

Forest Hill Public School

Annual Report



2017



1930

Introduction

The Annual Report for 2017 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.

Cameron Williams

Rel – Principal

School contact details

Forest Hill Public School

Sturt Hwy

Forest Hill, 2651

www.foresthill-p.schools.nsw.edu.au

foresthill-p.school@det.nsw.edu.au

6922 7251

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. 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.

Forest Hill Public School has continued to develop in all areas of the School Excellence Framework. The school has achieved a on-balance judgement in the Learning domain of Delivering. All elements in this domain are judged as Delivering. The element with the largest improvement for Forest Hill Public School is Assessment and Reporting. Throughout 2017 the school has worked consistently on analysing data and providing needs based programs. This has seen a pleasing improvement in the levels that students have been able to achieve.

In the domain of Teaching the on-balance judgement is Delivering. In this Domain the school varies from Working Towards Delivering and Sustaining and Growing. The school has rated Learning and Development as Working Towards Delivering. This is an area where the school is currently working to support the learning needs of the staff and is making plans based on school's needs and targeted school and Department priorities. As a school we need to continue to develop in this area. Forest Hill Public School has judged the element of Collaborative Practice as Sustaining and Growing. The school has developed many strong practices over the years in this area and has ensured that Collaborative Practice is embedded in the teaching practice.

In the Leading domain Forest Hill Public School has judged that the school is Delivering. Forest Hill Public School has been developing programs that support leadership within the school and the distribution of Leadership across a range of individuals in areas they are skilled. The school has continued to improve the manner in which parents and community members are engaged with the school. Forest Hill Public School still needs to continue to develop in this area and produce stronger and authentic participation opportunities.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the 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

All new syllabus documents (to date) have been implemented across all stages and classes. The staff have participated in professional learning in regards to implementing the syllabus documents. Forest Hill Public School has continued to prioritise leading and supporting early career teachers while continuing support of more experienced teachers. This has resulted in improved teaching practice and has enhanced student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$72 345	The school utilised the funding to ensure that all students were plotted on the continuums to indicate their progress. This also allowed for the creation of individualised learning programs. The school also updated many physical resources such as books and furniture for some classes (the furniture replacement will be an ongoing process). Additionally funds were used to support the learning goals of individual staff.

Next Steps

During 2018 the staff will participate in consultation for the draft Creative Arts syllabus. Staff will also become familiar with the draft PDHPE syllabus. Throughout 2018 all staff will become more aware of the way in which the National Curriculum and the NSW syllabus documents are aligned.

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

The school implemented changes to the school assembly such as the introduction of a school wide Citizen award called "The Forest Hill Friend". Additionally the assembly was changed to once a fortnight with a greater emphasis on awards. All staff participated in MAPA (Managing Actual and Perceived Aggression) training to enhance the management of difficult students and situations. The school has implemented changes to the canteen in line with the Premier's Priorities and has expanded access to Bluearth to the entire school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$5 880	The school utilised funding to support the wellbeing of students through multiple programs. All staff participated in a full senior first aide course. This allowed all staff to be confident and familiar with emergency procedures and is in-line with Department Policy for excursions. Staff also participated in MAPA (Managing Actual and Perceived Aggression) training. This allowed staff to confidently and appropriately deal with behaviour management issues.

Next Steps

Forest Hill Public School needs to continue to develop the staff's working knowledge of the Wellbeing framework. The school has discovered through observation and surveys that many students in the school are experiencing anxiety and a lack of resilience. The school is going to implement a program to develop reflective behaviour in the students and to build resilience when faced with changes and difficult tasks.

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

The first and most productive improvement in engaging the school community was to move parent meeting times to a later time. This had a very profound impact on the number of parents who would attend school events and the consequent engagement of their students. The second major change was to increase and build the relationship with the Royal Australian Air Force base. The number of students with parents in the Defence Force has increased and stronger relationships and participation with Defence Personnel has had a major impact on the students' achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$9 246	The school utilised the funding to provide free activities for families and community members. One activity which was the most successful was the 'disco and chat' evening. The students went in to a disco and then came out to share dinner with parents, community members and staff. This allowed the community to build stronger relationships. Additionally the school has maintained the extension of DSTA hours to support the needs of Defence families and students.

