

Forest Hill Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Forest Hill 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 school 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.

Ian Taylor

Principal

School background

School vision statement

Forest Hill Public School is a safe learning environment where the whole community is positively encouraged and fully engaged.

Students experience excellent teaching and are absorbed in learning and social experiences which develop their life-long success.

This enables us to create active and engaged citizens ready for the challenges of tomorrow.

School context

Forest Hill Public School is located opposite the Wagga Wagga RAAF Base. The school provides an educational setting for students from the defence force who represent 16% of our community. In some cases Forest Hill teaches students who are on regular deployment. The school seeks to create an environment that is secure, accepting and educationally challenging. It aims to tailor its programs to meet the needs of students who experience numerous changes of school plus due to family deployment, a transitory lifestyle and those who are long term residents. Accordingly, the school seeks to have students, staff and parents working to enhance each student's academic, cultural, physical and social development so that each may become a motivated learner able to work independently and co-operatively whilst striving for excellence.

Forest Hill Public School attracts funding for students who fit into the categories of low socio economic, disability, rural and remote and Aboriginal heritage (12%).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an External Validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this External Validation indicated that in the School Excellence Framework domain of Learning, Forest Hill Public School is delivering. The teaching staff understands that student engagement and learning are related. One of the school's priorities is to communicate the importance of engagement and learning so that all students can access the curriculum effectively. The staff promotes student wellbeing and ensures quality conditions for student learning. They do this through developing positive, respectful relationships. The school has welldeveloped and current policies, programs and processes to identify, address and monitor student learning needs. The school takes a great deal of pride in the attendance of the students and endeavours to have attendance rates above 95% across the school. To achieve this, the school regularly analyses data and addresses this data with parents.

During the External Validation and using the School Excellence Framework domain of Teaching Forest Hill PS is delivering. The staff ensures that the curriculum provision meets community needs and expectations and provides equitable academic opportunities. The executive, staff, stage and team meetings are used to collaboratively develop programs and to revise teaching and learning programs. These meetings are held regularly. The school introduced new transition programs in 2015 and these programs had great success in achieving higher enrolments. In 2016 the staff made further changes and will continue to develop these programs in 2017. Throughout the week all classes access the computer room for specific technology lessons. Each class also integrates the use of technology into lesson topics where appropriate. During 2015 six staff members attended a coaching and mentoring series of workshops. Throughout 2016 the staff have continued to address other staff in a mentoring way while building their capacity. The school provides a range of extracurricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

In the School Excellence Framework domain of Leading Forest Hill PS is delivering. Parents and community members

have the opportunity to engage in a wide range of schoolrelated activities. The school is committed to the development of leadership skills in staff and students. Links exist within the community of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school solicits and addresses feedback on school performance.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Develop Life Long Learners.

Purpose

To develop confident learners who **enjoy learning**, are willing to **take risks** and **learn from their mistakes**.

Overall summary of progress

Staff members have implemented the new History Syllabus and are developing a greater understanding of the Geography Syllabus. Collaborative practice is a priority across all stages within our learning community. Executive staff have placed a strong emphasis on leading and supporting early career teachers throughout this year, whilst continuing with the ongoing support of more experienced staff members. A number of experienced teachers are mentoring staff who have moved into their stage teams resulting in a collaborative and committed approach to the continued development of our staff. The Personal Development Framework (PDF) continues to engage staff in reflective processes both within their classrooms and to further their own professional development. We are establishing a cultural shift that embraces stage collaboration, classroom observation, modelling of effective practice and constructive feedback. This has resulted in a greater commitment towards improved teaching practice and enhanced student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Established procedures to collect and interpret internal and external data and track students on the K-6 continuums in Literacy and Numeracy. This will inform teaching and learning programs and provide opportunities for differentiated learning to meet student needs. This is resulting in increased student engagement and improved student outcomes.	The school utilised funding to support students with additional resources. The school further utilised funding to provide professional learning in regards to using the continuums to plot the progress of students. All students were placed on the continuums and individualised learning programs were established. Students engagement in learning and student outcomes have improved.	\$64,238

