

Forest Hill Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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Principal

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School background

School vision statement

Forest Hill Public School strives to be a safe learning environment where the whole community is positively encouraged and fully engaged. The school is an inclusive environment and the staff support the diversity of all students through their teaching and learning programs.

Forest Hill Public School aims to be a centre of excellence known for innovative practice and excellent growth.

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. Forest Hill Public School has 13% of the population who identify as having Aboriginal or Torres Strait Islander Heritage. The school provides an educational setting for students from the Defence Force families who represent 27% of our community. In some cases Forest Hill teaches students whose parents 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 as well as 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.

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 work with the School Excellence Framework. The on-balance judgement in the Learning domain is delivering. All areas in this domain were judged as delivering. The standout in this domain is where positive and productive relationships are fostered between staff and students. Forest Hill Public School continues to deliver across all areas of this domain and considers that student engagement is of great importance. The school has worked with the community to ensure that priorities are being met and that the communication between both parties is being strengthened.

For the domain of Teaching the on-balance judgement is delivering. In this domain, Forest Hill Public School has the largest amount of variation. The school achieves Sustaining and Growing for some elements and working towards delivering for others. The school is currently working on delivering more focused and needs based Professional Learning while also ensuring the school's priorities are being met and that the results of the students are being improved. This will be an area for ongoing improvement. One area where the school is currently sustaining and growing is that of teachers incorporating data analysis into their planning for learning. The school will continue to support growth in this area.

In the Leading domain, Forest Hill's on-balance judgement is delivering. Across the school, staff are encouraged to build leadership capacity and to enhance the areas in which they are skilled. The school has continued to improve the manner in which parents and community members are engaged with the school. The school now has much larger numbers of parents and general community members that volunteer both within and outside the classroom. The school is developing more in the area of engaging parents in areas such as information evenings and progress interviews.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Empowered Learning

Purpose

To empower learners through the use of needs based programming and differentiation while encouraging and fostering the ability of students to commit to life long learning and being self driven and motivated. Learning experiences will be connected to real life and will incorporate technological competency, collaboration and goal setting.

Overall summary of progress

This year Forest Hill Public School has established meetings where teachers, some students and parents have discussed overall progress and goals. These meetings have been effective, allowing students and parents a chance to work together. Additionally, staff have participated in Professional Learning around differentiation, collection and analysis of data to drive teaching. During this Professional Learning, strategies have regularly been revisited about what has succeeded, and what could improve.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All students will have access to needs based and differentiated programs.• All students have individualised goals for their own learning with a focus on performing at or above proficiency and achieving above expected growth in Literacy and Numeracy.• All students participate in lessons that focus on the general capabilities specifically with technology and collaboration.	\$36576.40	This year the funding has been used to support staff in the development of their knowledge of SMART goals and how these goals are used to support the educational needs of students. Additionally some funding has been used to support the staff in their developing knowledge of the general capabilities. Staff have been provided with Professional Learning on how to design needs based programs to support the use of SMART goals.

Next Steps

In 2019, Forest Hill Public School will participate in some strategic support from School Services. This support will focus on teachers developing stronger collaboration skills across the school and developing needs based programs that are differentiated for their students.

Strategic Direction 2

Innovative Teaching

Purpose

To implement quality and innovative teaching practices that enable high student engagement and are inclusive. The staff will engage in Professional Learning, embrace change supported by research and develop future focused teaching incorporating STEM activities across the whole school. The staff will develop innovative teaching practices to close the gap for Aboriginal and Torres Strait Islander students.

Overall summary of progress

Throughout 2018, the staff have actively sought and been provided with Professional Learning that is matched to their learning goals. The school has maintained weekly Professional Learning at staff meetings. Throughout the year many staff have developed a solid understanding of STEM and have worked with a variety of engaging devices such as robotics or practical design.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All students will make improvements with the NMS with a specific focus on closing the gap for Aboriginal and Torres Strait Islander students while setting goals with high expectations.• All staff will actively participate in Professional Learning linked to their professional learning goals and developing student competence.• All students will have access to programs supporting the development of STEM activities with a focus on critical and creative thinking.	\$48 923.87	This year the funding for this Strategic Direction was utilised to purchase new computer hardware including laptops and robotic hardware. This involved both a Stage 3 set of robots and a Stage 1 set of robots. The executive staff organised Professional Learning for the staff, focused on the identified learning goals outlined in each PDP. This occurred while the Stage 2 students engaged in STEM activities that involved the Defence Force Personnel. These achievements allowed most students the chance to access STEM based activities that were highly engaging and focused on critical and creative thinking.