Next Steps

Forest Hill Public School must continue to build relationships with the Aboriginal and Torres Strait Islander Community. It will be necessary in the future for the school to improve the relationship with both the Elders and the AECG. Additionally the school will need to ensure that a representative of the staff and the school attends the AECG meetings. This will enhance our relationship with the Aboriginal and Torres Strait Islander Community and will also allow programs to be developed that will enhance the outcomes for Aboriginal and Torres Strait Islander students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	In 2017 the school was funded \$44 174 in this area.	<p>This funding was used to support Aboriginal students through increased SLSO time in the classroom and additional support through the use of LaST staff. The Aboriginal students have made some improvements with their academic success. The school needs to continue to develop strategies designed to improve Aboriginal learning outcomes.</p> <p>Additionally funding was also utilised to support cultural activities and installations throughout the school. This has resulted in an increase in cultural pride and in pride for the school.</p>
Low level adjustment for disability	The school was funded \$119 581 in this area.	<p>Throughout 2017 this funding was utilised to enhance the learning outcomes for students with disabilities and learning or engagement issues. This has been done through increased SLSO time and LaST support time. Additionally the funding was used to release teaching staff from classes where necessary to provide time for them to conduct review meetings, set goals and write needs based and differentiated programs. The impact from this funding has been to allow all students appropriate and consistent access to the curriculum. This has provided an increase in engagement for students with disabilities and has also enabled these students to gain improvements across their learning goals.</p>
Socio-economic background	The school was funded \$116 263 in this area.	<p>This funding has provided all students with equitable access to physical resources such as computers as well as human resources such as increased SLSO and LaST hours. This funding was also used to assist in providing hours for support staff, including teacher-librarians and release teachers to increase available hours. This has allowed all students to develop in both Literacy and Numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	98	118	126	130
Girls	98	98	113	105

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	95.9	96	96.1
1	94	95.7	94.8	93.5
2	95.1	95.2	96.8	92.8
3	95.4	96.5	94.2	94.4
4	95.2	96.2	96.6	94.5
5	94.9	92.9	97	93.2
6	93	93.9	94.9	94.2
All Years	94.7	95.2	95.8	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

In general, our year 6 students have slightly lower attendance rates. The school has some students who can experience attendance issues and have had extended periods away from school. The school supports these students and families with a variety of strategies. These strategies are listed below:

1. Initial contact with parents to express attendance concerns and to determine support that the student needs to successfully return to school.
2. Meeting with the parents, the Principal and the Learning Support Teacher to set goals and assist with attendance.
3. Contact with the school Learning Support team to assist the student to reintegrate with the class.

4. Contact with the school Counsellor to develop strategies to assist with issues such as anxiety etc.
5. Contact with the Learning Support officer to support the student's needs in class.
6. Contact with outside agencies such as Head Space and Elders to provide support.
7. Provide safe places for students who are reluctant to enter the school and provide activities to integrate them into the classes.
8. Referral to the HSLO.

For students with chronic non-attendance most strategies are required to be used more than once before improvements are made. Most students make dramatic improvements to their attendance after initial contact.

The programs that Forest Hill Public School have in place work to improve overall students attendance and assist students with low attendance to improve in this area.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.96
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.35
Other Positions	0

*Full Time Equivalent

Forest Hill Public School currently has no staff who identify as Aboriginal or Torres Straight Islander.

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

Professional learning and teacher accreditation

Five of the teaching staff are currently accredited. Two staff are currently working on their second maintenance cycle. The other three staff have just completed their accreditation and have just completed their initial accreditation report. The remainder of the teaching staff will begin their first maintenance cycle in 2018 when they become accredited.

Forest Hill Public School has primarily focused Professional Learning on developing skills to deliver quality teaching and learning programs in Literacy. Staff have completed or are in the process of completing Professional Learning in implementing L3. This has had a positive impact on the students achievement and engagement. All staff (teaching and SAS) have completed Professional Learning in Senior First Aide and Managing Actual and Perceived Aggression (MAPA). The First Aide was specifically focused on managing injuries in the playground and on excursions where all staff would be able to competently address injuries. The administration staff also participated in 20 days of Learning Management and Business Reform (LMBR) Professional Learning. This allowed for a simple and easy transition to the new systems managing the school.