Next Steps

- Staff participate in a survey that is designed to test for student engagement. Staff members look at goal setting and the impact of Quality Teaching aspects on the engagement of students in their classes and how student achievement has been altered as a result.
- All staff will meet with supervisors and will set goals for their professional development. Each staff member will need to demonstrate to supervisors how they will meet the Premier's priorities in the classroom of increasing the proportion of students in the top two NAPLAN bands by eight per cent.
- All students will be placed on the continuums and will be reviewed in conjunction with report writing. Students will be provided with authentic feedback in relation to what they have achieved and what they need to do next to continue to develop.

Strategic Direction 2

Instill values and wellbeing.

Purpose

To develop **respectful children** who get along with others and know **right from wrong** while taking **responsibility** for themselves and will ultimately contribute to society.

Overall summary of progress

Students are encouraged to join in community initiatives, through the SRC, to develop an awareness of the well-being of others and greater awareness of the broader community. Some such initiatives include organisations such as KEIS and the Children's Ward. Students are provided with opportunities to connect, succeed and thrive in ways that are relevant to their stages of learning and development. This is completed through successful and appropriate programming. The school's Student Welfare Policy distinctly outlines the expectations of students and teachers in the classroom and playground. Rewards and consequences for behaviour are actively communicated to students, parents and teachers through various means such as the Newsletter, Website and School App. Community members are actively sought by the teachers to share their knowledge of multicultural traditions and histories. The school encourages students to recognise and respect cultural identity and diversity. Teachers have knowledge of mandatory reporting guidelines and some teachers have used the tree to report their concerns for students they deem at risk.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Consistent whole school approach to wellbeing that has clearly defined behavioural expectations and a positive teaching and learning environment. This will result in an increase in positive relationships and students taking responsibility for themselves.	The school has utilised the funding to unpack and utilise the Wellbeing framework with the entire school. The school additionally has used funding to provide all students with free access to wellbeing and fitness programs. All staff have been upskilled in a consistent approach to managing and handling behaviour.	\$37,543

Next Steps

- Implement changes to the school assembly. Add additional award that is selected by the staff based on the strategic directions and the school ethos.
- Update wellbeing policy in line with current Department policy and within school expectations.
- Send a survey to parents, students and staff with the goal of gaining information on satisfaction with the school's wellbeing processes.
- Review changes in the running of the canteen and determine how the canteen fits within the Premier's priorities.
- Conduct school wide NAIDOC Day activities involving the school, the community and local ATSI people to enhance the day's activities. Participate in the multicultural public speaking competition.
- Implement Blueearth to students in the infants classes.
- Have all staff trained in MAPA to develop greater skills managing and identifying challenging behaviour before it escalates.

Strategic Direction 3

Promote engaged and respectful communities.

Purpose

To develop **strong partnerships** between the school and the community that empowers all stakeholders to **engage and contribute** positively to the school culture.

Overall summary of progress

At Forest Hill Public School, the whole school community is always invited and encouraged to attend multiple school events (open day, sporting events and weekly assemblies). As a staff we encourage open discourse and debate about the school's vision and how the school is managed. As a school we are aware of the need to encourage greater input from our parent body. The school plan clearly articulates our expectation that all students will achieve success. Survey results indicated that the majority of parents were not aware of the school plan or the strategic directions. Additionally, a small number of staff indicated that they had not read the school plan and did not agree with the strategic directions. As a school we need to take further steps to ensure greater community and staff ownership and understanding of our school plan. The school plan is currently available on our school website and its location has been mentioned in newsletters. The school has an established culture of supporting and celebrating the diverse nature of our students, staff and community. The school supports the success of academic, sporting and cultural programs. Forest Hill PS has students who participate in state sporting competitions, fund-raising for local charities and participating in public speaking and debating competitions. The school additionally incorporates the assistance of local indigenous people to support our cultural programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents and community members have the opportunity to engage in a wide range of school related activities within an inclusive and respectful school environment resulting in an increased involvement of school community that celebrate, encourage and improve student learning.	The school has utilised funding to provide free community events to our parents and community. This has provided a much stronger sense of community and has allowed parents and community members to access the school in a friendly and fun way. The school has additionally utilised funding to support the students of Defence families by providing additional DSTA time and resources to facilitate appropriate programs.	\$26,099

