learning in this space. However, in the process of examining practices, it became apparent that while the whole class was engaged in following the Soundwaves program, there was little differentiation to support the learners at the four different levels of phonics instruction: VC and CVC words, consonant digraphs and one-syllable words, split vowel digraphs and one-syllable words, and multisyllabic and more complex words. This gap in understanding impacted the explicit instruction that was given in reading as in many cases students needed to access more decodable readers to support their phonic stage of learning but this was not known by the teacher.

To support teacher knowledge in teaching reading and assessment of reading, the IL led the year 1 team through the Lead Learner Series in Word Recognition through MYPL. This supported evidence-based practices in reading instruction and highlighted the need for decodable readers to be used for students who were still learning the phonetic code.

Anecdotal evidence collected through collegial discussions with teachers highlighted the value of engaging in professional learning and having small group phonics lessons modeled, was worthwhile as a practice-building exercise. These teachers reflected on teaching material in their classroom that did not align with evidence-based instruction and removed these visual prompts from their classroom. There was a noticeable increase in the number of decodable readers that were being accessed by all the year 1 teachers in term 4 and teachers were engaging in professional discussions around reading behaviours.

Initialit F - Data from Kindergarten in 2021 and 2022 showed improved student results in phonics and spelling. Teachers reported their support of the program as they felt student results in reading, spelling, and written texts had improved, as had teachers' own pedagogical practices in reading instruction. Teachers reported they felt more confident teaching phonemic awareness and phonics with this program. The AP in Early Stage 1 reported consistency across the grade as teachers were teaching evidence-based content in phonics, phonemic awareness, spelling, and fluency across the grade. At the end of 2022, the IL worked with the school leadership team to introduce Initialit 1 to our school to help

support the teaching and learning of Literacy skills and reading across Early Stage 1 and Year 1. As a result, Kindergarten and Year 1 will teach InitialLit F and InitialLit 1 in 2023. High-quality resources to support the implementation of evidenced based practices in reading instruction will be purchased. These will include additional decodable readers K-2. Programs such as InitialLit, which target the explicit teaching of the elements of reading in the early years and align closely to the new K-2 Curriculum, will be prioritised.

Considerations for 2023

- The implementation of the K-2 Syllabus will drive most of our learning of evidence-based practices in the teaching of Literacy for K-2 teachers. As our school chose to adopt the suggested units of work, we will support our teachers in developing their pedagogical understanding of the teaching of reading based on the research on reading development and evidence-based practices in reading instruction. All of our teachers in K-2 have a good understanding of phonics instruction, but through the PDP process, some of our Kindergarten and Year 2 teachers identified their pedagogical knowledge of assessment in reading and the explicit teaching of reading instruction using a variety of texts, was an area they wished to build knowledge and skill further.
- Supporting teacher's knowledge and understanding of 'Text complexity' and how to choose texts to best support the explicit teaching of reading. Teachers understanding text complexity will support them in understanding what texts their students need to access to support their development in becoming skilled readers.

Support for individualised learning - Learning and Support initiative for student growth.

This year we continued to refine and further develop our processes in Learning Support by improving the systems we use to collect student data and support student growth.

Term 1:

a new plan in Sentral was built to support teachers' understanding of which areas of adjustments they were making. The new Record of Adjustment (NCCD) was built to reflect the categories of adjustment as outlined in the NCCD. This helped to build teacher knowledge and understanding of the types of adjustments they were making to support students with a disability, as well as identifying areas of support they were providing to students without disabilities. This Record of Adjustment was a key piece of evidence to demonstrate how students were being supported and how teachers were monitoring their progress and consulting with parents.

Term 2:

- Termly updates and progress monitoring data shared with teachers about student progress in tier 2 and tier 3 support programs such as MiniLit and MultiLit. This process assisted in having the student's learning needs at the centre of the model, so teachers continued to have ownership over the support their students were receiving.
- Professional learning provided by LaST in NCCD requirements and processes.

Term 3:

- The IL/LaST worked with the Year 1 team to support their practice of teaching reading using evidence-based practices by implementing a phonics project. The IL/LaST supported teachers to use the Department's K-6 Phonics assessment to identify "Where are my students at?" with phonic knowledge. This project was designed to support teachers in using the Teaching and Learning Cycle and evidence-based practices in reading instruction to identify how to target instruction in reading to meet student needs.

As a result of these processes, teachers reported having a greater understanding of the small group or 1-1 reading instruction their students were receiving and the impact attendance may have on student growth and achievement. Teachers also developed ownership in booking some of their own in-class support through the Learning Support timetable that was developed. This encouraged teachers to be responsible and accountable for the needs of their students.

Considerations for 2023

continue to engage teachers in professional learning around NCCD practices to ensure they are knowledgeable about their professional responsibilities in this area of student need. introduce an assessment to identify and monitor student improvement in reading Fluency. This will provide standardised assessment data on student progress to support data collected from the intervention programs. Build teacher capability in making adjustments for students with learning and support needs by working in classrooms. This will involve the LaST modelling the process of identifying where an adjustment needs to be made, what it will look like, how will it be used, and how we know it's supporting students to achieve.