The staff also participate in weekly Professional Learning focusing on identified or requested needs and has included various topics such as analysing and using data effectively to planning and implementing needs based programs.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	93,024
Global funds	107,355
Tied funds	171,345
School & community sources	18,441
Interest	1,141
Trust receipts	9,352
Canteen	0
Total Receipts	307,634
Payments	
Teaching & learning	
Key Learning Areas	8,555
Excursions	3,053
Extracurricular dissections	12,785
Library	1,553
Training & Development	735
Tied Funds Payments	85,221
Short Term Relief	9,837
Administration & Office	11,370
Canteen Payments	0
Utilities	17,802
Maintenance	9,926
Trust Payments	5,388
Capital Programs	18,000
Total Payments	184,225
Balance carried forward	216,433

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	548,967
Appropriation	478,103
Sale of Goods and Services	1,953
Grants and Contributions	68,508
Gain and Loss	0
Other Revenue	0
Investment Income	404
Expenses	-299,965
Recurrent Expenses	-299,965
Employee Related	-160,308
Operating Expenses	-139,657
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	249,001
Balance Carried Forward	249,001

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Forest Hill Public School has developed a Finance Management Committee which is comprised of Administration staff, the Principal and staff representing each area of the school. This committee checks the progress of the school's expenditure and provides guidance to proposed expenditure ensuring that best practice is followed and that expenditure supports the school's plan and provides value for money for the Department.

Funds that are remaining are going to be used to support the upgrading of many of the school's facilities. This will include replacing aged and uncomfortable furniture, upgrading computer room facilities, upgrading drinking bubblers and hand washing stations. Additionally funding will be used to support students through increased SLSO and LaST time.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,634,747
Base Per Capita	36,525
Base Location	4,883
Other Base	1,593,338
Equity Total	280,019
Equity Aboriginal	44,174
Equity Socio economic	116,263
Equity Language	0
Equity Disability	119,581
Targeted Total	79,250
Other Total	60,828
Grand Total	2,054,845

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.

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.

School performance

NAPLAN

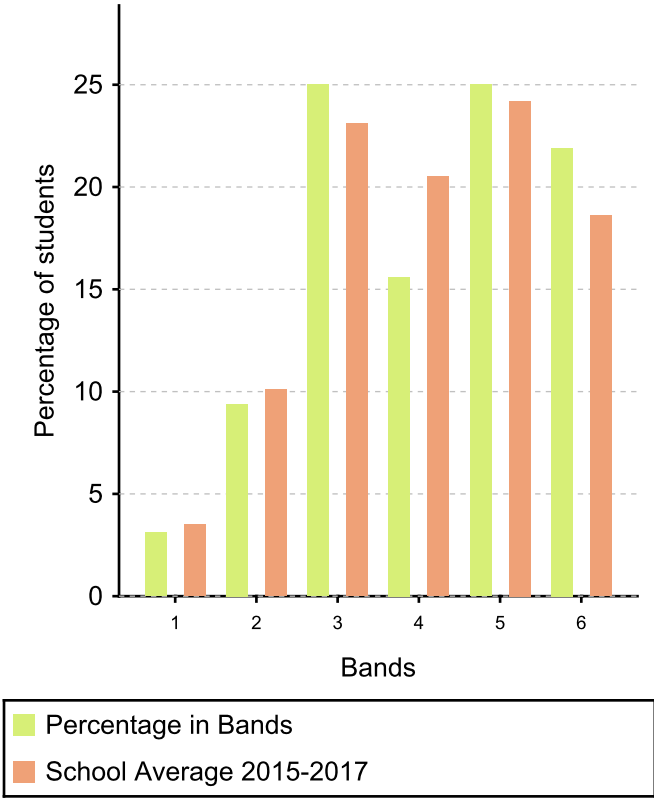
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. All students in Years 3 and 5 are encouraged to sit the test with adjustments being made where necessary to accommodate student's additional needs.

The school has continued to develop the students' abilities in Literacy. One of the main focuses has been addressing the students' ability to comprehend what they have read. This has led to increased numbers of students who are meeting the National Minimum Standards (NMS). The school needs to continue to develop and implement programs that focus on having the students achieve in the top two bands.