Next Steps

- Develop a greater awareness within our school community of Defence families and the impact of deployment on their families.
- Embrace the Defence connection by incorporating greater involvement in events such as presentation night, ANZAC Day ceremony and other special events.
- Implement changes to the parent information evening. Change the time to later and have longer session in the classrooms.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have a modified learning plan(MLP) and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating a level of progress.	\$19 986
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 35 students were referred for learning support.	\$119 776
Socio-economic background	School leadership team completed coaching training and practising discussions with stage teams for Professional Development Framework purposes. All feedback from community, wider community, staff and students attests to the positive relationships built through this role.	\$50 294

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	92	98	118	126
Girls	111	98	98	113

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93	94.9	95.9	96
1	95.9	94	95.7	94.8
2	95.6	95.1	95.2	96.8
3	95.6	95.4	96.5	94.2
4	94.9	95.2	96.2	96.6
5	92.9	94.9	92.9	97
6	96	93	93.9	94.9
All Years	94.8	94.7	95.2	95.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration & Support Staff	2.35
Other Positions	0.08

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Financial information (for schools using OASIS for the whole year)

Financial information

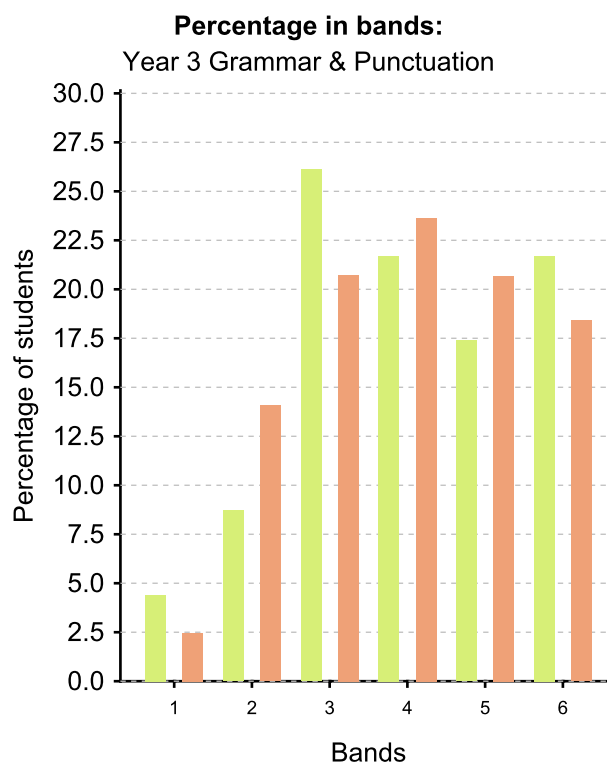
This summary financial information covers funds for operating costs to 20 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	116 056.28
Global funds	165 146.69
Tied funds	203 522.37
School & community sources	61 207.54
Interest	2 487.55
Trust receipts	24 474.50
Canteen	0.00
Total income	572 894.93
Expenditure	
Teaching & learning	
Key learning areas	27 616.63
Excursions	15 250.59
Extracurricular dissections	40 678.80
Library	4 672.98
Training & development	0.00
Tied funds	227 918.26
Short term relief	31 802.88
Administration & office	35 177.46
School-operated canteen	0.00
Utilities	48 663.56
Maintenance	23 246.54
Trust accounts	24 843.49
Capital programs	0.00
Total expenditure	479 871.19
Balance carried forward	93 023.74