Embedding Best Practice Literacy and Numeracy - Curriculum Reform - New Curriculum Implementation K-2

Curriculum facilitators were identified to spearhead new curriculum implementation. They formed part of the curriculum reform reference group and are providing a pathway of support for implementation practices.. Facilitators are responsible for determining appropriate professional learning for different groups of educators and for working with teams of teachers

to develop scope and sequences aligned to the new curriculum. The following actions were undertaken:

- Terms 1 and 2 - Familiarisation with departmental resources - Universal Resource Hub. Engagement with Curriculum Reform Community.
- Terms 2 and 3 - Professional learning for the new curriculum. (NESA PL providing background and context to curriculum reform)
- Terms 3 and 4 - Trial and implementation of curriculum units focusing on reading to align with professional learning provided by instructional leader
- Term 4 - Further targeted professional learning "Practical Professional Learning Modules". Starting with "Quality Curriculum Implementation K-6" then "Curriculum Planning K-12". <https://education.nsw.gov.au/teaching-and-learning/curriculum/professional-learning> Following these initial modules, staff are able to choose a professional learning pathway based on what their student data in reading/literacy identifies as an area of need. eg "English K-2 Microlearning". Teams of teachers met to create scope and sequences for the new curriculum and to familiarise themselves with the new units of work provided. This work has been supported by the Curriculum Reform Facilitators and the newly appointed Assistant Principal Curriculum Instruction.

Staff have worked well collaboratively to engage in professional learning and build their knowledge of the new curriculum. Scope and sequences have been developed and units of work have been modified to meet our school context.

Considerations for 2023

Teachers will continue to work in collaborative groups to implement the new curriculum. The school will fund additional release time for teachers to target new curriculum learning and to develop high quality teaching and learning programs based on the new syllabus documents. Review and evaluation of programs against student learning data will be part of the regular opportunities to collaborate. Inclusion in the Forest Network Community of Practice to engage in spirals of Inquiry to action data and evidence based professional practice.

Covid Intensive Learning and Support Program - Reading

In 2022 we implemented the Covid Intensive Learning and Support Program (ILSP) for small group targeted tutoring with identified student in reading. Learning data, such as Benchmarking, phonics screener, PAT tests, Check In and in class assessments was used to identify students who would benefit from small group intensive intervention for a 6-10 week period in reading, particularly targeting decoding and comprehension. These students were identified as being able to respond well to short term, intensive tutoring rather than longer term, ongoing support. This tutoring was designed to pinpoint gaps that may have appeared due to interruptions in learning due to Covid. Throughout the year, the Covid tutor engaged with groups of students to provide intensive lessons. These students were tracked on the literacy progressions to map their progress.. Covid tutors were able to demonstrate the effect of intensive teaching using explicit teaching of decoding skills and comprehension strategies. This was coupled with explicit teaching of reading fluency skills where needed.

100 percent of identified students showed positive movement along the progressions in the targeted areas of phonic knowledge, phonemic awareness and understanding texts.

Considerations for 2023

- Covid ILSP funding will be continued for 2023.
- Bump it up groups will be identified and tracked using internal and external data sources.

Numeracy - Embedding Best Practice - Primary Maths Specialist Initiative (PMSI)

This year we continued our three year program to develop two Primary Maths Specialists as peer mentors and enablers of mathematical improvement across the school. Specialists joined a cross network group led by a highly qualified instructional leader with a doctorate in mathematics education, and university Professor Doug Clarke to develop their own capacity as instructional leaders. Specialists engaged in learning experiences to improve their content and pedagogical knowledge in maths. To embed this program in teaching practice, the following activities were undertaken:

- Terms 1- 2 - Maths Instructional leaders focused on developing rich mathematics tasks that targeted the skills of mathematical thinking, problem solving and quality questioning for student engagement. The school engaged with a Curriculum Advisor to provide feedback and a programming "Health Check" in maths. Feedback was that programs were of good quality. Additional formative assessment strategies could be further included.
- Terms 2 -3 Instructional leaders worked with each grade in 6-week blocks to develop, demonstrate and implement these lessons. Professional dialogue based on reflective prompts and questions was undertaken and adjustments to lessons and learning sequences were made as a result.
- Term 3 - Instructional leaders provided High Impact Professional Learning on the "Launch, Explore, Summarise" format for developing best practice in mathematics instruction. All staff engaged in the learning and used this structure to inform their programming and teaching. Lessons had a strong focus on mathematical thinking and problem solving skills. Professional learning had a strong focus on developing and strengthening peer mentoring and coaching skills, collaborative practices and approaches to adult learning strategies to support colleagues. Staff engaged in "Learn, Do, Reflect" cycles based on the content of the high impact professional learning. This allowed them to implement new learning and to reflect on the effectiveness of it particularly with regards to student

engagement and the capacity to apply problem solving strategies.

- Term 4 - Consolidation and collaboration. Grade teams were provided with additional time to work alongside mathematics instructional leaders to further develop quality programs. Time was provided for teachers to source high quality resources linked to the curriculum and to engage in lesson design that has elements of mathematical thinking, explicit teaching and formative assessment strategies. Lessons were then delivered with the Maths Specialists observing the teaching and providing feedback on the effectiveness of the programs.

Considerations for 2023

- Funding allocation to support the release of teachers to collaboratively design programs based on their new learning will be provided.
- Engagement with the Lead Specialist - Numeracy to provide further guidance and support for High Impact Professional Learning will continue.
- Strong focus on the elements of explicit teaching within this model need further unpacking. We must ensure students have the basic numeracy skills, automaticity and fluency required to apply mathematical thinking and problem solving.