Next Steps

Throughout 2019, the school will focus on all staff contributing to an appropriate and school wide assessment schedule including tracking methods and procedures. This will involve surveying staff to gauge current practices and developing a school wide schedule. Additionally, the school will utilise reports from NAPLAN to build stronger analysis skills. This will be to allow programs to be designed that will support the development of Literacy and Numeracy skills.

Strategic Direction 3

Connected Community

Purpose

To develop strong partnerships between the school and the community that empowers all stakeholders to engage and contribute positively to the school culture. Whilst incorporating representation from our diverse community including the Aboriginal and Torres Strait Islander Community and the Defence Force. The staff will develop stronger two-way communication between school and the community by engaging with modernised strategies such as Facebook.

Overall summary of progress

Forest Hill Public School has continued to develop strategies that allow all parents and community members to participate in the daily life of the school. The school has developed a stronger presence on Facebook and is finding that relaying information and dates in this format is far more effective than traditional printed letters. The school has also implemented various strategies where feedback and directions from the community are enacted upon and implemented into the school's programs. The school has made steps towards having support and engagement from the Aboriginal and Torres Strait Islander community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• The Forest Hill Community will be more authentically informed of the daily life and the running of the school.• Forest Hill PS has embedded external support systems which enhance the students wellbeing and social competence.• The Aboriginal and Torres Strait Islander Community actively participates in the school and provides cultural support.	\$6 623	The school utilised the funding to provide free activities for families and community members. This also assisted in providing picnic lunches at our Open Days and during celebratory events such as NAIDOC celebrations. The school also utilised funding in this area to support a free celebration evening and graduation for the Year 6 students. This allowed all members of the community to build stronger relationships. The school has also implemented a new contact system for our new Defence Force Families.

Next Steps

Forest Hill Public School will continue to build relationships with the Aboriginal and Torres Strait Islander Community. In 2019 all classes will attend the Riverina Environmental Education Centre. The school has had representation at the AECG meetings but needs to develop stronger commitment across all staff. The school will also need to maintain the 'Introduction to Forest Hill' for new Defence Force families. These steps will enhance our relationship with the Aboriginal and Torres Strait Islander Community, the Defence Force community and the with all families at Forest Hill.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	The school was funded \$33131 in this area.	<p>This funding was used to increase the number of hours that Learning Support teaching staff had in the classroom and to increase support hours available from Learning Support Officers. Academic growth has occurred for Aboriginal students but further growth is needed. All staff need to continue to develop programs that enhance the growth of Aboriginal students.</p> <p>Funding has also been used to support the participation of staff in Cultural sensitivity training and in students participating in Cultural excursions. This has ensured that all students and staff have a greater understanding of Aboriginal Culture and in the allows staff to make culturally sensitive decisions when teaching and planning.</p>
Low level adjustment for disability	The school was funded \$33792 in this area.	<p>This funding has been utilised to support the learning needs of students across the school. This has been done by increasing the Learning Support Officer hours. Additionally resources such as reading books were purchased to support the engagement and learning needs of students. The impact of this funding has been to allow all students to access the curriculum in a meaningful and appropriate manner. This has allowed all students to engage with the teaching and learning, to achieve academic growth and to experience success in the classroom.</p>
Quality Teaching, Successful Students (QTSS)	The school was funded \$39251 in this area.	<p>This funding was utilised to provide the teacher librarian with two additional days each week. This then allowed all staff to have above the allocation for release time. This additional release time allowed staff time to observe best practice with colleagues, plan effective lessons and conduct professional readings.</p> <p>This has resulted in increased student results across the school. It has also allowed teachers to more effectively plan effective teaching experiences.</p>
Support for beginning teachers	The school was funded \$13786 in this area.	<p>Beginning teachers were funded to receive extra release time. This time was used to meet with the supervisor or mentor. It also allowed the beginning teacher the time necessary to develop their educational skills. They observed peers and participated in feedback session after this. Additionally, peers and supervisors were invited to observe teaching practice of the beginning teacher and, again, feedback was used to develop teaching skills further. This program allowed the beginning teachers to develop their skills and teaching program while also developing confidence in a challenging profession.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	118	126	130	139
Girls	98	113	105	102