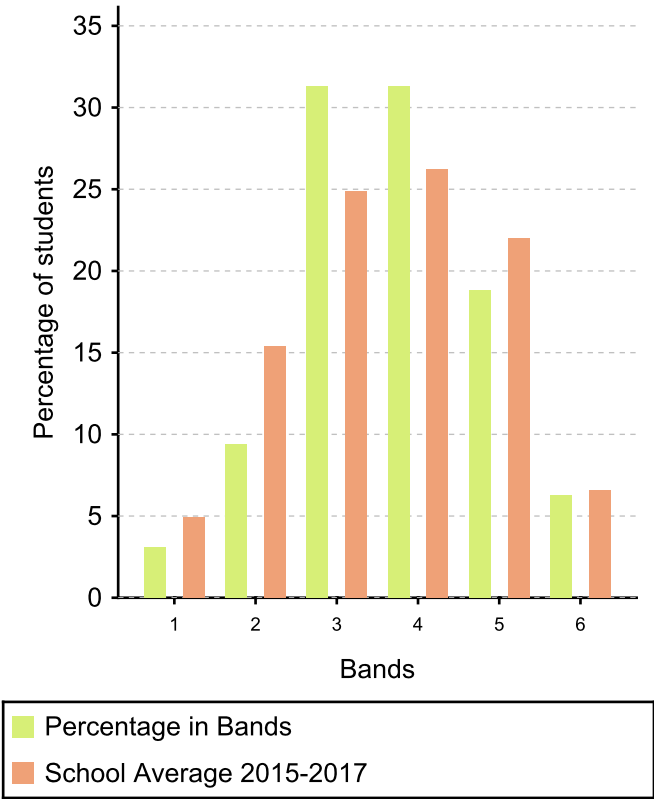
Forest Hill Public School has also been developing stronger writing skills. Students are able to identify

appropriate writing styles and writing structures to produce more concise and meaningful texts. The school has 100% of students in Year 3 achieving at or above the NMS. This has dropped to 90% of students achieving at or above the NMS in Year 5 for Writing. The school has invested heavily in Professional Learning in regards to writing with the goal of moving all students to above the NMS in 2018.

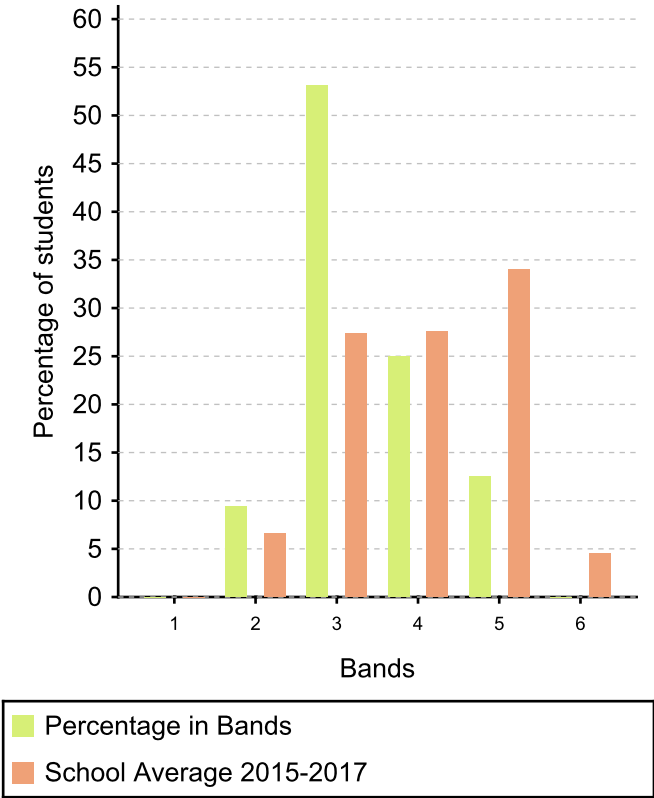
Percentage in bands:
Year 3 Grammar & Punctuation



