

The Forest High School Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of The Forest High 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.

Rosemary McDowall

Principal

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Message from the Principal

My tenth year as Principal of The Forest High School has been extremely rewarding. It has been a real pleasure to lead the school with the support of the Deputy Principals, Mrs Denise Wright and Ms Cathy Thompson. I thank them and the outstanding Executive Team for the work they have done leading the school in a time of community and educational change.

The Forest High School is a successful, comprehensive coeducational high school. There are high expectations for student learning, behaviour and uniform. The goals of academic excellence, innovation, opportunity and success define the philosophy of the school. While academic excellence is highly valued, students are encouraged to undertake a broad academic curriculum and a wide variety of extracurricular opportunities in the areas of leadership, sport and cultural pursuits. The school works to enhance the learning opportunities of all students through community connections and a committed parent group.

We are very appreciative of the enduring support that our School Council and the P&C continue to provide. The executive and members of these groups always give their positive support to school planning and organisation and are interested to learn about our term by term improvement and activities. Funds raised by the uniform shop, staffed by P&C members, plus P&C school contributions paid by parents, allows the P&C to donate funds towards programs and projects within the school. Such initiatives in the past 12 months have been the continued financial support of the High Resolves program, Presentation Night prizes and funds dedicated to the maintenance of our grounds and gardens. I thank them for this support on behalf of the students and staff at The Forest.

Additionally it has been gratifying to work with a school of such dedicated, professional staff members who continually strive to improve their teaching to enhance the learning of all students. In 2018 teachers at The Forest enthusiastically participated in numerous professional learning opportunities and it was satisfying to see an analysis of the school and external data that clearly linked our teachers' professional learning to positive growth in Forest High students' results. Teachers at The Forest lead by example, valuing their own learning thereby sustaining a strong learning community. Alongside our dedicated permanent teaching staff we have a wonderful group of temporary teaching staff, many of whom have worked with us at The Forest for an extended time.

We are also very appreciative of the expertise of our ancillary staff who work across the school in administration, maintenance support, as assistants in specialist subject areas and as support for teachers in the classroom. I thank our dedicated staff members for their continued commitment to The Forest.

There have been a few staffing changes due to retirements, transfers and staff on leave. At the beginning of the year we welcomed Mrs Kelly May to English, Ms Daina Ciferson to PD/H/PE, Ms Hilary Page as Learning and Support Teacher, Mr Daniel Phua to TAS, and Mr Gordon Kovacs to Science, replacing Dr Sham Nair, who was seconded to the Curriculum Directorate. Mrs Denise Wright retired as Deputy Principal in July and Mr Mathew Finley from Muirfield High

School was appointed and commenced as Deputy Principal in Term 4. Mr Iain Sills was appointed Head Teacher Support and Mr Dylan Fisher was appointed as classroom teacher in the Autism Unit, replacing Mr Sills. Ms Julie Milner was appointed as School Learning Support Officer in the Autism Unit, replacing Ms Michelle Arrivolo. Mrs Blae Levy, Head Teacher English accepted a position at Chatswood High School and Ms Sarah Peachman from Barrenjoey High School was appointed Head Teacher English and commenced in Term 4.

In 2018 the Student Representative Council, under the leadership of Miss Nicole Murray was active in raising funds for numerous charities and explicitly teaching students the skills of leadership and the school's expectations. This year the senior student leadership team demonstrated their passion for the school and showed exceptional initiative, creativity and innovation, taking over the organisation of the school's Open Night and then planning and hosting the inaugural Forest Festival of Lights. Special thanks go to our School Captains, Zali Van Der Veer and Alexander Dickson, Vice Captains, Gabriella Apostolou and Luke Geddes, Performing Arts Captains, Mackenzie Brown and Angus Walsh, Sports Captains, Andrea Malm and Oscar McSorley, Environment Captains, Kandy Lee and Ryan Heaphy and Prefects, Robert Buttiglieri, Lachlan Clarke, Ginger In, Marko Paunovic, Jasper Schwarz, Zane Smuts and Megan Walsh for their impressive leadership and ongoing support of the school's Senior Executive this year.

Several members of our school community were recognised for excellence by the Department of Education in 2018, receiving Minister's Awards. Our School Captain, Zali Van Der Veer was the recipient of the Minister's Award for Excellence in Student Achievement and one of our teachers, Julian Floriano was the recipient of a Minister's Award for Excellence in Teaching. The Forest High School Council President, Michael Strugnell received Public School Parent of the Year. We are extremely proud of these award recipients.

Nicholas Seale in Year 10 was acknowledged for his photography skills, winning the Northern Beaches Hospital Photography competition. Nicholas' photograph of waves at Palm Beach now hangs in the atrium of the hospital spanning multiple levels. We thank the Northern Beaches Hospital for its ongoing collaboration in projects to enhance student learning and leadership.

2018 saw the introduction of innovative new programs as well as substantial improvements to our facilities and grounds. Teachers and students at The Forest engaged in learning about STEM (Science, Technology, Engineering, Mathematics), resulting in a number of initiatives and cross curricular projects, our robotics program being one example.

In 2018 The Forest High School was recognised by the NSW Technology For Learning Directorate for excellence in its Year 7 robotics program. Students learned about robotics and its implications for society and got hands on in building their own robots using the LEGO EV3 Education robot kits kindly donated by the school P&C. This program was partnered with the Northern Beaches Hospital with engineers from the hospital both launching the major challenge project and judging the final product competition. This final product was a self-driving hospital bed that demonstrated the features students had built and coded on a simplified map of the Northern Beaches Hospital. This program received the Highly Commended Award at the NSW Technology For Learning Conference making it a stand out across the state for the skills it develops and the authentic learning it makes possible through its real world connections.

Our HSC students this year have once again made us very proud as they have delivered excellence in many areas. Our 2018 Year 12 cohort was the last group to go through under the 3+3 senior college structure. The cohort achieved strong HSC results including 29 Band 6s and 102 Band 5s. I congratulate them on rising to the challenge of 'Raising the Bands'. This has been a focus for teachers and students in our Strategic Plan and much planning and time has gone into senior teaching programs, focusing on student/teacher feedback, building strength through assessment and examination preparation and improving writing skills. We applaud the efforts of our students who strive to achieve their personal best.

I am proud to work in a school community that promotes high expectations and challenges students to become all-rounders who participate in a wide range of pursuits. The school continues to enjoy strong relationships with our partner primary and high schools, universities and the broader community. We creatively seek and promote real world partnerships and opportunities to inspire global citizenship. I look forward to 2019 and another year of excellence, innovation, opportunity and success at The Forest.

Rosemary McDowall

Principal

Message from the school community

The objective of the School Council and Parent and Citizens (P&C) is to encourage parents and community participation in the school to promote understanding of the school and its activities.

The school community would like to express our sincerest appreciation to Tracy O'Shannassy for her tireless contributions over the past five years to the School Council and P&C. Tracy worked in many roles supporting the school and in particular her efforts managing a wonderful team looking after the uniform shop.

Funds raised by the uniform shop, which is staffed by P&C members, plus P&C school contributions paid by parents, allows the P&C to donate funds towards programs and projects within the school. The P&C presented \$30,000 to the school in 2018 for the continued financial support of the High Resolves Program, Presentation Night prizes, future-focused learning spaces and funds dedicated to the maintenance of our grounds and gardens. The High Resolve Global Citizenship Program for Years 7–10 motivates high school students to view themselves as purposeful global citizens and gives them the opportunity to acquire and practice the capacities they need to lead their communities and the world to a brighter future.

The P&C facilitates a special presentation about school programs at every meeting featuring teachers and other guest speakers which contribute to discussions on school activities. The P&C Committee maintains a Facebook page and encourages parents to become members of the page as an informative and useful destination for all parents of The Forest High School community.

The Northern Beaches Hospital opened to the public on 30th October 2018 and brought some relief to the school community from the multi-year construction phases of the hospital and roadworks on Frenchs Forest Road. The School Council would like to express appreciation to Kylie Coleman for representing the School Council as Hospital Liaison. Throughout the year, Kylie attended meetings with school executive staff, RMS and NBH staff, highlighting opportunities for interaction between the organisations and the students, and raising concerns that parents and residents faced as a result of the hospital construction and road works. The Northern Beaches Hospital continues to partner with the school to provide valuable learning opportunities for the students of the school.

The School Council continues to work with the Department of Education to ensure that the community is represented in matters pertaining to the future of the school. Upgrades to landscaping and construction of new parking facilities have greatly enhanced the appeal of the open spaces and school oval.

The School Council wants to congratulate the School Executive on remaining focused on delivering educational outcomes in accordance with the School Excellence Framework. The 2018 HSC cohort is to be congratulated on their attainment of 29 Band 6 and 102 Band 5 results. The School Council is encouraged by the year over year positive improvements in NAPLAN results that regularly exceed the State average. The achievements in extra-curricular academic programs such as Code4Fun and the Sydney Universities Robotic Competition provided wonderful opportunities for students to show their skills and enthusiasm at State and National levels.

The School Council is encouraged by the school commitment to community and social programs, with many of the programs championed by the Student Representative Council (SRC). The SRC, under the leadership of Miss Nicole Murray, show a huge commitment to the school and community. The student leadership team has been responsible for the organisation of many charity and school events this year. They have been creative and innovative in their leadership, taking on the organisation of the school's Open Night and the inaugural Forest Festival of Lights which was a very successful community event. The School Council appreciates the attendance and participation of the SRC who represent their peers at School Council meetings.