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	96	96.1	94.2
1	95.7	94.8	93.5	93.4
2	95.2	96.8	92.8	94.2
3	96.5	94.2	94.4	92.8
4	96.2	96.6	94.5	93.4
5	92.9	97	93.2	91.1
6	93.9	94.9	94.2	94.5
All Years	95.2	95.8	94	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In general, our year 5 students have had slightly lower attendance rates throughout 2018 than other grades. 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

4. assist the student to reintegrate with the class.
5. Contact with the School Counsellor to develop strategies to assist with issues such as anxiety etc.
6. Contact with the Learning Support officer to support the student's needs in class.
7. Contact with outside agencies such as Head Space and Elders to provide support.
8. Provide safe places for students who are reluctant to enter the school and provide activities to integrate them into the classes.
9. 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.2
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.35

*Full Time Equivalent

Forest Hill Public School currently has no staff who identify as Aboriginal or Torres Strait 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	93
Postgraduate degree	7

Professional learning and teacher accreditation

Two staff members are currently seeking accreditation

at Proficient. The remainder of the staff reached Proficient when all pre-2004 staff became accredited. Currently no teaching staff members are seeking accreditation at higher levels.

All staff participate in weekly Professional Learning which is delivered at weekly staff meetings. This Professional Learning is based on needs identified in NAPLAN results and the goals of the School's Strategic Plan. Individual staff members have also attended Professional Learning that is based on the needs and goals identified in their Professional Learning Plans.

Throughout 2018 non-teaching staff have also been attending Professional Learning. These learning opportunities have been meaningful and have supported the professional growth of the non-teaching staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	249,001
Revenue	2,437,060
Appropriation	2,354,264
Sale of Goods and Services	1,498
Grants and Contributions	80,251
Gain and Loss	0
Other Revenue	0
Investment Income	1,047
Expenses	-2,274,223
Recurrent Expenses	-2,274,223
Employee Related	-2,035,559
Operating Expenses	-238,664
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	162,837
Balance Carried Forward	411,838

Forest Hill Public School has continued using a Finance Management Committee which is comprised of Administration staff, the Principal and interested 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. Another key concern is that expenditure supports the school's plan and provides value for money for the Department of Education.

The school has maintained some funds that are remaining for expenditure. These funds are going to be spent to continue to upgrade the student's furniture across the school, upgrade storage for teaching resources and to maintain and upgrade the technology equipment across the school. Additionally funding will be used to support students through increased SLSO support hours, LaST time and hours for additional teaching staff.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,809,140
Base Per Capita	45,442
Base Location	4,842
Other Base	1,758,856
Equity Total	268,085
Equity Aboriginal	33,131
Equity Socio economic	107,461
Equity Language	0
Equity Disability	127,494
Targeted Total	67,033
Other Total	94,004
Grand Total	2,238,263

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

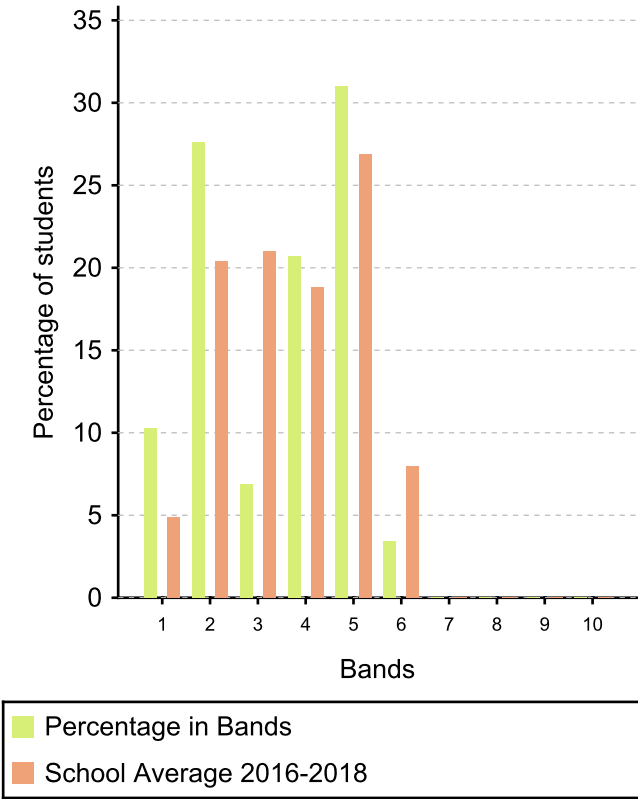
encouraged to sit the test with adjustments being made where necessary to accommodate student's additional needs.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