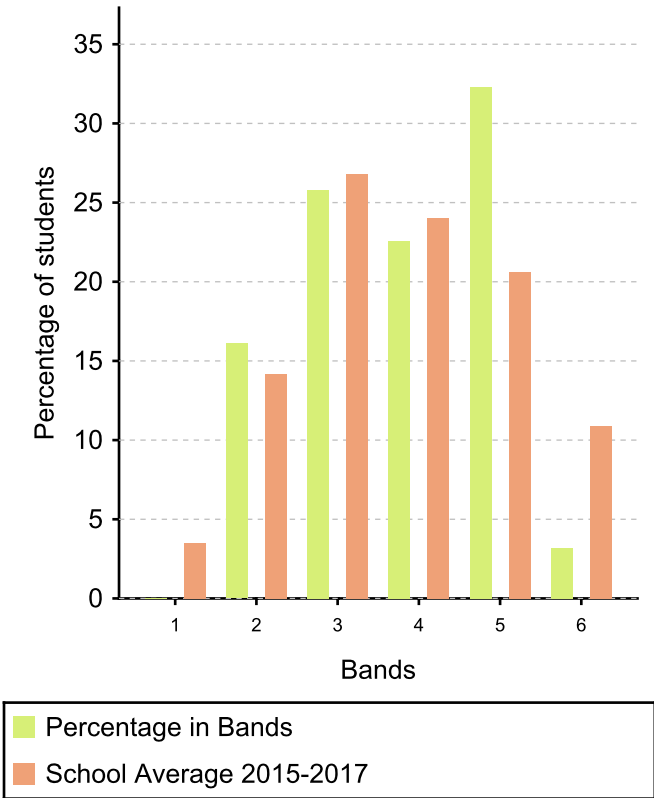
Percentage in bands:
Year 3 Spelling



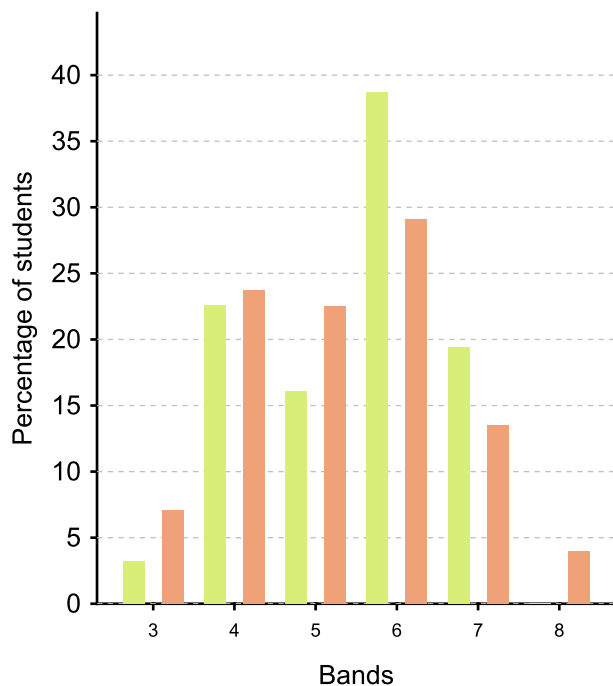
Percentage in bands:
Year 3 Writing



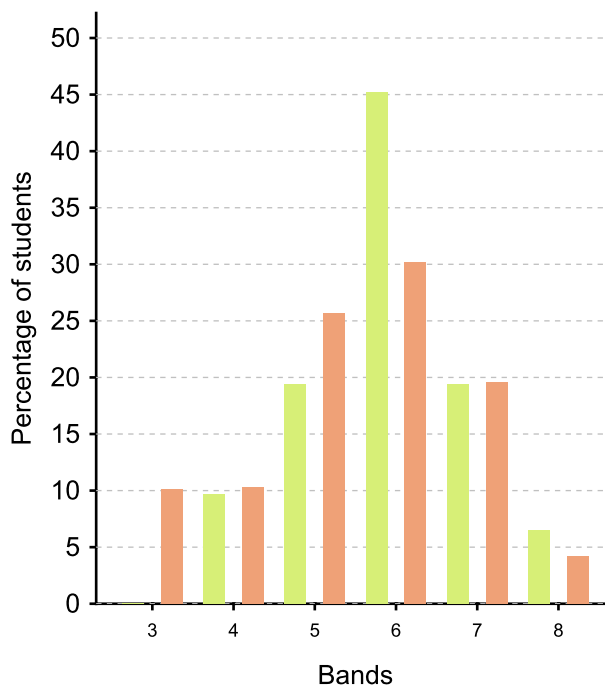
Percentage in bands:
Year 3 Reading



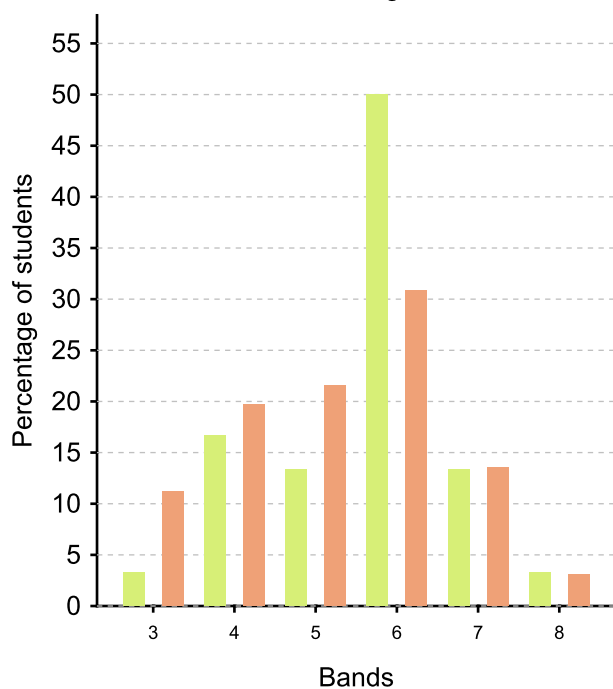
Percentage in bands:
Year 5 Grammar & Punctuation



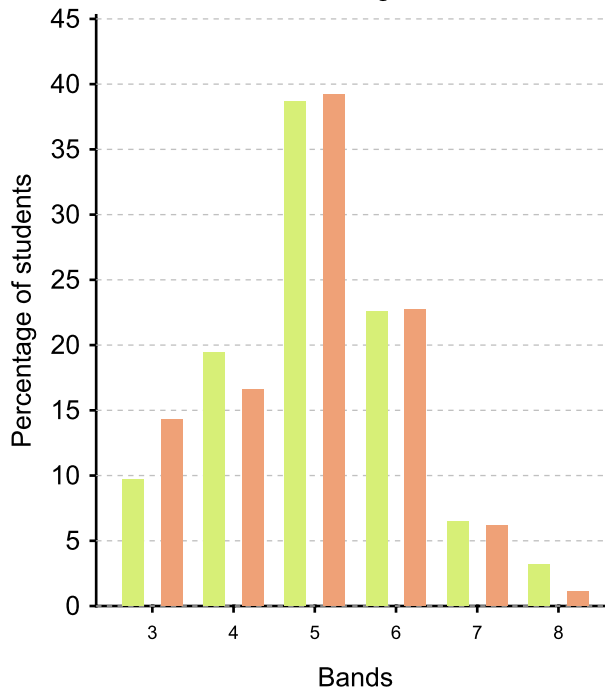
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