The School Council extends its congratulations to the many students and staff for their participation and achievements in cultural and sporting endeavours undertaken throughout the year. The abundance of awards and recognition for students in sporting, academic and cultural achievement as well as teacher awards is a credit to the school values of Respect, Responsibility and Personal Best.

As always, I would like to make special thanks to Julie Sutton, in her role as Secretary, for her regular attendance and for recording the minutes of each meeting.

Michael Strugnell

School Council President

Message from the students

2018 has been an incredibly busy year for students, parents, and teachers alike, with changes and challenges arising and a need for us all to remain calm and cooperative alongside the construction of The Northern Beaches Hospital and the subsequent roadworks. Despite these challenges 2018 has been an incredibly interesting, rewarding and exciting year for everyone, filled with ideas, events and goals, which helped to make 2018 stand out from other years.

Led by our hardworking SRC Coordinator and Teacher Librarian Ms Murray, the 2018 Student Representative Council worked consistently to devise and instil initiatives that would assist in increasing school spirit and general student morale. Being privileged enough to have been elected into the role of 2018 School Captains, we strived to utilise our position, as a platform to work alongside the other captains and the remainder of the Senior Leadership Team, to assist and guide the making of positive changes to our school community.

This year we altered the structure of our Open Night, with more emphasis on student interaction and the update of

resources and ideas. This allowed for prospective students and their parents to enrich their perception of our school, and get a clearer understanding of both our school environment and the love and pride for our school which so many students possess.

This year has seen many new ideas and initiatives, such as 'Kindness Week' and 'The Forest Festival of Lights'. Events such as these, we feel, can bring students together, creating a more positive, supportive and welcoming school environment, whilst also encouraging our fundamental goal of increased school spirit.

At our annual SRC Camp, the group agreed upon instigating a school and community-based event, which was aimed to focus on our goals. *'The Forest Festival of Lights'* was born, an initiative that was the first of its kind, requiring a considerable amount of coordination and effort from students, teachers, parents, and the broader community. The event took place on 7th September and offered a vast array of market stalls, food trucks, performances, and student-run activities. Despite the heavy rain that sadly interrupted the proceedings it was a peaceful, successful and wonderful event. Students and staff worked together to adapt to the conditions and were able to make the most of the night. We are so proud of the commitment, dedication and efforts made by so many students, all contributing to the festival in some way, intrinsically showcasing the school's core values, and embodying our 2018 aim of fostering and increasing student morale. The event could not have occurred if not for the help and coordination of so many staff members, many of whom donated not only their time but valuable resources and ideas, helping the event run smoothly. We owe our gratitude and thanks to all who were involved, and especially to Ms Murray, Ms Wallace, Ms Trout and Mrs McInnes, who worked tirelessly behind the scenes to ensure that this inaugural event would be a success. We would additionally like to thank any of our parent stallholders and the external organisations who added to the success of the event. We do hope that the festival will become a recurring tradition at The Forest High School, and that its legacy will continue for years to come.

As representatives of the Year 12 class of 2018, we would also like to extend our pride and gratitude to the students who have grown up with us and graduated with us in 2018. We are honoured to have represented our cohort throughout the past year and feel we owe our fellow Year 12 students genuine congratulations, and a sincere thank you, for all they have tackled and accomplished. We would like to thank our supportive, nurturing, and compassionate Year Adviser Mrs Emery for her constant kindness and encouragement to each and every one of us as we balanced the challenges Year 12 had to offer. We wish her the very best for her upcoming endeavours, and cannot thank her enough for her boundless warmth, compassion and encouragement.

Ultimately, we are incredibly thankful for the amount of support and confidence we have received in our role at school. The staff and executive allowed us to work both independently and cooperatively in our quest to achieve our goal of heightening school spirit. The faith they have placed in us and the opportunities they provided have enabled us to work to our fullest potential in achieving our aims and advocating for the best school environment possible.

2018 was an amazing, enriching and rewarding year, filled with cooperation, excitement and challenges. We hope that our fellow students are able to share a similar love for, and pride in, our school and that everyone is able to look back upon their schooling memories with as much fondness as we know we will. We want to thank everyone in our school community for contributing to our schooling in some way and hope that everyone enjoyed 2018 as much as we did.

Senior Leadership Team 2018

Captains – Zali Van Der Veer and Alex Dickson

Vice Captains – Gabriella Apostolou and Luke Geddes

Sports Captains – Andrea Malm and Oscar McSorley

Environment Captains – Kandy Lee and Ryan Heaphy

Performing Arts Captains – Mackenzie Brown and Angus Walsh

Prefects – Robert Buttiglieri, Lachlan Clarke, Ginger In, Marko Paunovic, Jasper Schwarz, Zane Smuts and Megan Walsh

Zali Van Der Veer and Alex Dickson

School Captains 2018

School background

School vision statement

The Forest High School is an inclusive future focused community excited by learning. We empower all students and the school community to be life-long learners and leaders. We creatively seek and promote real world opportunities to inspire global citizenship.

School context

The Forest High School, founded in 1961, has a strong reputation for an ethos and tradition that recognises the individuality of the learner and fosters the expectations of Respect, Responsibility and Personal Best. The Forest is a comprehensive co-educational high school for Years 7–12 students with three special education classes catering for the learning needs of students with autism. The student population continues to grow.

Curriculum

For Middle School students the GATS class and Enrichment Program offer skills in enquiry learning with a foundation in 21st Century learning fluencies. Stage 5 and 6 students are offered a broad range of subject choices with specialist teachers offering academic rigour and real world experiences.

Known for its innovation, The Forest offers the full range of academic subjects and Vocational Education and Training (VET) subjects are available in Stage 6 in fully equipped facilities.

Student Focus

The Pastoral Care program, **Positive Behaviour for Learning (PBL)**, provides a proactive school-wide system of support for appropriate student behaviours. PBL helps teachers deliver the highest quality learning programs to improve student academic and behavioural learning outcomes.

The **Student Representative Council** has over 50 elected students from Years 7–12 with a senior leadership group guiding all the students in the school by exemplary example of leadership, participation and respect. The school's community is enriched by a student population from diverse social and cultural backgrounds including a substantial number of international students.

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.

The results of this process indicated that in the domain of Learning the school has made considerable progress in sustaining and growing in the elements of Learning Culture, Wellbeing, Assessment and Reporting. In the element of Curriculum, the school is excelling and in the element of Student Performance Measures, the school is delivering. However, our VALID results have significantly progressed towards excelling and our HSC growth is on a positive trajectory towards sustaining and growing. There is a continued whole school focus on improving student performance measures.

Classroom expectations were drafted in 2018 by the Positive Behaviour for Learning (PBL) Team for publication in 2019. Explicit lessons in PBL continued for Year 7. Students care for themselves and others in the school as well as the wider community. Programs such as High Resolves, SRC Leadership, Anti-bullying, Harmony Day and Multicultural Day have fostered positive and respectful relationships among students and staff.

A focus on the development of Learning Culture continued in 2018 with the integration of the *Elevate Study Skills* into classroom practice. *Raising the Bands* continued with professional learning on cognitive load theory and inquiry-based learning being delivered through executive and staff meetings. Planning commenced in 2018 for two whole school literacy projects to be delivered in 2019.

The results of self–assessment indicated that in the School Excellence Framework domain of Teaching, the school is sustaining and growing in Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development.

Effective Classroom Practice is achieved through school leadership modelling and promoting effective practice through TPL events and formal mentoring. Data is used to identify and address the needs of staff and students at the school and faculty level. A focus is placed on both teachers' own goals reflected in the Professional Development Plan (PDP) processes and on effective teaching strategies for Departmental and school priorities including literacy and numeracy and inquiry–based learning.

School Professional Learning is clearly linked to the professional standards and teachers are able to access beginning teacher support and to work towards higher levels of accreditation through a program offered through one of the Communities of Schools. A culture of collaboration has been encouraged to ensure that teachers work beyond their classrooms to contribute to broader school programs.

The results of self–assessment indicated that in the School Excellence Framework domain of Leading, the school is sustaining and growing in Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes and is excelling in School Resources. Clear communication of goals and school vision occurs through the Annual Report, School Plan and community feedback. Engagement and feedback are facilitated through the P&C, School Council and *Tell Them From Me* surveys. Parental engagement is strengthened through a diverse range of communication methods including social media, the school website, newsletter and Sentral Parent Portal.

Leadership capacity is developed through the provision of purposeful leadership opportunities for staff through school committees including: Literacy, Numeracy, STEM, Technology and Trialling Innovations and through whole school programs such as Enrichment, High Resolves and Robotics. The school effectively solicits and applies feedback from sources such as staff and student surveys and the *Tell Them From Me* surveys, which gather feedback from parents, students and teachers. Leadership development is facilitated to ensure effective growth of individuals and the subsequent benefit to the school and students.

Our self–assessment process will assist the school to refine our school plan and milestones, 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

Learning

Purpose

- Develop critical, analytical creative problem solvers
- Build skills to take risks, innovate, collaborate and communicate effectively

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements. Our continued school-wide focus on student resilience, goal setting and student self-reflection on learning has enabled us to achieve significant progress in this strategic direction.

The Quality Teaching Rounds continued with another group of participants from diverse faculties completing the program. Additionally a member of the executive participated in Quality Teaching Rounds with the primary schools from the Warringah Community of Schools. The program included collaborative lesson planning, programming, classroom observations, collegial discussion, feedback and reflection.