Covid Intensive Learning and Support Program - Numeracy

In 2022 we implemented the Covid Intensive Learning and Support Program (ILSP) for small group targeted tutoring with identified student in numeracy. Learning data, such as SENA, Check In and in class assessments was used to identify students who would benefit from small group intensive intervention for a 6-10 week period in mathematics, particularly targeting numeracy. These students were identified as being able to respond well to short term, intensive tutoring rather than longer term, ongoing support. This tutoring was designed to pinpoint gaps that may have appeared due to interruptions in learning due to Covid. Throughout the year, the Covid tutors engaged with groups of students to provide intensive lessons. These students were tracked on the numeracy progressions to map their progress.. Having an ex maths consultant with deep pedagogical knowledge as one of our Covid ILSP tutors, enabled us to have another Covid tutor mentored in quality teaching and learning activities and best practice in implementation. Covid tutors were able to demonstrate the effect of intensive teaching using rich tasks in a two week learning cycle. This was coupled with explicit teaching of numeric fluency skills where needed. Feedback through professional dialogue indicated positive responses from staff with regard to improvement in practice as they were exposed to the implementation of rich tasks.

100 percent of identified students showed positive movement along the progressions in the targeted areas of Quantifying Numbers and Multiplicative Strategies. Students not achieving expected growth were referred to learning support for additional intervention if necessary.

Considerations for 2023

- Covid ILSP funding is continuing next year. Student learning data in reading and maths will be used to determine what learning gaps may still exist due to Covid and to identify target groups for 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
Literacy: Achievement of system negotiated targets • Top 2 bands NAPLAN reading uplift of 6.3% from baseline targets.	61.4% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen towards lower band target.
Numeracy: Achievement of system negotiated targets • Top 2 bands in NAPLAN numeracy uplift of 5% from baseline targets.	49.7% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen towards lower band target.
Literacy: Achievement of system negotiated targets • An uplift of 1.6% from base line target of students achieving at or above expected growth in reading.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022
Numeracy: Achievement of system negotiated targets • An uplift of 1.5% from baseline target,	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022

of students achieving at or above
expected growth in numeracy.

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

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.

- Evidence Based Teaching Informed by Data and Research to Ensure Differentiated Practice
- Highly Effective and Innovative Teaching Practice

Resources allocated to this strategic direction

QTSS release: \$24,000.00

English language proficiency: \$102,336.33

Summary of progress

Evidence Based Teaching Informed by Data and Research to Ensure Differentiated Practice

A whole school need to focus on the use of data and assessment in teaching and learning practice was highlighted. Through this understanding the school undertook a range of measures to improve teachers' understanding of data systems and how to best use data to improve student learning.

In 2022 all teachers undertook professional learning to improve their data skills and literacy in the use of data systems. The staff has continued to use Sentral Markbook as a system for collecting and then scrutinising cross-grade summative assessment data. This data scrutiny was then used to inform students in need of support or extension as well as areas for re-teaching as part of the learning cycle. A need to develop a consistent K-6 Assessment Schedule matched to outcomes across all Key Learning Areas was identified across the school. Grade teams worked to map assessment tasks across the weeks of each term and to include both formative and summative assessment practices on this schedule that reflected each KLA's collection of assessment of data.

Based on research by Dylan Williams, Embedding Formative Assessment, in term 2, staff undertook a series of 5x 1.25hr professional learning sessions to upskill their knowledge and embed formative assessment practices in programs. This professional learning focused on formative assessment strategies including:

Learning Intentions and Success criteria
Engineering effective discussions
Providing feedback that moves learning forward
Activating students as learning resources for their own and others' learning

Staff gained confidence and a clear understanding of the definition of formative assessment, this is evident in survey results from an exit slip. Staff also learned many formative assessment strategies that were trialled and implemented and this is evident in programs. The continuous series of professional learning allowed for a narrow and deep approach to formative assessment learning and this enabled for it to be implemented sustainably, as is evident from teacher observations and class programs.

Assistant Principals as data leaders facilitated the review of data assessment weeks each term to make informed judgments based on student learning data. Teams have been working more collaboratively in their approach to assessment and data practice. They have incorporated formative assessments into all teaching programs. This has ensured robust scrutiny of data and assessment through consistent teacher judgement and moderating. Data scrutiny days for grades have been run each term where staff have had the opportunity to scrutinise assessment data and use this for future planning. A more streamlined approach to assessment and data practices across the stages is being developed.

Considerations for 2023

- Formative assessment strategies will continue to be prioritised and reviewed in teaching and learning programs and practices
- Continued work on assessment schedules will continue over the course of the current planning cycle.

Creating and Culture of High Expectations - Leading EAL/D Learning

The EAL/D teacher developed and led workshops with Early Stage 1 and Year 1 teachers to deepen the class teachers' understanding of the EAL/D progressions and on how to report accurately on the progress of EAL/D students for

Semester 1 and annual reports. Kindergarten and Year 1 teachers were released to meet individually with the EAL/D teacher in Term 2 and Term 4 to discuss the English language learning needs of EAL/D students and how they are met alongside curriculum learning needs. The EAL/D teacher supported class teachers to map students to the EAL/D learning progressions and to develop a comment for reports. Comments described the English language progress of their EAL/D students and what support was provided. Teachers used current assessment data with reference to the ACARA EAL/D Learning Progressions.

Teachers reported the individual meetings with the EAL/D teacher led to:

a deeper understanding of the progressions and how to use these to help identify the learning needs of their EAL/D students. A greater understanding of the responsibility to report the progress of EAL/D students for the Semester 1 and annual reports.

Considerations for 2023

Following the advice of the EAL/D Education Leader, in 2023, the EAL/D teacher will work with Year 2 teachers on how to report progress in the Semester 1 and annual reports. As this year group progresses to Year 6, The EAL/D teacher will work with teachers of subsequent year until all K - 6 EAL/D student reports show:

- their EAL/D Learning Progression phase (as identified in ERN)
- a comment about the student's progress in learning English
- information about how the student's English language learning has been supported.