School performance

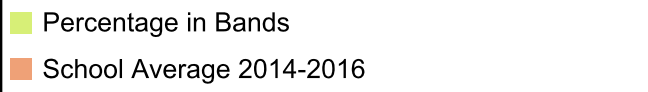
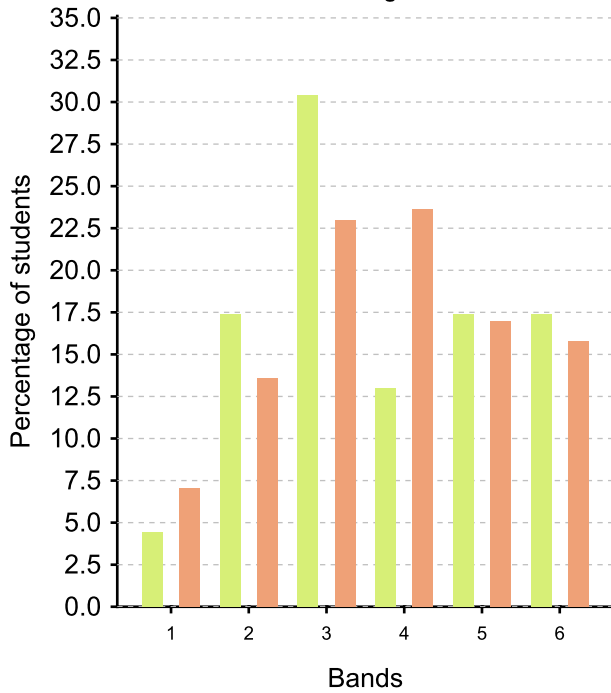
NAPLAN

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.

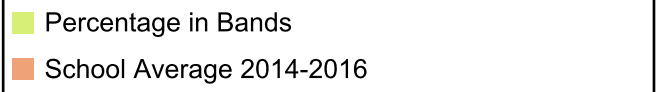
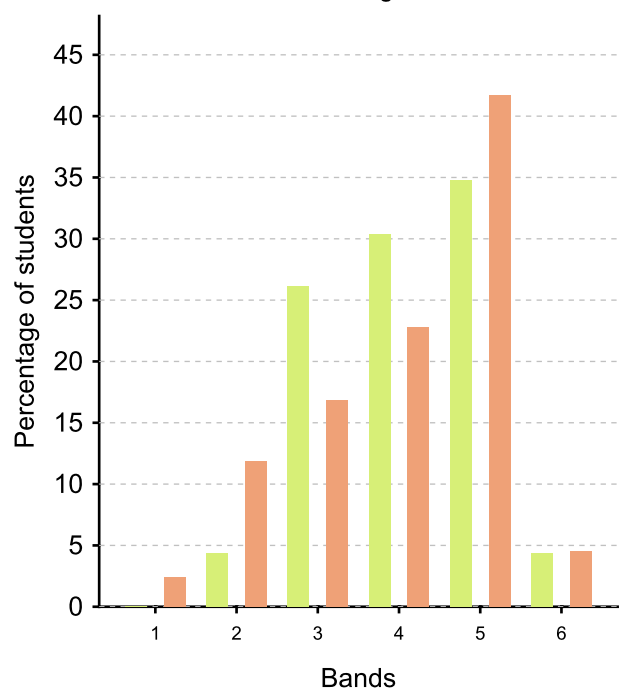