A review of the school's assessment policy provided comprehensive data to streamline assessment processes to align with the new HSC syllabus requirements. Backward mapping was utilised to develop a consistent approach 7 to 12. This included a review of the number and format of assessment tasks and teacher professional learning focused on quality criteria and descriptive feedback. Assessment for learning and quality descriptive feedback has been an ongoing focus with an aim to embed these practices into whole school classroom practice.

In 2018 a number of processes were initiated to improve students' literacy skills. The Literacy and Numeracy Team will be divided into two teams in 2019, with a dedicated Literacy Team to be formed in Term 1. The school enrolled into the Best Start Program with testing to commence in Term 1, 2019. The Best Start Team received training in Term 4, 2018. Two literacy projects were planned and will also commence in Term 1: a Year 7 Literacy Project to improve student writing through text types and the development of e-portfolios, and a whole school literacy professional learning project focused on giving teachers explicit strategies for teaching writing.

A high achievers assembly was introduced in 2018 for the large number of students achieving Band 6 results in the HSC. This provided a community showcase of the academic achievement of senior students and highlighted the broad range of university and tertiary pathways our students pursue.

All students participated in the Elevate Study skills program in 2018. Tutoring was provided to students who attended "Beyond the Bell", an afterschool homework centre open to all students. Additionally an intensive tutoring program was offered to Year 12 students in Term 3. Subject selections for Stage 5 students were refined based on data from 2017 and all students with a parent were interviewed by a member of the executive to ensure appropriate subject choices.

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">• 60% or a greater number of students achieving at or above expected growth	Best Start Team attending training English staff attending specific literacy TPL	NAPLAN Results 65% of Year 7 students were at or above expected growth in numeracy Almost 60% of Year 7 students achieved at or above expected growth in writing 60.2% of Year 9 students achieved at or above expected growth in reading 60.9% of Year 9 students achieved at or above expected growth in numeracy

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"> • 60% or a greater number of students achieving at or above expected growth 		<p>VALID Results Year 8 VALID results were well above state average and SSSG with strong growth occurring over the last three years: 2016 Average School Score – 88.57; 2018 Average School Score – 90.42</p> <p>Year 10 VALID results were well above state average and SSSG with strong growth occurring over the last three years: 2016 Average School Score – 86.37; 2018 Average School Score – 96.04</p>
<ul style="list-style-type: none"> • The school achieves good value-added results for all students 	<p>TPL, Staff Development Days, staff meetings, faculty meetings and Twilight Learning, TPL Hospitality: \$1500</p> <p>External Course fees: \$11000</p> <p>Executive Conference: \$3000</p>	<p>The value added across Years 9–12 improved in 2017. The school is delivering. The 2018 value added results were not available at the time of writing this report; however, we anticipate that it will reflect further improvement.</p>

Next Steps

- Implement a consistent whole school approach to ensure that learning intentions and success criteria are evident in every classroom.
- Introduction of Canvas learning management system to facilitate consistent whole school processes for assessment and teacher feedback to students implemented, evaluated and monitored.
- Quality teaching rounds to continue to include additional cross faculty staff.
- Teachers confident in using RAP, SCOUT, TTFM, NAPLAN, assessment and student welfare data and "putting faces on the data". Data is actively collected, analysed, displayed (data walls) and use to drive improvements in teaching and learning.
- Teacher professional learning focused on data analysis to inform the explicit teaching of literacy



Strategic Direction 2

Thriving

Purpose

- To empower students and teachers to drive their learning, overcome challenges and succeed
- To ensure that every student is known, valued and cared for in our school
- Develop supportive and caring students and teachers who feel a strong sense of belonging in their school community

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School Plan. It draws on a range of comprehensive evidence to demonstrate school achievements.

The Positive Behaviour for Learning (PBL) Team met regularly to develop and implement PBL strategies to embed PBL language and behaviours into the school culture. With the completion of the whole school signage in 2017, the team commenced working with faculties to develop classroom signage with a view to completing the project in 2019. The team commenced training to assess the SET data which is scheduled for collection in 2019. A "Rewards Barbeque" was held to acknowledge students who consistently model the school values of "Respect, Responsibility and Personal Best".

Whole school funding was utilised to create a Head Teacher Welfare position, which commenced in Semester 2, 2018 and will be continued in 2019. The Head Teacher Welfare, Mr Julian Floriano, supported a number of programs to enhance student wellbeing. The school continued its partnership with Relationships Australia, which delivered a parent education program and a group program for Years 7 and 9. Relationships Australia also provided individual support for targeted Year 9 students and their families.

A PD/H/PE Teacher, Mr Kurt Neely, undertook training in the Rock and Water Program and delivered the program for the first group of boys in Term 4, 2018. Mr Neely also continued his leadership of the White Ribbon Program and coordinated whole school events to raise student and staff awareness in relation to the prevention of domestic violence.

The Elevate Study Skills Program was extended to include all students Years 7 to 12. Professional learning for staff was implemented to ensure that study skills are incorporated into classroom practices and routines.

The High Resolves Program, a global leadership and social justice program, which was implemented in 2010 for Year 8 and then extended to Years 8, 9 and 10 in subsequent years, was expanded to include a Year 7 program in 2018. The High Resolves Program complements the Year 7 Enrichment Program, which was developed in collaboration with an academic mentor from Sydney University in 2010 and implemented in 2011.

A School Spirit Team formed in 2018 after the Student Representative Council (SRC) planned and implemented the first Forest Festival of Lights in September. Planning for 2019 was implemented and the first whole school activities in 2018 included election of house captains and a mini-film festival in Term 4. Whole school staff Teams were reviewed with an aim to amalgamate and streamline whole school teams in 2019.

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">• Improved attendance data• TTFM surveys show an increased number of students with high levels of happiness, belonging and pride in the school	Head Teacher Welfare: \$33109 Rewards Barbeque: \$200 Rock and Water Training: \$2000 High Resolves: \$40000 Elevate Study Skills: \$13000	Year 7 and 9 attendance data improved slightly There is a need to implement further strategies to improve attendance in all year groups. TTFM Survey showed a 9% growth in numbers of students with a sense of belonging. TTFM Survey showed a 4% growth in numbers of students with positive relationships in the school TTFM Survey showed a 5% increase in students valuing school outcomes, a 5% increase in student

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">Improved attendance dataTTFM surveys show an increased number of students with high levels of happiness, belonging and pride in the school	TPL, Staff Development Days, staff meetings, faculty meetings and Twilight Learning, TPL Hospitality: \$1500 External Course fees: \$11000 Executive Conference: \$3000	effort, and a 5% increase in intellectual engagement

Next Steps

- PBL classroom signage to be finalised and placed in all classroom settings.
- Consolidate work done by the school spirit team to expand school events that build school culture and pride.
- Continue training teachers in using data effectively to set appropriate and challenging goals for students and support their individual learning needs.
- Use school funding to appoint additional executive staff to address curriculum and wellbeing needs of students.



Strategic Direction 3

Connecting

Purpose

- Build strong collegial networks in the school, between schools and the wider community to provide opportunities to broaden and enrich learning and develop career opportunities, which promote further learning for all students
- To maximise opportunities for students and staff to contribute to the broader community

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School Plan. It draws on a range of comprehensive evidence to demonstrate school achievements.

Strong collegial links continued with partner primary schools, Allambie Heights, Balgowlah North, Beacon Hill and Frenchs Forest Public Schools. The Year 5 Primary Enrichment Program was expanded to include additional key learning areas and students undertook a range of projects, which required creativity, critical thinking, collaboration, communication and problem solving. Student, teacher and parent feedback was very positive and our 2018 Year 7 numbers increased with a higher proportion of our students coming from our local schools.

Increased numbers of teachers across key learning areas engaged with our Communities of Schools. Our first joint staff development day with the North Sydney – EC took place in Term 3, with faculties from the different schools combining to work collaboratively on programming the new syllabuses. The feedback from teachers was overwhelmingly positive with another joint staff development day planned for 2019.

Quality Teaching Rounds (QTR) continued to build cross faculty connections and an executive teacher participated in QTR with the Warringah Community of Schools. QTR will be expanded in 2019 with more teachers participating cross faculty and additional teachers participating in the QTR with the primary schools.

The school continued to work collaboratively with the Northern Beaches Hospital in 2018. The relationship with the hospital has evolved over time as the hospital has changed from a building site into a fully operational Level 5 Hospital in October 2018. The Forest High School Jazz Ensemble performed at the opening of the hospital and the school received positive mentions from a number of speakers, including the project manager and the local member. Northern Beaches continues to support the school by offering curriculum opportunities through hospital visits, work experience and traineeships for students.

Other significant partnerships include Vittoria Coffee that provides barista training for students who manage the school coffee shop and the local AECG (Aboriginal Education Consultative Group) and the local Tibetan community with whom we work to support our students and their families.