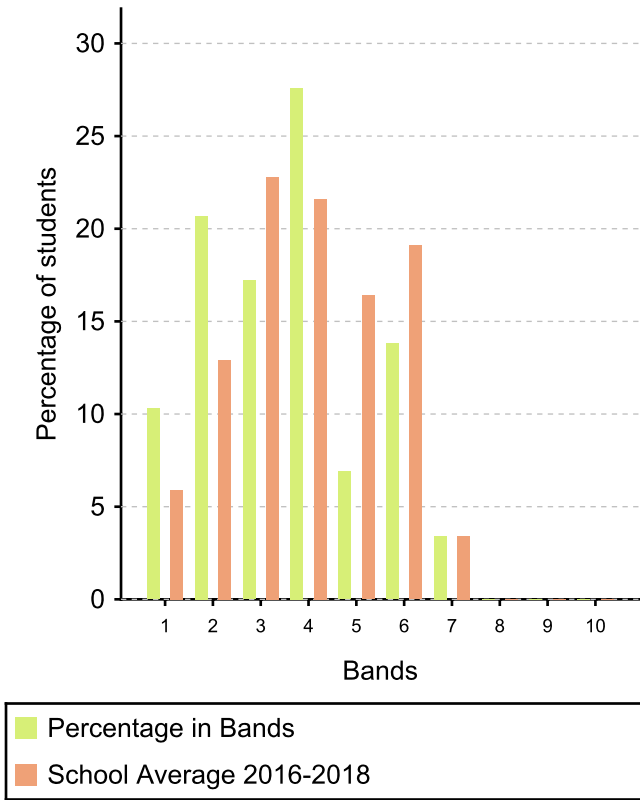
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school has continued to develop the students' abilities in Literacy. Overall 91% of year 3 students are achieving at Band 3. 66% of students in year 5 are achieving at Band 5 or above. The school needs to continue to develop and implement programs that focus on paragraphing, punctuation and the use of persuasive devices. With these additional focus areas the school will be able to support growth across Literacy.