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

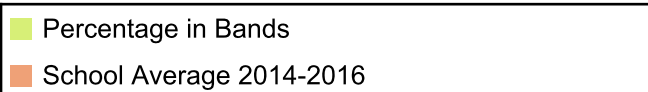
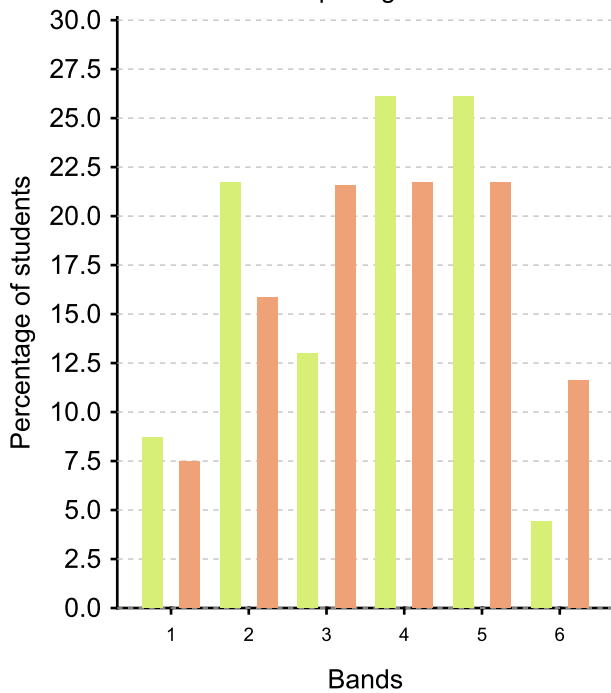
Percentage in bands:
Year 3 Reading



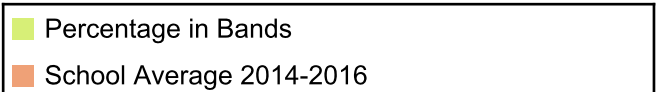
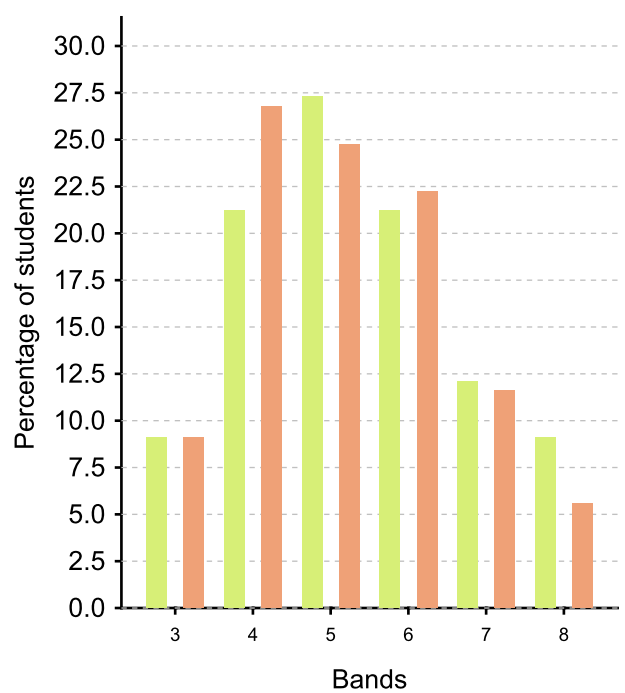
Percentage in bands:
Year 3 Writing



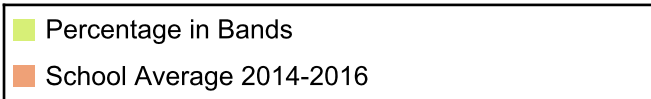
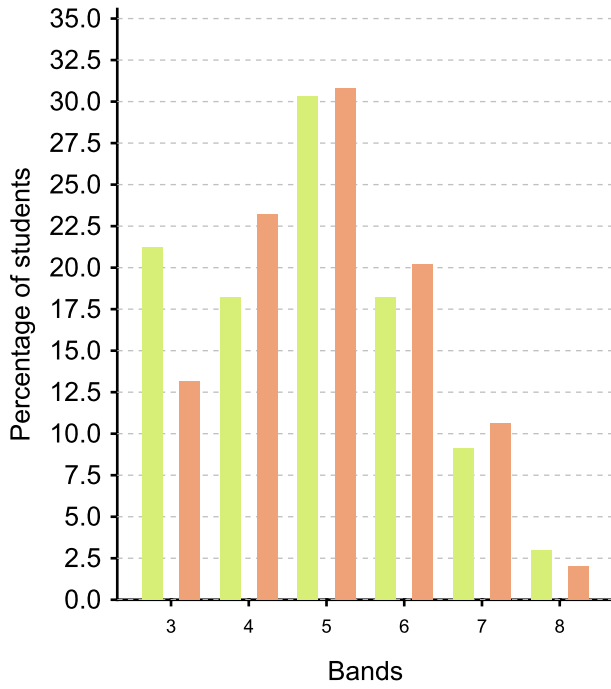
Percentage in bands:
Year 3 Spelling