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">• 50% of staff involved in Quality Teaching Rounds (QTRs)• An increased number of partnerships with primary schools, tertiary training providers and industry groups	<p>Grade 5 Enrichment: \$2500 for Resources; \$15000 Teacher Relief</p> <p>QTR at TFHS: \$8000 and with primary schools – TPL funding:\$2500</p>	<p>Four teachers in both Primary and School Rounds (9 total over two years = 15%)</p> <p>Connection to Sydney University continued in 2018</p> <p>Link to Macquarie University through PASL program to commence in 2019</p> <p>Positive feedback from parents and students for Grade 5 Enrichment Program – increased numbers of enrolments from local schools projected for 2019</p> <p>Seaforth Public School approached and asked to establish a relationship in 2019</p> <p>Joint NS–EC Staff Development Day</p>

Next Steps

- Continue to increase numbers of teachers participating in Quality Teaching Rounds
- Principal to participate in PASL (Principals As STEM Leaders) Program through Macquarie University in 2019 and 2020
- School to engage with The Forest Network Community of Schools in 2019
- Continue to strengthen partnerships with local primary schools and develop a collaborative relationship with Seaforth Public School



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal background funding is used to effectively support literacy and numeracy, social and cultural participation for Aboriginal students</p> <p>\$2617</p>	<p>Personalised Learning Plans were developed for all Aboriginal students and programs were implemented and supported to improve literacy and numeracy outcomes. Teachers including LaST and SLSOs supported Aboriginal students in class. Student data demonstrates that these students are showing improved results in literacy and numeracy. Aboriginal students attended local cultural days with the Aboriginal teacher mentor and students were supported in attending excursions and annual year group camps.</p>
English language proficiency	<p>English language proficiency funding used to effectively support literacy learning of EAL/D students</p> <p>\$141665</p>	<p>In 2018, Cameron Rowland was permanently appointed to the position of English as an Additional Language or Dialect teacher. Cameron joined a strong team of language and EAL/D teachers who supported students through a variety of programs to enhance literacy and English speaking skills and student wellbeing. A specific roll call was established with a Chinese speaking teacher to improve their understanding of the day to day running of the school and also included an informal pastoral care element. The overall attendance of EAL/D students was above 85%. An increase in merits awarded and a decrease in negative incident reporting reflect an engaging program for international students. As a result, students were more successful in their courses and in their integration and involvement in the school. Two students were SRC representatives who spoke at the school Harmony Day. Mathew Finley was appointed Deputy Principal in Term 4, providing Senior Executive oversight for EAL/D and international students.</p>
Low level adjustment for disability	<p>Low level adjustment funding used to effectively support literacy and numeracy of targeted students</p> <p>\$155529</p>	<p>Teaching and learning programs continued to provide adjusted assessment tasks and classroom teaching strategies to cater for identified learning needs of students. The LaST attended teacher professional learning targeted at supporting classroom teachers in their provision of adjustments for students with disabilities and learning difficulties. Funding supported the provision of two SLSOs who worked closely with individual students and groups of students experiencing difficulties in the classroom.</p>
Socio-economic background	<p>Socio-economic background funding used to effectively support literacy and numeracy learning of all students</p> <p>\$60340</p>	<p>Partnerships with community organisations and parents and carers were developed and maintained. Classroom teachers were supported to develop and improve literacy and numeracy skills for all students as well as presenting students with opportunities to participate in projects and programs across the school. Data collected showed evidence of successful learning in literacy and numeracy for students.</p> <p>Literacy initiatives in 2018 included:</p> <ul style="list-style-type: none"> • Wide reading programs

<p>Socio-economic background</p>	<p>Socio-economic background funding used to effectively support literacy and numeracy learning of all students</p> <p>\$60340</p>	<ul style="list-style-type: none"> • Targeted writing workshops in narrative, persuasive and explanation writing in Stage 4 and Stage 5 • Adjustments to literacy focus based on NAPLAN, VALID and HSC analysis <p>Numeracy initiatives in 2018 included:</p> <ul style="list-style-type: none"> • Quicksmart targeted Stage 4 students during roll call • Numeracy Ninja skills program with Year 7 • Numeracy Star basic skills in Year 8 • Minimum standards numeracy support in Stage 5
<p>Support for beginning teachers</p>	<p>Beginning teachers funding effectively used to support professional development of beginning teachers</p> <p>\$55144</p>	<p>Beginning teachers were supported by mentors, supervisors and targeted TPL to develop improved literacy and numeracy skills, NAPLAN, RoSA and HSC results for all students. They were also supported through the accreditation process by the Head Teacher Teaching and Learning and Faculty Head Teachers. Data collected showed evidence of successful learning for students reflected in internal and external assessments. In 2018 three teachers obtained proficient status and the remainder of teachers at The Forest High School were maintaining their proficient status.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Provide targeted student support for refugees and new arrivals</p> <p>\$3978</p>	<p>As a school, we have provided excellent targeted support for refugees and new arrivals in the classroom with Mr Golanoski and Mr Rowland working with Years 9–10 one-on-one in English and other subject disciplines such as HSIE and Science. Ms Peachman, Mr Xiu, Mr Golanoski and Mr Rowland used funding to create a weekly EAL/D Tutoring program saw undergraduate University students speaking with refugees and new arrivals about life in Australia and practising their speaking and grammatical skills. The program benefited the students by involving the local Tibetan parents in an afternoon tea in Week 11 where they saw their children speak about experiences at The Forest High School. Additionally, Mr Golanoski and Mr Ye have provided student support through establishing a buddy system where new arrivals were paired up with students in their respective year, helping them integrate effectively into the school. These programs have had a substantial impact on the self-esteem and academic achievement of refugees and new arrivals.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	548	528	485	451
Girls	372	365	368	317

Student attendance profile

Year	School			
	2015	2016	2017	2018
7	94.6	94.6	93.3	93.5
8	89.9	92.7	90.7	89.9
9	91.6	90.5	88.6	89.3
10	91.2	90.9	88.8	88.7
11	90.5	90.3	88.5	84.4
12	89.4	90.9	91	89.1
All Years	91.2	91.6	90	88.9
Year	State DoE			
	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Formal roll call and roll marking occur daily at 8:35am; however, class rolls are marked every lesson. An SMS message is sent home to parents and guardians for any students absent from the official daily roll call. Senior students can use a swipe card system to manage their attendance and flex-time. All senior students are expected to be on site between roll call and lunchtime, but may swipe in at the end of period one or at the end of period three if they do not have classes scheduled at the beginning or end of the day.

The school continues to review its Attendance Policy and monitor practices to minimise student lateness and fractional truancy.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	6
Employment	0	1	38
TAFE entry	2	2	12
University Entry	0	0	35
Other	0	2	6
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

In 2018 8% of Year 12 students undertook either vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 99% of Year 12 students attained the HSC or equivalent educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	41.9
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	13.08
Other Positions	1

*Full Time Equivalent

The Forest High School has one Aboriginal teacher. The Forest High School enjoys a close, collaborative relationship with our local Aboriginal Educational Consultative Group.

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	34

Professional learning and teacher accreditation

Professional learning in 2018 focused on the school's Strategic Direction 1 – Learning, Strategic Direction 2 – Thriving and Strategic Direction 3 – Connecting. Collaborative planning with staff was undertaken.

At scheduled staff meetings and at Staff Development days throughout the year, teachers actively engaged in the delivery of presentations and workshopping in the following areas of teaching and learning and school organisation: DATA analysis (RAP & SCOUT) and the application of this data in the planning for improved student outcomes; faculty understanding and PBL and its goals for students in the classroom; visible thinking strategies; Aboriginal Education strategies including Aboriginal content in teaching programs and Adjustments for Stage 6 students including Life Skills.

Teacher Induction for beginning teachers and new staff commencing teaching at The Forest High School, including temporary teachers, was undertaken in Term 1 and included training in understanding the systems, organisation and mandatory requirements of the school and the NSW Department of Education. This training was delivered by the Head Teacher Teaching and Learning.

Individual teachers sought training opportunities outside of the school to meet the goals of their Performance and Development Plan (PDP) and faculty requirements in curriculum delivery.

In 2018 Mandatory Training was covered in the areas of Child Protection, Fraud and Corruption Policy, Supervising Pre-service teachers and CPR and Anaphylaxis Training.

A new initiative in 2018 was the formation of committees for planning and further development of the following areas in the school: Positive Behaviour for Learning, School Spirit, Future Focused Learning, Gifted and Talented Education and Differentiation; Literacy and Numeracy and IT/BYOD.

In 2018, 56 teachers are maintaining accreditation at proficient level.

Whole school expenditure on Teacher Professional Learning for 2018 was \$58625

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	1,048,009
Revenue	10,062,698
Appropriation	9,026,316
Sale of Goods and Services	83,495
Grants and Contributions	886,942
Gain and Loss	0
Other Revenue	51,848
Investment Income	14,097
Expenses	-9,533,106
Recurrent Expenses	-9,533,106
Employee Related	-8,398,324
Operating Expenses	-1,134,782
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	529,592
Balance Carried Forward	1,577,601

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

The School Finance Committee is composed of the Principal and Deputy Principals, executive teachers, Senior Administrative Manager, teaching staff and a parent member of the School Council. Voluntary school contributions go toward significant expenditure on student curriculum materials, resources and technology. A full copy of the school's financial statement is tabled at both a School Council and P&C meeting and also published in the Annual Report.

Funds will be used to maintain and enhance learning spaces, amenities and the school's technology network and to continue the development of new flexible interior and exterior learning spaces to meet the needs of future focused teachers and learners.

In 2018, funding was also used to employ an additional Head Teacher to undertake coordination of welfare programs to support student well being. The school plans to use funding to employ a third Deputy Principal in 2019 in order to support students with their

curriculum choices and academic pathways.

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	7,308,667
Base Per Capita	168,046
Base Location	0
Other Base	7,140,621
Equity Total	360,152
Equity Aboriginal	2,617
Equity Socio economic	60,340
Equity Language	141,665
Equity Disability	155,529
Targeted Total	756,638
Other Total	109,632
Grand Total	8,535,088

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.

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.