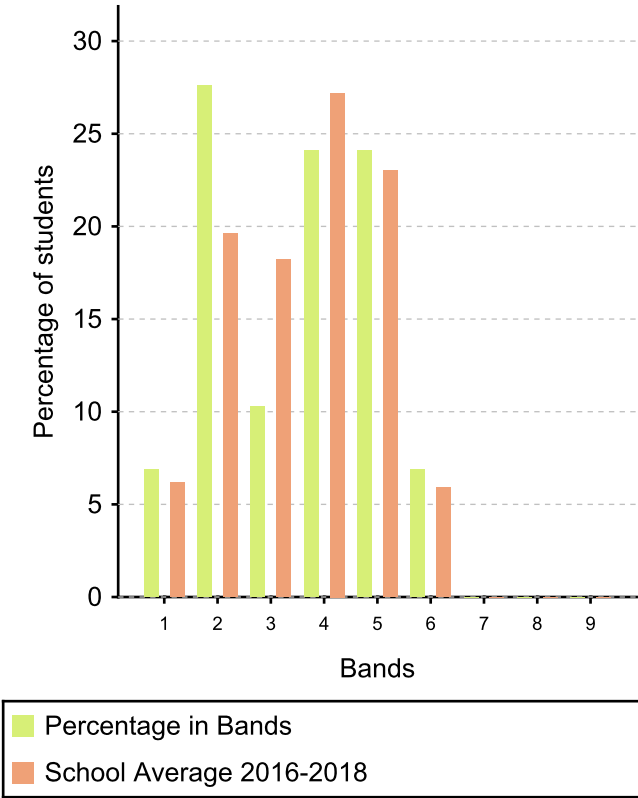
Percentage in bands:
Year 3 Reading



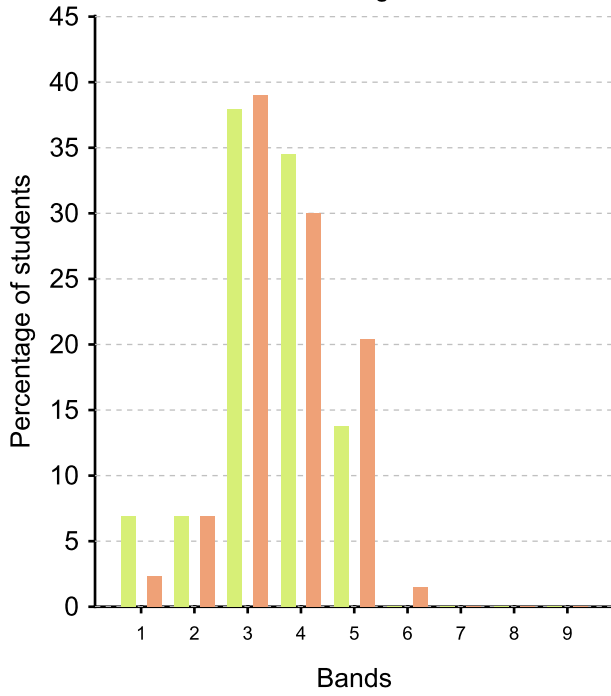
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Spelling

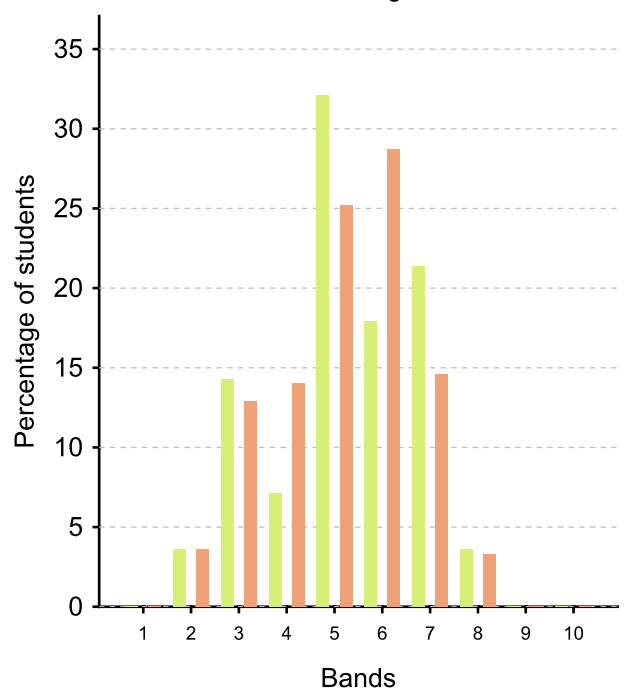


Percentage in bands:
Year 3 Writing



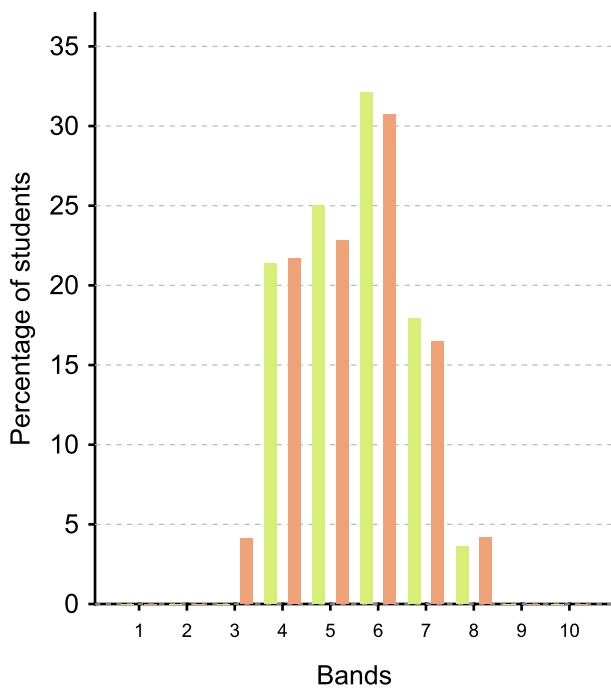
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