Stage 3 writing project

This project focused on developing a collective responsibility for Stage 3 EAL/D student learning and success in writing. By focusing on mainstream Stage 3 English writing assignments, the project aimed to increase the likelihood of high student engagement and responsibility. The EAL/D teacher analysed the writing components of the Stage 3 English units and designed and ran two professional learning workshops with Year 5 and Year 6 teams on how to differentiate learning and make adjustments for EAL/D students to support increased engagement in and success with writing. Stage 3 teachers completed a survey at the completion of the project.

The results of the survey indicated the following:

- The professional learning was relevant, engaging and will assist all learners.
- The scaffolds provided to support differentiation for EAL/D students are valuable and can be used directly in class programs.
- Improved confidence on making adjustments for EAL/D students, particularly in the area of writing/grammar.
- Valuable support with lesson ideas, games and assessment opportunities for vocabulary and grammar.

Considerations for 2023

Further professional learning will be provided to teachers in 2023 under a similar format. The project will be expanded to support Stage 2 in addition to Stage 3. Continued improvement in the access and transparency of information related to EAL/D students in ERN and documents will be prioritised. Continued professional learning on the EAL/D progressions will occur in 2023 to improve teachers capacity to use these to report on student progress.

Excellence in data Skills and Use - Improving Data Literacy - Data Review Week

Each term in week seven, stage and grade teams were given a half day release from face to face teaching to engage in data analysis. The aim of this time was to look at student learning data, identify trends and gaps across grades and strategically plan for targeted teaching and learning activities to address these needs. As a result, teachers were able to design high quality teaching and learning programs that catered for identified student need. This practice revolutionised how staff worked together. They engaged in high quality professional dialogue around student learning data and were able to consult and compare leading to student improvement.

Considerations for 2023

Data scrutiny weeks will continue - opportunities for sharing of data scrutiny practices will be shared during executive meetings.

Excellence in School Planning Implementation and Reporting

To improve practice in monitoring activities in the SIP, school leaders worked to evaluate these activities at executive meetings twice a term. This activity proved challenging and was impacted by time constraints and the need to prioritise work that had a more direct impact on student learning. We were able to monitor how the activities were tracking but were rarely able to do a deep dive into evaluating their impact. Regularly uploading evidence in the SIP was also challenging and will become a priority for 2023.

Considerations for 2023

Accessing the school's PSL to have mentoring in efficient methods to collect evidence of quality rather than quantity will be our focus.

Creating a Culture of High Expectations - High Potential and Gifted Education

All staff have undertaken further professional learning in catering for high potential and gifted students.. A high proportion of teacher programs reference student centred learning goals. Student learning goals are referenced in reports to parents. Formative assessment practices and adjustment to teaching programs as a result of data scrutiny are demonstrated in teaching and learning programs. All staff are using the Differentiation Adjustment Tool to ensure targeted teaching strategies for gifted and high potential students. Programs reference these differentiation strategies. Enrichment groups in maths, critical and creative thinking and engineering were run. Two groups of students from stage 3 took part in the First Lego League, one of which won their regional final.

Considerations for 2023

Deepened understanding of identification of gifted and high potential students will be targetedBuilding opportunities across all four domains of giftedness will be prioritised.

Excellence in Leading - Developing a Culture of Continuous Improvement

As part of a commitment to the Department of Education's High Impact Professional Learning initiative, school leaders ensured that all staff engaged in professional learning that had a narrow and deep focus. School leaders undertook a range of activities including:

- unpacking concepts included in the department's Professional Learning Policy for Teachers and School Staff, including the High Impact Professional Learning (HIPL) model
- using tools such as the HIPL School self-assessment tool to enable school leaders build HIPL environments in their teams
- implementing professional learning policy and aligning professional learning with strategic improvement planning processes

By engaging with this policy, school leaders ensured that all professional learning was sustained over time and led to changes in practice. The school built "learn, do, reflect" cycles into all professional learning and asked teachers to evaluate their practice as a result of their new learning. Teaching and learning programs demonstrate the new learning teachers undertook.

Considerations for 2023

- This style of professional learning will continue into 2023.

Creating a Culture of High Expectations - Quality Teaching Rounds - Peer Observations

The Quality Teaching Academy is a subsidiary of Newcastle University. The Quality Teaching Framework is founded in extensive research and outlines the best possible practices to positively impact student learning. In order to build their own capacity as curriculum leaders, instructional leaders attended a two-day QTR Foundational Workshop. Those teachers then formed a professional learning community within stage 2. The learning community engage in developing lessons, teaching demonstrations and coding those demonstrations using the Quality Teaching Framework. Teachers collaboratively analysed and discussed lessons then used the feedback to improve subsequent teaching and learning cycles. The collaboration and professional dialogue was highly effective in embedding high impact strategies in to classroom practice.

Considerations for 2023

In order to support excellence in teaching and learning, teachers will continue with Quality Teaching Rounds in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
By the end of 2022, 60% (Early Stage 1, Stage 1 and Stage 2) of teachers will use the literacy and numeracy progressions in PLAN2 to map students growth in specific areas. All staff are using Markbook to enter student assessment data	All ES1 teachers have engaged with PLAN 2 and have placed students on the literacy and numeracy progressions. Stage 1 teachers have received professional learning on the literacy and numeracy progressions and are mapping students on these outside of PLAN 2. All staff are using Markbook to enter student assessment data. All teachers engage in regular data scrutiny during data weeks each term. Grade meetings and consistent teacher judgement is used to supplement specific data scrutiny weeks.