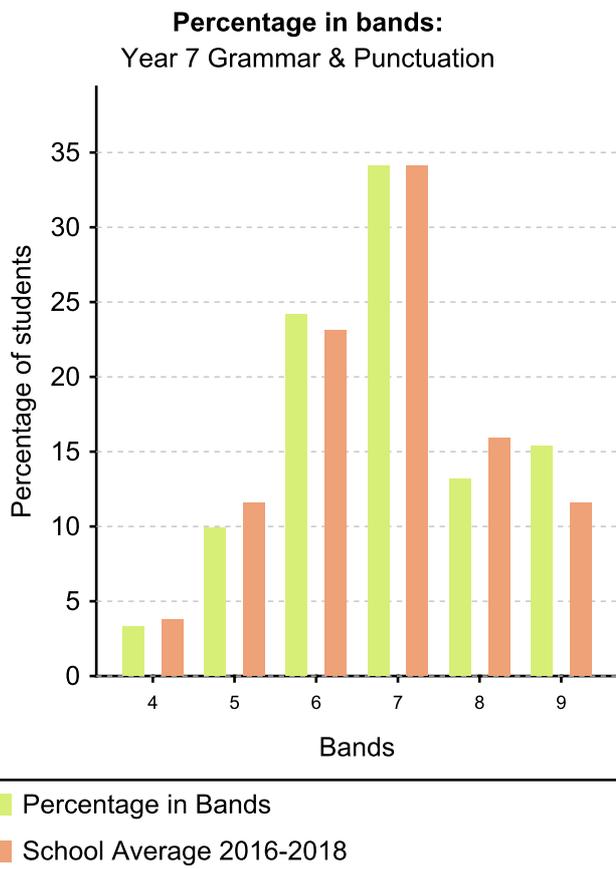
The overall results for literacy in NAPLAN testing is aggregated from the students' results in reading, writing, spelling and grammar punctuation.

An analysis of the achievements for Year 7 2018 shows that the overall literacy of this group is significantly above state average. This analysis continues the trend from previous years and demonstrates that the literacy skills of the students are well developed when they arrive in Year 7.

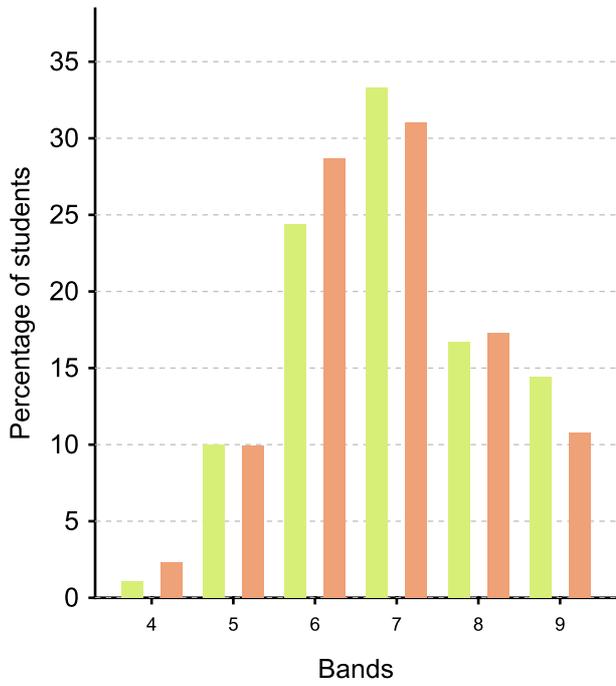
Students performed very strongly in the higher bands in reading, writing, spelling and grammar and punctuation with approximately 39% of the Year 7 students achieving either Bands 8 or 9 in reading, 31% achieving either Bands 8 or 9 in Writing, 42% achieving either Bands 8 or 9 in Spelling and 29% achieving Bands 8 or 9 in Grammar and Punctuation.

An analysis of the achievements for Year 9 2018 shows that the overall literacy of this group is above state average with more than 20% of students achieving in the top two bands for Reading, Spelling and Grammar and Punctuation. This demonstrates that the literacy skills of the students are being well developed as they transition from Stage 4 to Stage 5 and additionally the results indicate the success of the literacy team in enhancing the learning outcomes for students.

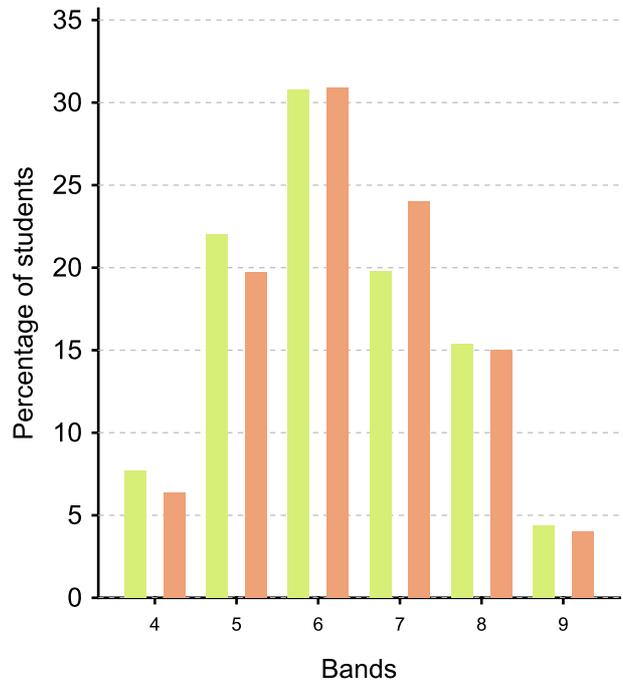
The Forest High School recognises the importance of achievement in literacy and through targeted programs will continue to prioritise the improvement of student performance in the top two bands. Two literacy projects will be delivered in 2019 with a continued focus on the explicit teaching of academic writing to prepare students for the HSC.