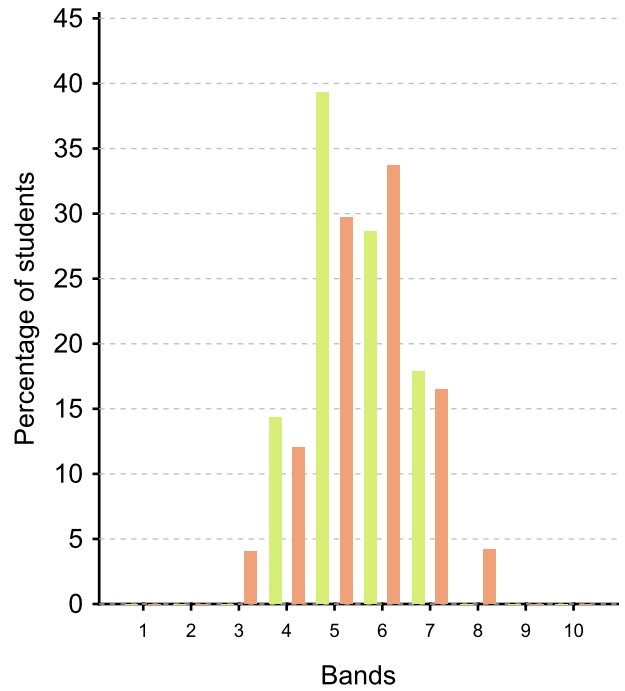
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



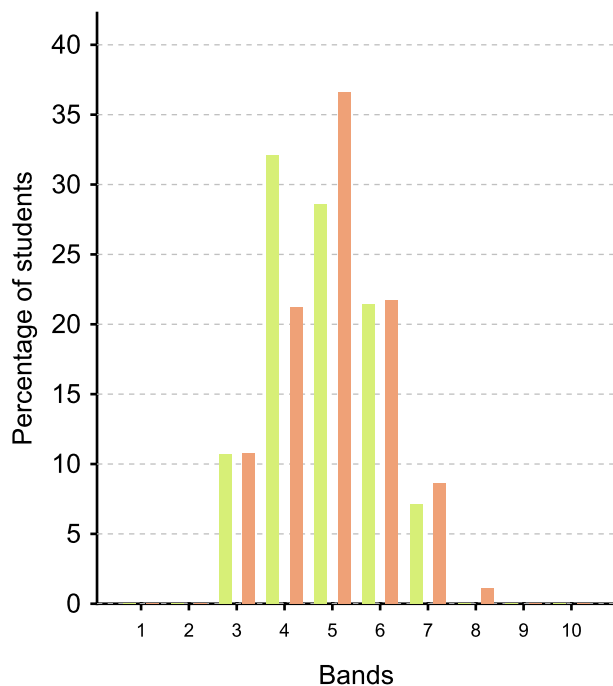
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

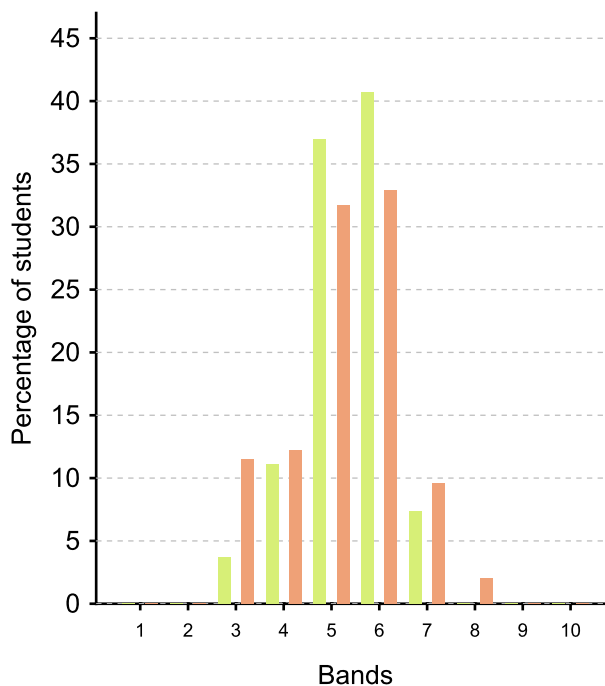
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Overall, students across the school are achieving reasonable growth in Numeracy. 76% of Year 3 students are achieving at or above Band 3 while 85% of Year 5 students are achieving at or above Band 5. This trend data continues to improve each year. The school is developing programs which enhance the numeracy skills of the students and promote more growth for all students.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