<p>All staff engage in regular data scrutiny with team leaders.</p>	
<p>Data driven differentiation</p> <p>60% of teaching and learning programs reference individual goal centred student learning.</p> <p>80% teaching and learning programs show evidence of formative assessment practices, data scrutiny and learning that has been adjusted as a result of data scrutiny. ie adaptive assessment practices.</p> <p>All staff will have undertaken further professional learning in catering for high potential and gifted students.</p>	<p>Teacher programs reference student centred learning goals. Improvement in these being referenced outside the area of literacy and numeracy is a future focus. Student learning goals are now referenced in reports to parents. Formative assessment practices and adjustment to teaching programs as a result of data scrutiny are demonstrated in teaching and learning programs. Staff have undertaken professional learning in developing teaching strategies with high effect size to further cater for high potential and gifted students.</p>

Purpose

To develop respectful and positive relationships between students, teachers and the wider community to ensure students feel connected and successful as learners and that they thrive as members of our community.

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.

- Ensuring our Students Connect, Succeed and Thrive
- Strengthening Community Connections

Resources allocated to this strategic direction

Low level adjustment for disability: \$1,500.00

QTSS release: \$6,500.00

Professional learning: \$34,230.78

Aboriginal background: \$3,670.00

Socio-economic background: \$11,608.66

Summary of progress

Excellence in Wellbeing - A Planned Approach to Wellbeing - Positive Behaviour for Learning (PBL)

Forestville PS staff were engaged in professional learning during the first school development day in 2022. This professional learning included staff training on:

PBL processes e.g. how to pro-actively prevent undesirable or anti-social behaviours
Processes for managing student behaviour
Systems for reteaching and reporting on student behaviour
Systems for reflection and restitution

Currently, flowcharts outlining PBL processes are being utilised and provide a consistent approach to managing student behaviour. Schoolwide expectations for behaviour have been developed with stakeholders which ensure effective conditions for learning. These expectations are beginning to be explicitly, consistently and supportively applied across the school. This training ensured that processes were understood by new staff and used as a refresher for existing staff. For PBL to be a success, staff buy-in and consistency is crucial. This professional learning at the beginning of the year greatly assisted in cementing the direction of the school.

A PBL website was created in Term 3, 2022 in response to staff voicing the desire to quickly access certain resources and upskill staff unable to be at the professional learning sessions. All resources including flowcharts, behaviour management processes, lessons and instructional videos are now organised in one central location and easily accessible on the staff homepage. After analysing data of negative incidents, it was noticed that many happened on the oval. As a result, additional teachers were rostered on to deal with issues arising and actively supervise areas where a large number of negative incidents were occurring.

Maintaining momentum with this initiative is vital to its success. Weekly assemblies that inform the whole school of the 'Forrie focus' has proven to be impactful. The PBL team sought feedback from staff about the program and this was used to inform future planning i.e. classes have their choice of prizes if they win the Forrie draw.

The wellbeing team has worked well together to constantly review and refresh aspects to ensure continued student and staff engagement. The implementation of expected behaviours and 'gold' Forries in the classroom has allowed the team to slowly integrate PBL in classrooms. Reminders on Sentral from Forrie have also proven to be engaging and appeal to the students and a good way to ensure staff are being consistent in their delivery of the program.

Crucially, PBL engages the whole community about the educational priorities of the school. Parents are regularly updated about this school direction via the school newsletter. Student wellbeing has been positively impacted by PBL as they feel more connected to their learning, they are valued, respected and supported, allowing them to succeed and thrive in the school setting.

Qualitative and quantitative data is reviewed by the wellbeing team every term to assess the effectiveness of the program, playground areas and times of concern and the need for reteaching of core practices for both staff and students. PBL has seen a 30.3% reduction in reflections when comparing data from Term 1 2021 with Term 1 2022. The PBL team planned to use 2021 as the year for collecting baseline data but this was impacted by Covid and learning from home in Term 3 and for four weeks in Term 4. Keeping this in mind and adjusting the data to make accurate

comparisons, overall this year there has been a 30% reduction in recorded major behaviours. The large majority of majors recorded were due to aggressive behaviours with intent to harm. Minors have seen a 4% increase from 2021 to 2022 with the large majority of these behaviours being recorded as unsafe play and disobeying staff instructions.

Considerations for 2023

Professional learning on how to write more succinct classroom expectations on the SDD in Term One 2023. Staff will write no more than four expectations with their classes at the beginning of the year. Rebuild the PBL team to bring in a fresh perspective and new ideas to maintain momentum. New team members have been trained in the use of collecting behavioural data in Sentral. Use data obtained by the 2022 annual review and focus on: playing safely and following staff instructions. Consider termly staff bite-size PLs to review and refresh current processes. Teacher release for team members. flexible timetabling will also support teams of teachers working together. Look at other programs that may support the tier two and three students who do not suit a universal program. Create a wellbeing excellence team to continue to support PBL and implement other programs found suitable for Forestville PS.

Improving Student Voice to Enhance a Sense of Belonging

All students K-6 completed 'Amplifying Student Voice in Positive Classroom Environments' lessons in Term 1. These lessons were designed to build students' capacity to reflect on their learning and behaviour through student voice processes. Positive classroom environments were created so students experience a sense of belonging and felt safe asking questions and taking risks with their learning. Classroom systems and processes were setup to ensure they are emotionally and physically safe and engaging spaces. In Term 3 this was further enhanced when the class rules, created in Term 1, were realigned to the school's PBL Expectations of respect, responsibility and a positive attitude.