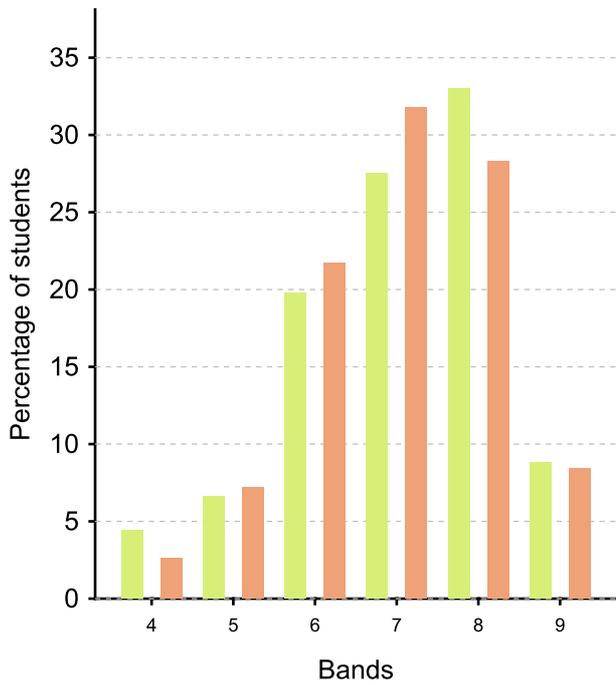
Percentage in bands:
Year 7 Reading



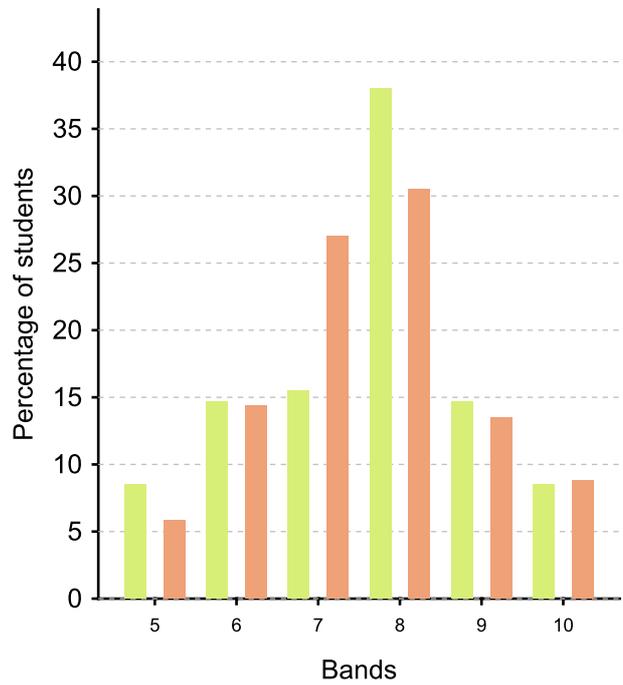
Percentage in bands:
Year 7 Writing



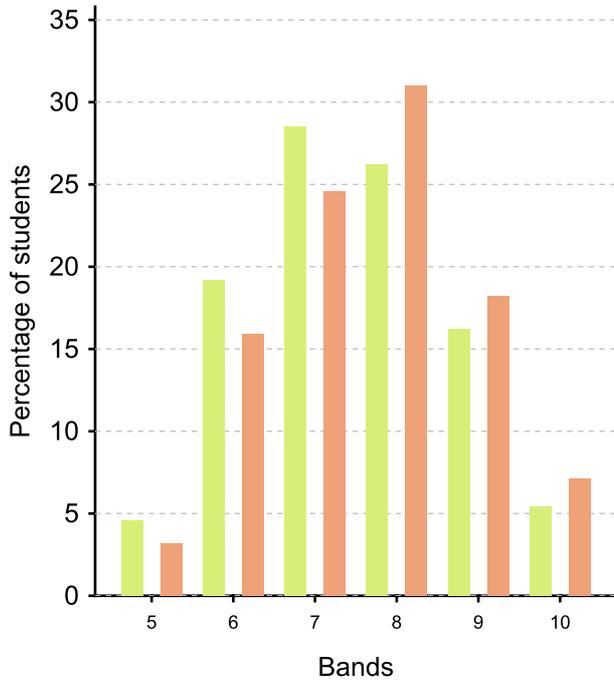
Percentage in bands:
Year 7 Spelling



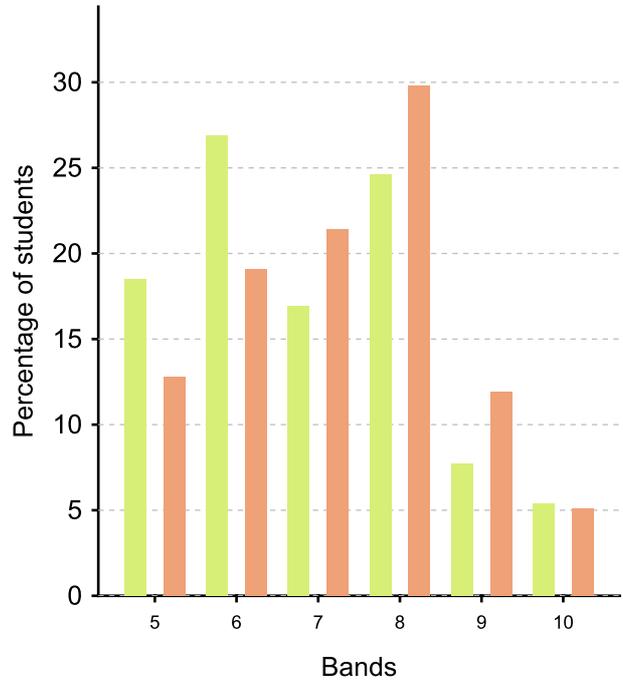
Percentage in bands:
Year 9 Grammar & Punctuation



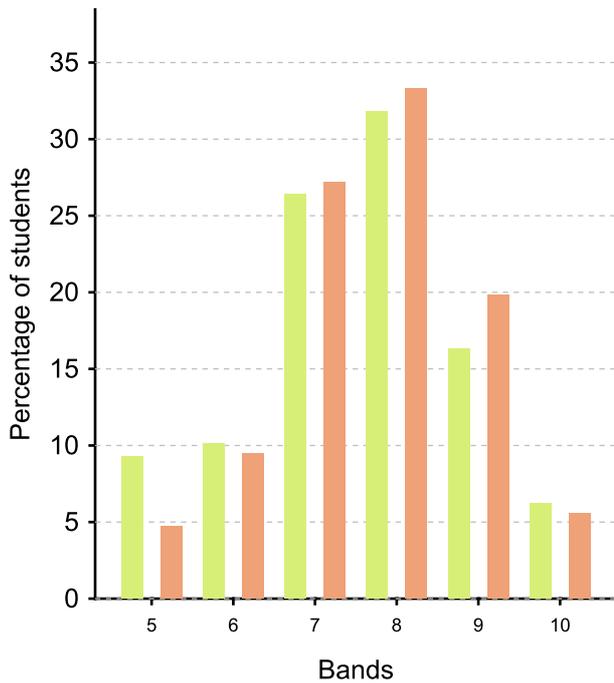
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling

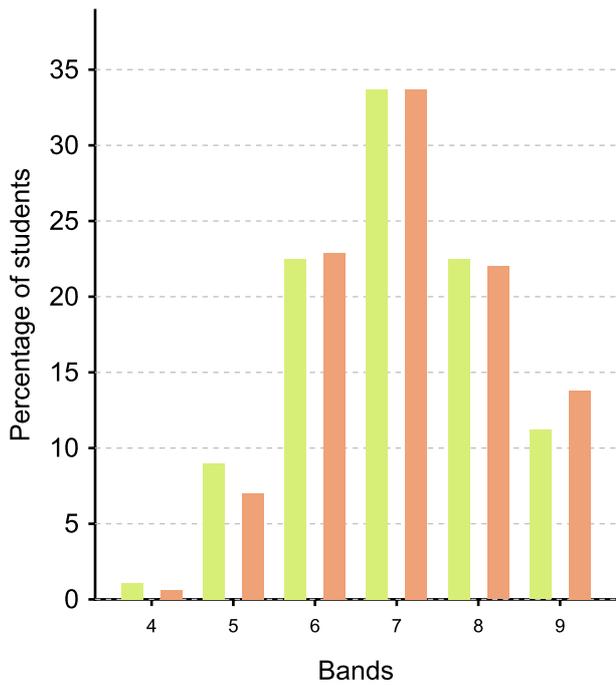


An analysis of the achievements for Year 7 2018 shows that the overall numeracy of this group is significantly above state average. Once again this reflects a trend from previous years. Students performed strongly in the highest bands with 34% of Year 7 students achieving either Bands 8 or 9 in numeracy.

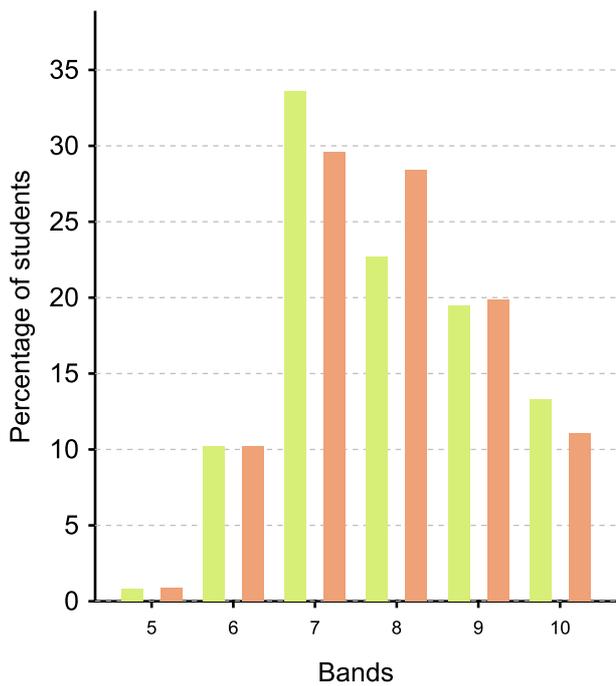
An analysis of the achievement for Year 9 2018 in the NAPLAN testing shows that the overall numeracy of this group is significantly above state average. Students performed strongly in the highest bands with 33% of Year 9 students achieving either Bands 9 or 10 in numeracy. This reflects a continuing trend from previous years. This demonstrates that the numeracy skills of the students are being well developed as they transition from Stage 4 to Stage 5 and the results also indicate the success of the numeracy team in improving students' numeracy outcomes.

The Forest High School recognises the importance of achievement in numeracy and through targeted programs will continue to prioritise the improvement of student performance in the top two bands.

**Percentage in bands:
Year 7 Numeracy**



**Percentage in bands:
Year 9 Numeracy**



In Year 7, 39% of the students achieved in the top two NAPLAN bands in reading and 34% of Year 7 students achieved in the top two NAPLAN bands in numeracy.

In Year 9, 21% of the students achieved in the top two NAPLAN bands in reading and 33% of Year 9 students achieved in the top two NAPLAN bands in numeracy.

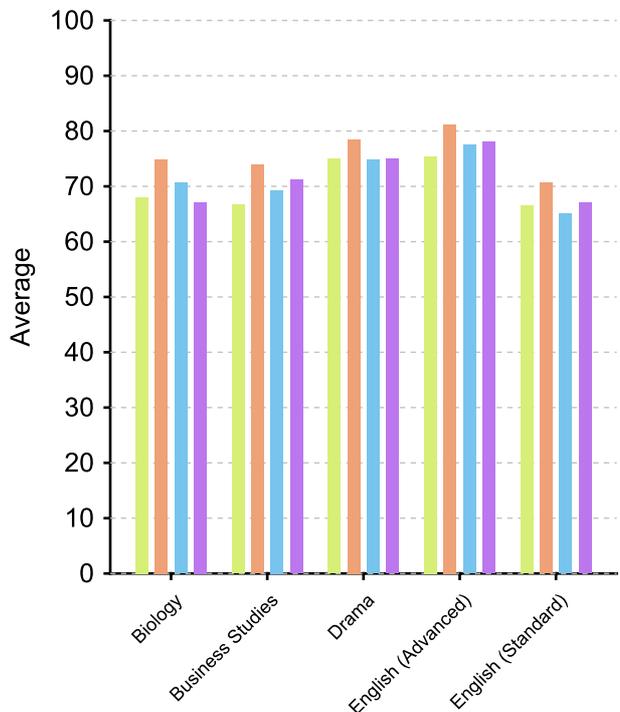


Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The Year 12 HSC cohort was our last group to study the HSC under the 3+3 senior college model. This cohort achieved 29 HSC Honour Roll listings across 2017 and 2018, representing marks in courses of 90% or higher. Additionally the cohort achieved 102 Band 5 results. The graphs show the average marks scored in each course at The Forest High School with a candidature of 10 or more students.

A number of students achieved ATARS over 90%. Over 20 students received early offers for 2019 from a number of universities and there were 57 university offers in UAC's Rounds 1 and 2.



Parent/caregiver, student, teacher satisfaction

In 2018 TFHS undertook the Tell Them From Me (TTFM) Survey for students, parents and teachers.