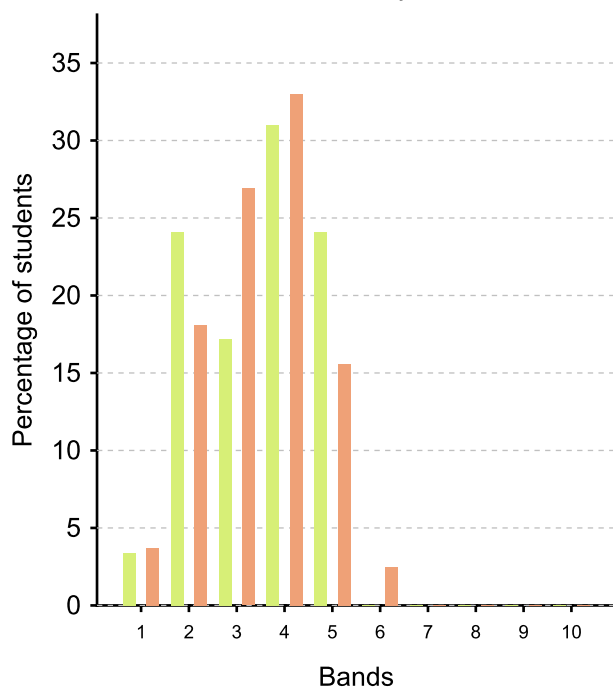
One of the main focuses at Forest Hill Public School has been the continual improvement of writing. Students are able to identify appropriate writing styles and writing structures to produce more concise and meaningful texts. The school has 88% of students in Year 3 achieving at band 3 or above. While 55% of students are achieving at or above band 5 in Year 5 for Writing. The school is continuing to develop and deliver quality programs designed to enhance the literacy skills of all students.

Parent/caregiver, student, teacher satisfaction

Throughout 2018 various surveys were taken. This included analysis of data from behaviour recording software, collecting opinions and feedback from parents, students and teachers. The reasoning behind this data was to gauge satisfaction with the service and achievements being made at Forest Hill Public School. The key findings were:

- Parents have stated that they like the teachers and are happy with the achievements. They also state that they feel that issues are generally identified and dealt with in an appropriate and timely manner. Parents express a desire to be more involved in the daily life of the school and involved in the classrooms. This will be a main focus for development across 2019;
- Students report that the most enjoyable space in

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

the school is the large field where they have access to fixed equipment and sporting equipment as well. The students state that the staff are friendly and that they look after them when they need help. The students feel that staff are respectful of them and of each other;

- 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 feel that they are well resourced. The staff have reported that ICT equipment is outdated and needs to be upgraded especially for staff used machines. This will be looked at in 2019.

Parent, students and staff concerns are always dealt with in a swift and effective manner. When issues occur, feedback and complaints are taken on-board and future activities are adjusted or modified in accordance with this input. These changes have improved the satisfaction across the school.

are followed and maintained when dealing with these issues. The school has a weekly Multicultural Club which is open to all students. This club occurs at lunch time once a week and during this time the students are exposed to creative activities that support various cultures from around the world. Forest Hill Public School has continued to review and analyse its teaching and learning activities to ensure that cultural inclusivity is embedded in practice.

Policy requirements

Aboriginal education

Forest Hill Public School received Aboriginal Background funding in 2018. The school planned for this funding in the following ways:

- All Indigenous students were on a Personalised Learning Pathway. These PLPs were negotiated with parents and the students. SMART goals were set with the main focus being on improving Literacy and Numeracy results.
- All students participated in dedicated learning experiences for NAIDOC celebrations.
- All staff experienced a cultural tour led by a local Wiradjuri man.
- All students participated in class based activities during National Sorry Day activities.
- All staff developed classroom programs that contained an Aboriginal perspective. All lessons are delivered in a culturally sensitive and appropriate manner.
- Some classes took students on Cultural Tours of the local area under the guidance of local Wiradjuri people.
- Students participated in the Proud and Deadly celebrations.

Throughout 2018 Forest Hill Public School started to develop stronger connections with the Aboriginal and Torres Strait Islander Community. Throughout 2019 Forest Hill Public School will develop stronger working relationships with the Aboriginal Community.

Multicultural and anti-racism education

Forest Hill Public School has one trained ARCO(Anti-Racism Contact Officer) teacher. This teacher maintains open communication between home and the school for all students. The teacher is particularly aware of the needs of diverse cultures and supports parents and students at school. The ARCO's experience and expertise is called upon when issues of racism occur. The teacher ensures that all policies and