In Term 3, Year 1 were chosen to have their classrooms refitted with flexible furniture giving more options for students when choosing how they learn best and allowing teachers to easily reconfigure rooms to meet the needs of different students and different learning activities. Also in Term 3, classroom PBL was introduced and a new whole-school reward system was implemented so the positive gains received from having PBL language and expectations in the playground could be replicated in the classroom. Teachers were responsible for clearly and explicitly stating the desirable behaviours they saw in students when rewarding them in classrooms and students were encouraged to use this same language when talking to others. To develop a sense of belonging and ownership, the students' 'tokens' were collected and displayed in a prominent position in the school. Each class added their tokens to this collection each term and the students were asked to contribute ideas in a suggestion box for the whole-school reward once a certain amount of tokens was collected.

Considerations for 2023

Rework the 'Amplifying Student Voice in Positive Classroom Environments' lessons to give them a specific Forestville Public School focus. Conduct staff professional learning on the concepts of PBL and how it works in a classroom setting. TTFM survey to be used as a tool to measure student voice and engagement. Whole staff professional learning on positive classroom interactions which increase student engagement and academic success.

Excellence in Wellbeing - Universal and Targeted Program - "Got It" Emotion Coaching for Self-regulation

The "Got It" team were sought to provide professional learning sessions to the staff K-6. The "Got It" team is made up of therapists from the Northern Sydney Local Health District and includes psychologists, social workers and occupational therapists. They provided two professional learning sessions on social/emotional wellbeing. These sessions were held in Term 1 and Term 2, 2022. Surveys were then sent out to parents who nominated their child if they had identified them as requiring social/emotion support. Once parent surveys were returned, teachers were asked to complete questionnaires on the nominated students to gauge whether their needs would be met by the program. Once a short-list of students was created, the "Got It" team contacted parents and detailed the requirements of the programs which included attendance by one parent/carer and the student at ten weekly 2-2.5 hour sessions (in school time). A teacher representative was also chosen to participate in the sessions and to support the children's group. These sessions ran in Term 4, 2022.

The students who undertook the programs were well-supported by the school. The school facilitated the "Got It" group's program by providing one teacher representative to support the students and the "Got It" team leaders with resources and facilities.

Each week after the 'children's group' the "Got It" leader sent a summary of the focus and work done there to the teacher liaison. This was then forwarded to the teachers of the six students who were involved in the program, so they could continue to support the students in the classroom using language and activities completed in that week's session. Weekly debrief sessions were conducted with the teacher liaison and she was able to feed back important observations and practical ideas to the teachers of the students in the program. Anecdotal feedback from the students was that they thoroughly enjoyed the sessions. Some even stated it was their favourite part of the week. The parent feedback was they felt more confident in making connections with their children and supporting them by emotion coaching them through 'big feelings'.

Considerations for 2023

- In Week 4 Term 1, 2023, the "Got It" Team will be back to handover useful information to the students' new

teachers. As this program only catered to six students in our community, research is underway to see how we can emotionally and socially support a broader range of our students in 2023.

- The "Got It" Team from NSW Health will be discussing with the school's senior executive team the needs of our students and offering suggestions in how best to support the needs specific to our context.

Strengthening Community Connections - Building Connections - Community School Partnerships

In 2022, a series of Kindergarten parent information sessions and school tours were held to showcase the rich learning environment Forestville offers, ensuring parents feel comfortable and informed about the transition to primary school. In Term 3, a parent information session where parents meet other members of the school community, including staff and other families and were provided with a more specific information about starting school, the way our school operates and how they can become part of their child's learning journey at Forestville PS. This was followed by our three Kindergarten Orientation Sessions that were held in Term 4. During these sessions, parents had the opportunity to take part in information sessions on how literacy and numeracy is taught and how to support learning at home. Another parent session, included a discussion with speech therapist, this opportunity was provided through the school partnerships with The Speech Centre at Forestville.

At the conclusion of the three orientation sessions, the children all received a "Starting Forestville Public School" pack, which included a library bag, information from the Department of Education about starting school and a Forestville Public School book.

In Term 4, maintaining connections to local preschools is an important part of the process with members of school staff visiting preschools to provide both prospective families with information on starting school and enabling a student handover between the preschool and school settings. The staff at Forestville PS, actively seek any information on students that would make for a smooth transition to school. They work closely with parents, pre-schools, outside agencies and students to gather information, observe and create plans that will assist with the transition of the student to school.

Year 6 to 7- In Term 4 2022, Year 6 teachers met with Davidson HS and Killarney Heights HS teachers to handover information about their students. These meetings included conversations about academic progress, wellbeing and general readiness for high school. Each teacher spoke at length about their students to 2023 Year 7 teachers and Year Advisors. When required, Year 6 teachers provided more documentation to the high schools (i.e. learning and support referrals, external reports and current adjustments to learning) to assist in a smooth transition. To further support the transition from Year 6 to Year 7, a mock high school day was conducted. Students were allocated randomised classes and were provided with a unique timetable. Year 6 teachers ran 40 minute periods whereby students had to take all of their belongings with them and be on time to their next lesson. Students reported that they felt really anxious about high school until they experienced that day. They were unsure how they would get from each class and be on time but this initiative assisted in diminishing those concerns.