555 students completed the survey with very positive results for students with a positive sense of belonging in the school (62%) and students with positive relationships (79%). Furthermore, students identified themselves as having very positive relationships with teachers and positively behaved at school (91%). These results reflect the effectiveness of the PBL program in the school, and the ongoing efforts of all staff in engaging and supporting all learners.

The teacher survey was completed by 39 staff and demonstrated the collaborative nature of teaching and support within the school. Teachers consistently work together to develop teaching activities that increase student engagement and support learning. The academic culture of the classroom was also demonstrated with high expectations of students reported and ongoing monitoring of individual progress to support their learning.

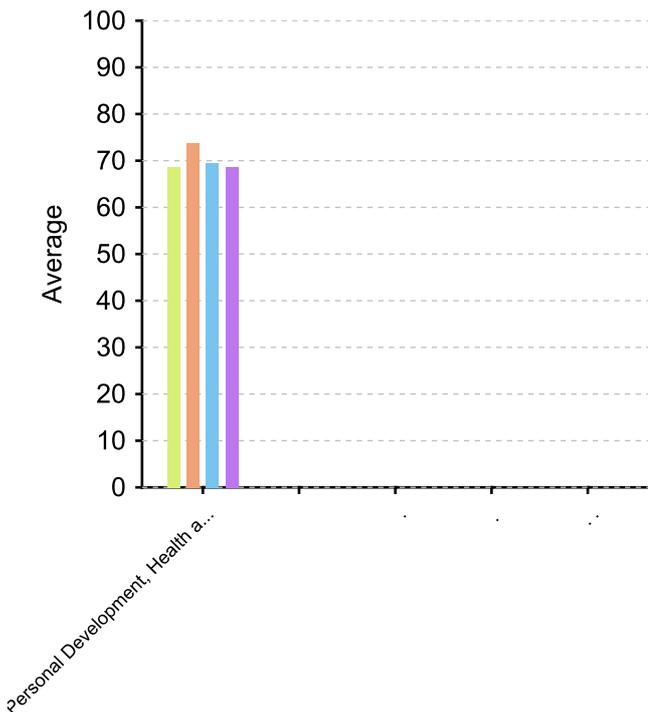
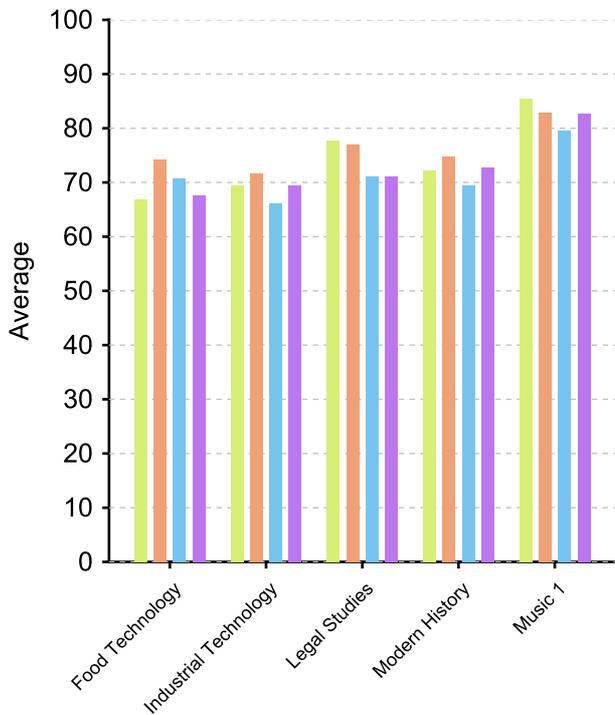
Parent responses to the TTFM survey were slightly higher than previous years with 77 parents responding during the 4 week survey window. This survey reflected the parent satisfaction with the school, particularly in regard to the welfare support that their children received and the effective communication between the school and home. This satisfaction was reflected in the number of parents who responded positively when asked if they would recommend the school to other parents, which was very positive.



Policy requirements

Aboriginal education

The Aboriginal Education and Training Policy is implemented in faculty programs across the school. Each key learning area creates an authentic and meaningful connection with Aboriginal culture by embedding cross-curriculum priorities in their units. For example – History topics about Aboriginal issues and experiences with frequent reference to Aboriginal Australians in regards to learning about historical societies and bias and environmental management strategies used by Aboriginal people.



The school engages with community groups such as Warringah Community of Schools – Aboriginal Education Group which meets twice a term to discuss Aboriginal Education on the Northern Beaches along with having a connection with our local MET North AECG for guidance and support on different issues or enquiries. These groups have given Indigenous students from The Forest High School the opportunity to engage with Indigenous students from other schools to connect and learn about culture. Through excursions to West Head to look at Aboriginal sites students have learnt about bush tucker, art and engravings in our local area. Our Indigenous students had the chance to participate in a two day Aboriginal dance workshop which gave them an avenue to connect to culture through dance. This was a very meaningful and rewarding experience for all that attended.

All Aboriginal students are nurtured and supported through the process of developing Personalised Learning Plans that target the individual needs of each Aboriginal student. Aboriginal students at The Forest High School benefit from programs to enhance their literacy, numeracy, attendance, leadership, cultural identity and transition to the workforce in the junior and senior school.

Reconciliation Week and NAIDOC Week were celebrated in Term 2. Students had the chance to create a better understanding of Indigenous culture and work towards reconciliation in our community. The NAIDOC theme 'Because of her we can' was celebrated with a barbeque with traditional meats such as emu and kangaroo and with activities such as emu feather hair decorations and ochre face painting. Mr Pitt presented throughout the week to all year groups with a presentation focusing on the theme. All students engaged in presentations throughout the week.

All formal meetings, assemblies and functions acknowledge the traditional custodians of the land and we pay respect to the elders past, present and future of the Aboriginal community. We look to build on what we have accomplished in 2018 and create more understanding and engagement with Aboriginal culture in 2019.

Leslie Pitt, Aboriginal Education and Student Coordinator



Multicultural and anti-racism education

The Forest High School embraces students from a variety of cultural backgrounds. In 2018 the total school enrolment included students who were born overseas in more than 30 different countries. The school also welcomed an increasingly growing number of students from the International Students Centre in 2018.

The school has an Orientation Program that assists all international students to settle in to their new educational studies at The Forest High School. This program consists of an information interview process with each student and their guardian/parent and the Deputy Principal, an orientation package in English, Chinese and Korean and a buddy system.

In 2018 The Forest High School hosted the annual exchange visit from Chiba Keiai High School. The Principal formally welcomed the two teaching staff from Chiba Keiai along with students. The visiting students were buddied with students and their families from The Forest High School, mostly students who studied Japanese as a language. The program included days in classes at The Forest High School as well as sightseeing in Sydney and around the local area, where visiting students absorbed our local culture.

Teachers and the Principal from The Forest High School also took on a ten-day trip to Japan in 2018. Teachers from Chiba Keiai High School acted as tour guides in Japan for the first three days. During their time overseas, teachers and the Principal had the chance to experience teaching and learning in several Japanese schools and immerse themselves in Japanese culture. There was, of course, also time for sight-seeing throughout Tokyo, Kyoto, and Osaka. This excursion only helped to solidify our existing partnership with Chiba Keiai High School.

Harmony Day and Multicultural Day were celebrated in March with a whole school dedicated assembly as well as a multicultural lunch organised by students from the School Representative Council and performances from our students.

The Forest High School has two fully-trained Anti-Racism Contact Officers (ARCO) who are available to all students, staff and community members to support them in addressing issues related to racial discrimination and harassment. The role of the ARCO is promoted to staff at staff meetings, to students at both junior and senior assemblies and to the wider school community in our newsletter.

Other school programs

HIGH RESOLVES GLOBAL CITIZENSHIP and LEADERSHIP PROGRAM

The High Resolves Global Citizenship and Leadership program continued to be implemented throughout 2018. All students from Years 7 – 10 participated in the program, providing over 500 students with an opportunity to develop their leadership skills and

increase their awareness of global issues. Year 7 participated in *Collective Identity and Independent Thinking* modules, Year 8 in *Social Justice and Integrative Thinking* modules, Year 9 in *Collective Action and Conflict Resolution* modules and Year 10 in *Effective Collaboration and Digital Citizenship*. The four year program is aimed at developing the students as global citizens and global leaders. Each session was delivered by Lauren Swift, a High Resolves Facilitator. More changes to the program are expected to be implemented in 2019 with an option to develop a wellbeing component that will support the modules that have been delivered.

I look forward to continuing to coordinate this important program in 2019.

Mrs Richards, HSIE Head Teacher and High Resolves Coordinator

YEAR 7 ENRICHMENT PROGRAM

The Year 7 Enrichment Program integrates diverse curriculum areas to foster the development of 21st Century skills. Students attend enrichment classes three times a fortnight to work on a range of learning projects.

Term 1 focused on students understanding of what it means to be a learner and the qualities needed to be successful in this pursuit. Through this unit of work students developed organisation and collaborative skills as well as continued their development of a growth mindset through engagement with learning challenges.

During Terms 2 and 3 students worked on a robotics program that focussed on effective team work, research and computer skills. Facilitated through the school partnership with the Northern Beaches Hospital, students designed self-driving hospital beds using the Lego EV3 robots. This real world learning project further developed students project management to design a prototype for the scenario presented within the constraints of the project.