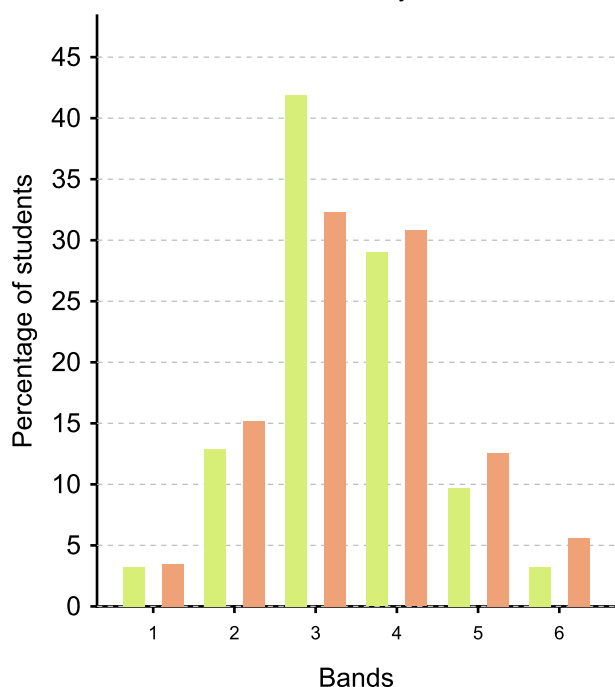


Percentage in bands:
Year 5 Writing



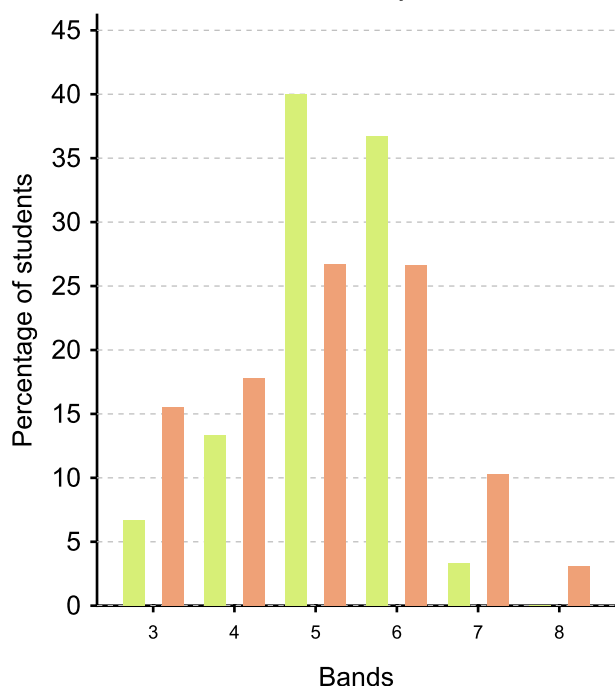
The school has continued to work on improving Numeracy results. Students in Year 3 are producing NAPLAN test results where 97% of the students are at or above the NMS. This number drops to 93% in Year 5. The school needs to continue to develop strategies and teaching programs that push students beyond the bands they are in and to consolidate their growth.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Improving Education Results

Forest Hill Public School has developed sound programs to support students with their growth in Reading results reflected in the NAPLAN reports. The results from the 2017 NAPLAN data demonstrate that of the 28 Year 5 students only 4% (1 child) did not experience growth in their results. Therefore 96% of students experienced growth. Of the cohort 64% experienced growth above the expected average growth. This trend is also evident in Spelling results as well. Forest Hill Public School will continue to develop the growth of students, and through innovative teaching practices ensure that all students experience growth.

Improving Aboriginal Education Outcomes

Forest Hill Public School has continued to utilise quality and differentiated classroom teaching programs and support staff and SMART goals to enhance the educational achievements of Aboriginal students. The school has had great success building the skills of low performing Aboriginal students where the growth exceeds the expected level by almost 40 points. The school does have growth across the higher performing Aboriginal students but must continue to develop these students as well so that all Aboriginal students will be achieving in the top two bands of NAPLAN.

Parent/caregiver, student, teacher satisfaction

During surveys taken in 2017 focusing on satisfaction with the service and achievements being made at Forest Hill Public School several trends can be identified:

- Students state that the school has friendly staff, and that they are respected and happy. The students also refer to the environment and how they enjoy the space and the facilities that are available such as play equipment and computer rooms. Additionally the students made mention of the healthy items available at the school canteen;
- Parents have stated that they like the teachers and are happy with the achievements and the school environment. They do however express concerns that times for meetings and functions do not support working parents and that occasionally staff do not take enough time to make contact;
- Staff have stated that they are happy working at Forest Hill and that they are able to achieve excellent levels of work with the students. They were concerned about the amount of changes related to LMBR and the speed at which these changes took place.

All negative issues have been addressed, including moving meeting times to be more accommodating and ensuring that adequate and appropriate amounts of time are taken to address parents concerns in an efficient and appropriate manner. Staff have also received additional training to support the changes that have been implemented as part of the reforms. These changes have improved the satisfaction across the school.

Policy requirements

Aboriginal education

Forest Hill Public School received Aboriginal Background funding in 2017. The school planned for this funding in the following ways:

- All Indigenous students were on a Personalised Learning Pathway. The PLPs were negotiated with home and the students to set goals with the aim of improving Literacy and Numeracy achievements.
- All students participated in dedicated learning experiences for NAIDOC celebrations.
- All students participated in class based activities during National Sorry Day activities.
- Some Indigenous students worked with the LaST to develop stronger test taking skills and to improve results in NAPLAN.
- Indigenous gardens and Indigenous decorations around the school were developed and upgraded where necessary.
- Students participated in the Proud and Deadly celebrations.

Throughout 2017 Forest Hill Public School started to develop stronger connections with the Aboriginal and Torres Strait Islander Community. This will be a focus for the 2018–2020 School Plan with the goal of developing strong working relationships.

Multicultural and anti-racism education

Forest Hill Public School has two trained ARCO (Anti-Racism Contact Officer) teachers. These staff members ensure that open communication is available between home and the school. They also ensure that all reports of racism are handled appropriately and in accordance with policy.

The school has maintained the weekly Multicultural Club which is open to all students. During club time the students are exposed to creative activities that support various cultures from around the world. Additionally classes celebrate multiculturalism through sensitive and appropriate classroom activities.

Forest Hill Public School has continued to review and analyse its teaching and learning activities to ensure that cultural inclusivity is supported and embedded in practice.