The school continued to maintain strong collaborations between parents, students, pre-schools and outside agencies to ensure the best start for every student at school. Throughout the year parents, students and the community had many ways and opportunities to positively and actively connect and engage with the school before they start at Forestville PS.

In 2022, changes occurred to seeing a return to face to face parent information sessions, school tours and orientations. Some school tours were undertaken by student school leaders, giving a dynamic and innovative student perspective to school.

Considerations for 2023

To maintain strong community partnerships for all students to achieve the best start at Forestville Public School and beyond. To allocate a communications officer as part of the SASS team.

Excellence in Teaching and Learning - High Impact Professional Learning - Learning Communities - QT Rounds, LEED, PMSI, Lead Specialists, Curriculum Reform Communities

In order to ensure high quality professional learning (PL) occurs as part of our school improvement, a strong focus on engaging with professional learning communities beyond the school was prioritised. Teachers have engaged with a range of professional learning opportunities across school networks, research institutes and consultants from State Office. The professional learning communities we have engaged with include:

- LEED Capability Builders in close alignment with officers from CESE (Centre for Educational Statistics and Evaluation) as part of our focus on developing our data usage skills.
- Activities that have been undertaken as part of the Primary Maths Specialist Initiative are aligned with doctoral candidates and Professors from the Australian Catholic University.
- Quality Teaching Rounds have been supported in their improvement by facilitators from Newcastle University.
- Curriculum Reform Communities as part of our implementation of the new curriculum.
- Our Assistant Principals are highly skilled instructional leaders. They have worked alongside Principal Support Liaison officers and Lead Specialists Literacy & Numeracy to implement high impact processes for student and teacher improvement..

All professional learning in the school is linked to the school improvement plan. It has a narrow and deep focus for sustained impact and follows a cycle of "learn, do, reflect" for all staff. The goal of professional learning is to see sustained improvement in practice leading to positive outcomes for students.

Considerations for 2023

- Connections to learning communities will continue to be prioritised
- Closer relationships with Lead Specialists Literacy and numeracy will be forged as we implement the new curriculum
- Assistant Principals and Instructional leaders will engage with learning from the School Leadership Institute to further enhance their capacity for leading positive change for student growth.
- Our evaluation of the impact of these processes will continue throughout the current planning cycle, with a view to long term impact.
- The school will continue to align its practices with Department's "High Impact Professional Learning" policy.

Reconciliation Action Plan

To support the Department's Diversity and Inclusion Strategy, we developed processes which show a commitment to reconciliation. A reconciliation working group was formed in order to enhance relationships with Indigenous Australians within and beyond our school community. This group, led by a dynamic teacher of indigenous background, worked collaboratively to create our Reconciliation Action Plan which had key activities to ensure the building of cultural relationships with indigenous students and communities. "Deliverables" were undertaken as part of this commitment and included:

- Participating in key events which celebrate reconciliation.
- Inviting a local Elder in to school to mark special events by conducting smoking ceremonies at the start of these.
- The creation of a "Yarning Circle" in the school playground to provide an area where all members of the community can meet and share thoughts and ideas.
- The development by each class of a "Welcome to Country". These are now shared at the beginning of every school event as well as at the beginning of every week via our in school intercom.
- The planting of a native garden as part of the land care grant to encourage native bees in the area.
- The planting of a native bush food, medicine and tool garden next to our aligning pre-school fence. The P&C "Hands on Land" group cleared this area as a community activity, prior to the planting.
- Purchasing teaching resources in literacy to support lessons on cultural awareness in classrooms.

As a result of this heightened focus on building cultural understanding within the community, we have seen increased references to indigenous education and resources in teacher programs. All indigenous students at our school have been provided with a personalised learning plan that has been co-created with the student and their family and high quality teaching and learning resources to support programs have been purchased. Our Educational Leader has created a website which has centralised all of our teaching and learning resources and contains links to culturally appropriate activities for students and staff.

Considerations for 2023

- Maintain and sustain the high level of cultural awareness and authentic connection to First Nation's people and their culture.
- Continue to focus on "Deliverables" from the Reconciliation Action Plan.

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
Student attendance at greater than 90% continues to show an upward trend, with an uplift of 2.9% to 96.5%.	The number of students attending greater than 90% of the time sits at 68.19%. This shows a decrease in attendance rates that can be attributed to high numbers of students taking holidays during term time to visit family that they have not been able to see for a long time due to covid. It is expected that this trend will continue at least into 2023 as more families seek to travel and re-connect with loved ones.
Student TTFM Survey data with regards to sense of belonging shows an uplift of 1% to 90.7% Parent participation in school improvement surveys shows an uplift of 3%	Tell Them From Me data indicated that by the end of their schooling experience: <ul style="list-style-type: none"> • 84% of students report feeling that they feel a sense of advocacy within the school • 94% of students had high expectations for success • 71% of students felt a sense of belonging at school

<p>Student TTFM Survey data with regards to sense of belonging shows an uplift of 1% to 90.7%</p> <p>Parent participation in school improvement surveys shows an uplift of 3%</p>	<p>138 parents engaged with school improvement surveys an increase of 25 participants from 2021. An increase of 18%.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,201.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Forestville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching of Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The use of learning support team processes to adjust the use of integration funding throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$11,608.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Forestville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All students having fair and equitable access to the school curriculum.</p> <p>After evaluation, the next steps to support our students will be: to continue engagement and consultation with the community around socio-economic needs.</p>
<p>Aboriginal background</p> <p>\$3,670.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forestville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening Community Connections