Students also engaged in a newly developed theatre sports unit that fostered confidence, teamwork and creativity. Students were repeatedly challenged in their thinking, improving their ability to work with others and apply information in creative manners through the medium of drama. Student confidence and communication was also a focus during this unit.

The Year 7 Enrichment program is a valued component of learning at The Forest High School and supports students in developing the skills to be successful in today's world.

YEAR 5 ENRICHMENT PROGRAM

The year 5 Enrichment Program continued into 2018 for its second year and involved two groups of 24 primary students visiting The Forest High School once a week for a period of 15 weeks over the two semesters. The students were identified as gifted and talented by the partner primary schools involved, Beacon Hill PS, Allambie Height PS, Frenchs Forest PS and Balgowlah

North PS.

The students engaged in learning aimed to extend gifted and talented learners from the fields of Science, Maths, English, Coding, Visual Arts and Design Technology. Furthermore, the students were able to work with other gifted and talented students and were mentored by Year 9 students from The Forest High School.

Through this program the students were extended in their learning, through challenging learning goals that facilitated critical thinking, creativity and the application of knowledge to achieve learning objectives. Furthermore, the High School students involved developed their leadership skills and were able to contribute to their school community in a meaningful manner. The program culminated with a parent showcase where the students presented what they had achieved and had their success celebrated.

Peter Santamaria, Head Teacher Teaching and Learning

SPORTS REPORT

2018 has been an exciting year for school sporting achievements at The Forest High School. Students all across the school have achieved their personal best in a variety of sports, from participation at the school's carnivals to regional and state representations.

The 2018 sporting calendar saw the school enter 17 knockout competitions in a variety of sports and many students participated in the school's sporting carnivals including swimming, cross country and athletics. Students were also involved in the grade sport competitions in the Northern Shore Zone. The Year 8 grade sport saw all Year 8 students participate in six mixed teams against a variety of schools in the local area.

Our most successful knockout team was the Boys Open Touch team who ended in the top eight of the Sydney North Region, ahead of approximately 50 other teams in the region. Other notable successes included the Girls Softball Team making the 4th round of the competition.

The school fielded 14 grade sport teams in the boys and girls competition. The girls' volleyball team won the Sydney North Zone competition, but unfortunately lost the final at the Superzone level.

We would like to congratulate some students on their exceptional achievements during the year.

Roderick Dixon received a Sporting Blue in AFL, the highest accolade from the Combined High School Sports Association.

The following students were successful in representing the Area at Combined High Schools carnivals:

Luke Brown (Year 10) in Baseball

Gracie Barr-Jones (Year 7) in Diving

Will Divola (Year 11) in Sailing

Jono Davies (Year 8) and Dale Mapstone (Year 8) in Table Tennis

15 students received Triple Representation Certificates and Trophies at our annual awards night for representing the school in three or more sports at zone or above level.

Gus Duffield (Year 7), Toby Jacobs (Year 7), Rio Nunura (Year 7), Daniel Stanford (Year 7), Faith Thompson (Year 7), Callan Wee (Year 7), Jono Davies (Year 8), Katelynn Doyle (Year 8), Kimberley Doyle (Year 8), Dale Mapstone (Year 8), Wanita Leatherby (Year 9), Maddi Davies (Year 11), Kandy Lee (Year 12), Andrea Malm (Year 12) and Jake Reid (Year 12).

Our three carnivals of swimming, cross country and athletics saw some records broken and high participation levels of students.

The 2018 Age Swimming Champions were:

12 Years Girls – Faith Thompson

12 Years Boys – Callan Wee

13 Years Girls – Anneliese Pamp

13 Years Boys – Toby Jacobs

14 Years Girls – Katelynn Doyle

14 Years Boys – Jackson Brown

15 Years Girls – Sapphire Powley–Burnett

15 Years Boys – Will Smit

16 Years Girls – Elizabeth Raffin

16 Years Boys – Riley Schwarz

17 and over Girls – Maddi Davies

17 and over Boys – Jasper Schwarz

The 2018 Age Athletics Champions were:

12 Years Girls – Faith Thompson

12 Years Boys – Rio Nunura

13 Years Girls – Jordan Edwards

13 Years Boys – Jake Hutchings

14 Years Girls – Kimberley Doyle

14 Years Boys – Dale Mapstone

15 Years Girls– Hope Fisher

15 Years Boys – Kai Johnston

16 Years Girls – Carly Adams

16 Years Boys – Michael Burghoff

17 and over Girls – Tara Mapstone

17 and over Boys – Jake Reid

The 2018 Age Cross Country Champions were:

12 Years Girls – Faith Thompson

12 Years Boys – Gus Duffield

13 Years Girls – Halle Smit

13 Years Boys – Jake Hutchings

14 Years Girls – Carli Martin

14 Years Boys – Dale Mapstone

15 Years Girls – Sapphire Marcer

15 Years Boys – Kai Johnston

16 Years Girls – Naomi McPherson

16 Years Boys – Jacob Herrmann

17 and over Girls – Kandy Lee and Andrea Malm

17 and over Boys – Ken Borer and Owen Taylor

The annual Bob Philpott Challenge Cup Memorial football match and the annual Linton Townsend soccer cup saw the Year 12 teams as victors.

Clinton Dodds, Sports Coordinator

CREATIVE AND PERFORMING ARTS REPORT

The Creative and Performing Arts faculty (CAPA) at The Forest High School has continued to be an area of excellence. In 2018 we have continued to foster student retention and engagement across all year groups through an extensive range of CAPA subjects including Music, Visual Arts, Photography and Digital Media, Dance, Drama and VET Entertainment Industry. In addition, we have an outstanding range of extra-curricular opportunities including the school bands, choir, dance ensembles, art exhibitions, competitions and showcase evenings.

The highlight of 2018 was the exceptional production of the musical *Into The Woods*. Rehearsals commenced in Term 4 2017 and the show was performed at the end of Term 1 2018 to an incredibly receptive and supportive audience. The show, which was produced by students and staff, also had the never-ending support of community liaison officers and a select group of parents. Without their support, this show would not have achieved the great heights that were possible and allowed our students to perform to such a high standard.

2018 saw another year of highly successful results in

the Higher School Certificate (HSC). The prevalence of Band 4 and 5 results reflects the motivating influence and dedication of our experienced teaching staff. Some highlights from the CAPA faculty include Band 6 results in Music 1 and E4 results in Music Extension and the invitation to display HSC works by Robert Buttiglieri and Laura Mitrovic at the 'Express Yourself' exhibition. Two of our music students, Joseph Jelic and Christopher Longford, were offered places at The Conservatorium of Music in Sydney.

The school band program has continued to expand. In 2019, the Wind Ensemble (conducted by Ben Dickson), Concert Band (conducted by Lemin Luu) and Jazz Orchestra (conducted by Nic Jeffries) have performed at a variety of events at both school functions and events in the broader community. These have included Open Night, The ANZAC Ceremony at Forestville RSL, various festivals and eisteddfods and a tour of Melbourne.

The CAPA faculty has continued to offer a variety of successful performance evenings and exhibitions including the End of Preliminary Showcases, MADD performances, Mini-MADD Night, Stage 5 Music evening, HSC Music recital, Senior Soiree HSC Art exhibition and HSC Drama evening.

Creative and Performing Arts continues to be a focal point for expression and excellence in the school and is a credit to all students and staff involved.

Rebecca Constantin, Relieving Head Teacher CAPA

STEM REPORT

Throughout 2018 STEM education continued to evolve and become an embedded practice for all school years.

Relieving Deputy Principal, Ms Hannah Wiltshire, presented at the ACE STEM (Australian College of Educators, Science, Technology, Engineering, Mathematics) Showcase at Chatswood High School. The STEM showcase is an initiative of the Northern Sydney-EC Community of Schools, of which we are members. At the showcase schools shared their journey in STEM education and outlined their plans for the future. Ms Wiltshire came away from the showcase with new ideas for moving our school forward leveraging on the strong collaborative relationships of our community of schools.

In 2018 The Forest High School was recognised by the NSW Technology for Learning Directorate for excellence in its Year 7 Robotics Program. Students learned about robotics and its implications for society and got hands on in building their own robots using the LEGO EV3 Education robot kits kindly donated by the school P&C. This program was partnered with the Northern Beaches Hospital with Engineers from the Hospital both launching the major challenge project and judging the final product competition. This final product was a self-driving hospital bed that demonstrated the features students had built and coded on a simplified map of the Northern Beaches Hospital. This program received the Highly Commended Award at the NSW Technology for Learning Conference making it a stand

out across the state for the skills it develops and the authentic learning it makes possible through its real world connections.

Throughout the year Stage 4 students participated in projects that involved robots and building racing cars and Stage 5 students used the STELR kits to investigate sustainability. All tasks required mathematical, engineering and science skills to problem solve and build solutions.

The school has provided an increasing range of excursions that raise the awareness of STEM careers and the role of STEM in our world today. These included Year 9 and 10 girls visiting University of New South Wales for a girls in STEM careers day and the Australian Museum for Stage 5 students.

A group of ten Year 9 students took part in the inaugural STEM competition within the North Sydney EC group of schools. They worked in cross-school groups to problem solve using the STEM skills and compete against each other. The students worked well with students from North Sydney Boys, Cammeraygal, North Sydney Girls and Ryde High Schools amongst others.

The Year 9 Inquiry Based Learning class also undertook a STEM project in their Crime Unit where they had to identify who the murderer was.

In all these activities the focus has been on developing the skills of STEM education for staff and students to embrace cross-curricular education.

Hannah Wiltshire, Head Teacher Science