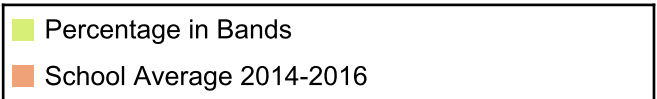
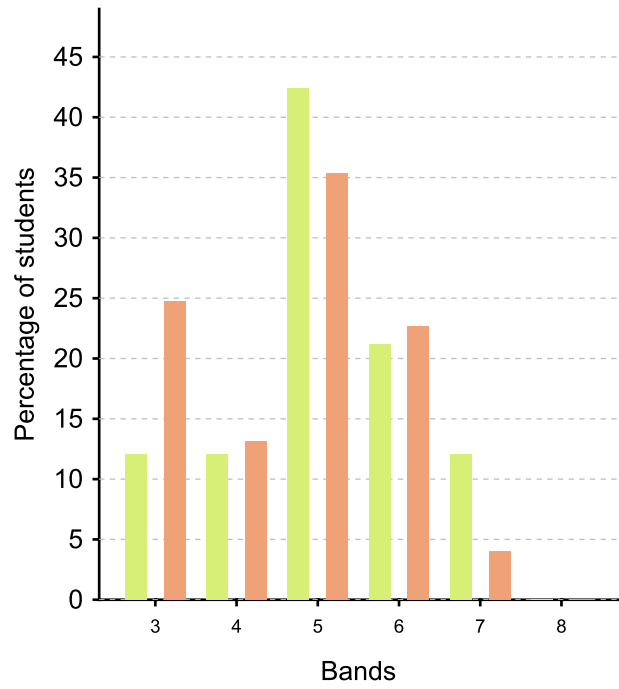
Percentage in bands:
Year 5 Grammar & Punctuation



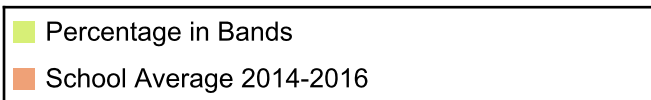
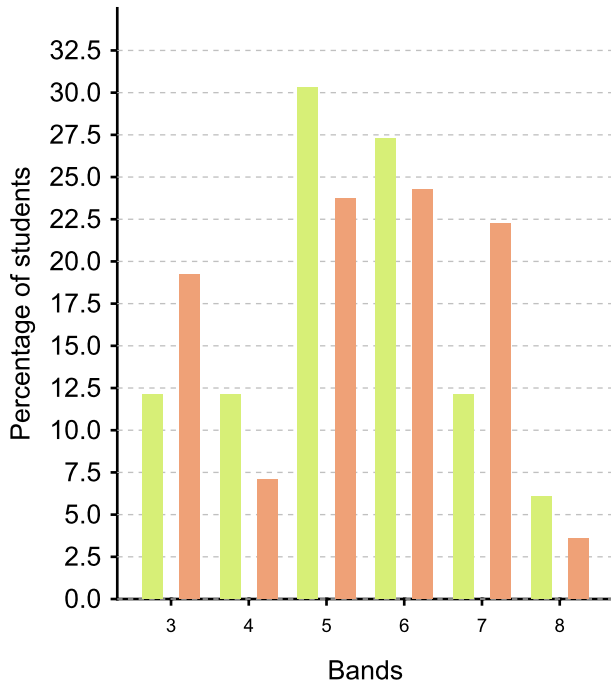
Percentage in bands:
Year 5 Reading