<p>Aboriginal background</p> <p>\$3,670.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal families engaging in the PLP process and having authentic conversations about their child/ren's learning pathways.</p> <p>After evaluation, the next steps to support our students will be: to deliver quality, culturally sensitive differentiated and personalised support to our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$102,336.33</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Forestville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective and Innovative Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: student progress showing high growth on the EAL/D learning progressions, with 97% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 3 staff participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning using co-teaching and resource mode.</p>
<p>Low level adjustment for disability</p> <p>\$97,367.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Forestville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching of Literacy • Ensuring our Students Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$97,367.50</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention (minilit, Minilit SAGE, Multilit) to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$39,530.78</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 Forestville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching of Numeracy • Strengthening Community Connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist teachers(instructional leaders) to unpack evidence-based approaches to teaching mathematics and explore problem solving linked to the Launch, Explore, Summarise model. • Releasing teachers to engage in Quality Teaching Rounds and subsequent professional dialogue, reflection and evaluation. • identification of 2 curriculum reform facilitators who've run high impact professional learning for all staff on the new NSW curriculum. • School senior executive participating in LEED professional learning to enhance data skills across the broader school context. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the teaching of mathematical thinking and problem solving, resulting in improved internal student results. all staff actively participating in the "Engage" phase on new curriculum implementation.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching. Focus on embedding these strategies in alignment with the new curriculum.</p>
<p>Literacy and numeracy</p> <p>\$12,287.73</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Forestville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching of Literacy • Evidence Based Teaching of Numeracy

<p>Literacy and numeracy</p> <p>\$12,287.73</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources including quality picture books and decodable readers to meet the needs of students • teacher release to engage staff in curriculum planning <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, teacher observation, PAT, Check In and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: To maintain a focus on formative assessment practices and differentiated programming. To progress through the Engage, Enact, Embed cycle for the new K-2 English and maths curriculum. To provide quality resources to support literacy and numeracy.</p>
<p>QTSS release</p> <p>\$121,800.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forestville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching of Numeracy • Evidence Based Teaching Informed by Data and Research to Ensure Differentiated Practice • Ensuring our Students Connect, Succeed and Thrive • Strengthening Community Connections • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice in high impact formative assessment strategies such as learning intentions, success criteria, questioning and feedback. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. The development of quality corporate teaching and learning programs that demonstrate high impact teaching and learning activities.</p> <p>After evaluation, the next steps to support our students will be: Continued focus of research based pedagogical approaches (Quality Teaching, What Works Best, Formative assessment.)</p>
<p>Literacy and numeracy intervention</p> <p>\$68,952.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Forestville Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$68,952.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Teaching of Literacy • Evidence Based Teaching of Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: Collective efficacy in the teaching of The Science of Reading and Mathematical Thinking being developed in teachers.</p> <p>After evaluation, the next steps to support our students will be: Embed and refine these practices in order to target student growth in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$33,040.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in reading comprehension and numeracy. • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: All student in the program showing progress against the literacy progressions in the sub element Understanding Texts. All students showing progress along the and numeracy progressions in the sub element Quantifying Numbers and Multiplicative Strategies.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional inclass support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	371	353	346	305
Girls	310	290	276	269

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7	95.3	95.3	91.4
1	95.3	96.9	95.2	91.7
2	96.7	94.8	95.8	92.4
3	95.6	95.1	95.5	92.6
4	95.1	94.4	95.4	91.2
5	95.3	94.4	94.8	88.8
6	93.7	94.9	93.8	88.1
All Years	95.4	95.0	95.0	90.7
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

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)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.26
Literacy and Numeracy Intervent	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	7.06

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	890,925
Revenue	6,218,649
Appropriation	5,602,766
Sale of Goods and Services	4,630
Grants and contributions	599,826
Investment income	11,427
Expenses	-6,189,594
Employee related	-5,294,558
Operating expenses	-895,035
Surplus / deficit for the year	29,056
Closing Balance	919,981

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	28,201
Equity Total	214,983
Equity - Aboriginal	3,671
Equity - Socio-economic	11,609
Equity - Language	102,336
Equity - Disability	97,368
Base Total	4,754,482
Base - Per Capita	159,340
Base - Location	0
Base - Other	4,595,142
Other Total	480,996
Grand Total	5,478,662

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver

The school sought to gain feedback from parents through both the Tell Them From Me (TTFM) and school designed improvement surveys. These surveys allowed parents to provide feedback around the school's strategic directions in the SIP. The surveys also provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Survey data shows that parents have high expectations of success for their children and feel their children generally have positive relationships at school. 92% of parents feel that the school is consistently looking for ways to improve its performance. 83% of parents feel that school staff are valued and supported. 82% of parents feel that the school strongly cares about students.

Student

Results from student TTFM surveys indicate the following: 63% of students report a positive sense of belonging in school., 91% of students report they have positive relationships in the school context, 86% of students participate in sport or extracurricular activities in school, 82% of students value schooling outcomes and 93% of students engage in positive behaviours at school.

Teacher

Feedback from teachers and other staff members is sought regularly through whole staff, stage and team meetings. Issues raised are responded to promptly and proactively. Staff TTFM survey results indicate that teachers are focused on improvement and provide adjusted, differentiated programs for students which target learning goals, feedback and engagement. Staff indicate that they build on their professional learning to improve their teaching and that they feel school leaders are focused on improvement. Staff survey data identifies these areas for continued focus: Use of data to inform practice, increased guidance and support by leaders to observe and provide feedback on teaching, ensuring all teachers are supported through collaborative practice.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.