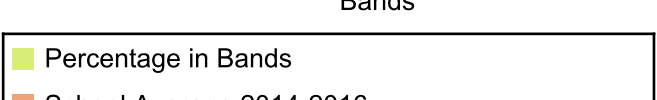
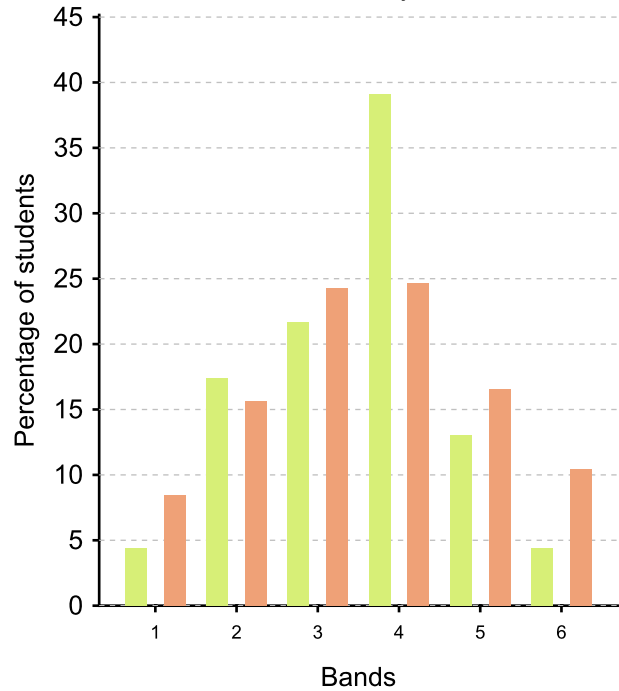
Percentage in bands:
Year 5 Writing



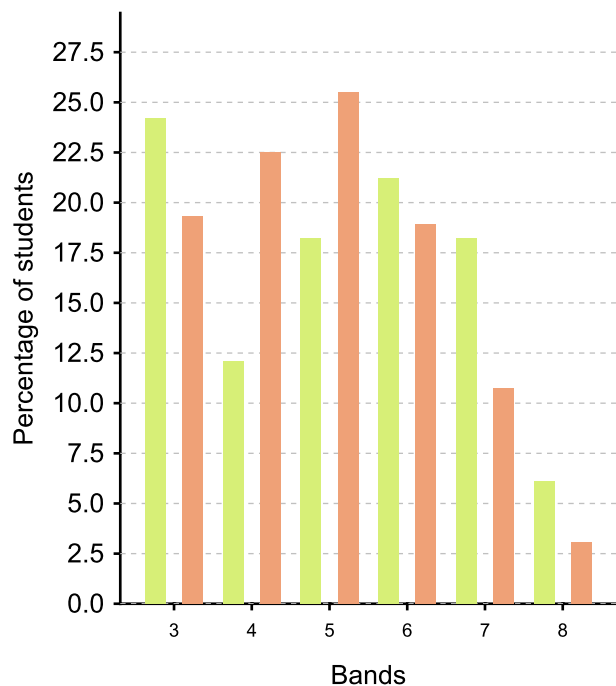
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Policy requirements

Aboriginal education

Forest Hill Public School received Aboriginal background funding in 2016. Our plan included:

- Dedicated learning experiences and celebration for NAIDOC celebrations.
- All Indigenous students were given an Individual Learning Plan negotiated with parents.

During 2016, funding was used to maintain learning hubs. The hubs focus was on support for students to achieve greater NAPLAN results as in-line the the Premier's Priorities. As a result of this initiative:

- All indigenous students working with the Learning Support Team showed improvement in their class achievements.
- All students attended and participated in Indigenous celebrations and learning activities.

Multicultural and anti-racism education

The School has continued to review its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students.

The school offers a weekly Multicultural Club for all students to come and participate in activities that are linked to all of the current syllabus documents.

The school established a Public Speaking team with a focus on Multicultural Perspectives. They participated successfully at a regional and state level in the 2016 Multicultural Public Speaking Competition.

The AntiRacism Contact Officer (ARCO) along with the executive provide opportunities for open communication with the school community.