

# Forest Hill Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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.

#### Improvement Measures

- 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.

#### Progress towards achieving improvement measures

**Process 1:** Students participate in three way conferences to set SMART goals for their own learning, focusing on achieving at or better than proficiency.

Evaluation	Funds Expended (Resources)
<p>Three way conferences have been established for some students in three classes and were regularly evaluated and adapted. SMART goals enabled students achievements to be focused on and ensured that movements were more consistent. Approximately 10% of parents were involved and participated in the learning conferences.</p> <p>Parents reported satisfaction due to the involvement in planning and in reviewing their child's progress. Staff stated that setting goals develops stronger relationships between home and school and encourages greater academic growth. The students demonstrated greater focus in class and lower incidents of "off task" behaviours. This information has been gained through conversations, data collected from behaviour recording system and observations while teaching.</p> <p>During 2020 the intention is to implement these conferences across half of the classes and for specifically identified students. This will be used to develop an enhanced understanding that the strategies of the conferences and setting SMART goals are enablers for differentiated learning.</p>	<p>This was enabled by the good will of teachers and general day to day work.</p>

**Process 2:** Staff differentiate learning programs utilising the general capabilities and needs based assessment which challenges expectations and focuses on technology and collaboration.

Evaluation	Funds Expended (Resources)
<p>During 2019 staff professional learning and research shifted the focus away from embedding general capabilities in learning programs. The focus became professional learning about how to differentiate learning programs through the lens of collaboration.</p>	<p>This project was completed through the every day work of teachers and through strategic support from School Services.</p>

### Progress towards achieving improvement measures

Collaboration was established through more frequent stage meetings and the introduction of planning days. This was a trial of a model of collaborative professional practice. In 2020 this model will be expanded to be more explicit and to occur every 5 weeks for all staff.

**Process 3:** Students actively engage in lessons during class time.

Evaluation	Funds Expended (Resources)
<p>During 2019 approximately 50% of staff referred to and embedded the General Capabilities in learning programs. Staff have set class wide goals based on assessment of learning.</p> <p>In 2020 the focus will not be on embedding the General Capabilities and will move to teaching staff developing more comprehensive and individually assigned learning goals as part of the teaching and assessment process.</p>	<p>This was completed by the every day work of teachers.</p>

**Process 4:** Staff develop Literacy and Numeracy programs designed to support the individual growth and achievements of each student.

Evaluation	Funds Expended (Resources)
<p>Staff have participated in SMART goal training in regards to setting goals for student achievement. In some classes all students have participated in setting SMART goals and regularly meet with staff, parents and the student to determine the progress and set future directions. In most classes, some students have set SMART goals as part of their learning.</p> <p>In 2020 the goal is that all staff participate in setting SMART goals for all students' learning.</p>	<p>This has been completed as part of the daily work of the teachers.</p>



## 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.

#### Improvement Measures

- 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.

#### Progress towards achieving improvement measures

**Process 1:** Staff will analyse the NAPLAN data and produce school wide Literacy and Numeracy intervention and extension programs designed to improve the overall achievements of students through evidence-based teaching while providing high expectations for all students.

Evaluation	Funds Expended (Resources)
Staff participated in staff meetings and participated in online learning through MyPL in regards to using SCOUT to analyse NAPLAN data. Staff then participated in collaborative stage sessions where work was analysed and units of work were developed to support the needs of the students. This provided students with enhanced opportunities to succeed in literacy and numeracy while also providing valid judgement for the analysis of the work.  During 2020 the goal is to maintain the stage planning days and to ensure that all staff are responsible for and analyse school NAPLAN data while planning needs based lessons.	Staff completed these activities as a part of their every day work.  Casual staff were hired to support staff in collaborative marking and grading of standardised work.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$13000.00)</li></ul>

**Process 2:** Staff will participate in Professional Learning activities to support the development of innovative and reflective practice to enhance the outcomes for students.

Evaluation	Funds Expended (Resources)
All staff have participated in regular fortnightly professional learning through staff meetings. This professional learning has ranged from NAPLAN data analysis, setting learning progression based on needs and Departmental policy management. Additionally staff have attended professional learning that has been independently sought and is based on their own PDP goals. Staff have maintained a mix of online and face to face professional learning.  During 2020 the professional learning schedule will be restructured to provide more needs based learning for the staff.	Staff have participated in professional learning as a part of fortnightly staff meetings which has been funded through the every day work of the staff. External courses have been funded through the Professional Learning budget.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$19802.00)</li></ul>

**Process 3:** Staff will develop and implement integrated STEM programs and ensure that the general capabilities have been considered.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The school's focus has moved away from specific focus of the General Capabilities. The staff are aware of the General Capabilities and are aware of how and why they are important to the students' development. Staff use the curriculum documents and are aware of the highlighted sections showing the connection to the General Capabilities.</p> <p>In 2020 staff will continue to plan lessons that naturally incorporate the Creative and Critical thinking capabilities.</p>	



## 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.

#### Improvement Measures

- 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.

#### Progress towards achieving improvement measures

**Process 1:** Draw on research in regards to Connected Communities to develop practices that engage the community authentically.

Evaluation	Funds Expended (Resources)
Limited research was found and analysed in this area. This will be an ongoing area for development due to the sporadic attendance at events and the ability to engage the community.	No funding has been utilised in this area.

**Process 2:** Develop and implement collaborative processes from community organisations to build embedded community practice.

Evaluation	Funds Expended (Resources)
Forest Hill community events are extremely limited and only one event occurred throughout 2019. This event was attended by one staff member. Organisations within the community such as the preschool have regular visits from kindergarten staff. The school analysed the attendance at events such as parent information evenings, grandparents day and sporting events. Through the data there was a dramatic variation between the number of attendances and the nature of the events. Educational events are not attended well by parents where as sporting events are attended very well. The goal for 2020 will be to build value into the educational events in the school and have more people attend these events as well sporting events. A further goal will be to host more events that the community can attend.	These activities have been completed by staff during their normal duties.

**Process 3:** Through participation and representation at the AECG meetings and connections to Elders through the REEC, the school will seek the support of the Aboriginal and Torres Strait Islander Community for authentic participation and support with cultural knowledge.

Evaluation	Funds Expended (Resources)
The school is still negotiating with the Aboriginal community to find Elders to attend and support the school. An increased number of staff are attending and actively participating in the AECG meetings. This has allowed a greater number of staff to take ownership for issues relating to the Aboriginal community. This is a major increase in staff attendance from previous years. All classes have attended the Riverina Environmental Education Centre and have participated in a variety of Aboriginal history lessons and environmental studies.	These activities have been completed out of hours by the staff from their own good will.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$1000.00)</li></ul>

## Progress towards achieving improvement measures

<p>The goal for 2020 is to develop a staff focus group who will be tasked with developing a school based consultative group to address the needs of the local Aboriginal community.</p>	
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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$54 198.00)</li> </ul>	During the year \$1180 was used to support all students attending an Aboriginal cultural workshop presented by a local Aboriginal man. The remaining funding was used to purchase SASS staff to support students in the classrooms. This funding had a focus on enhancing the educational outcomes for Aboriginal students and also supported non-Aboriginal students. During 2020 a staff member will be specifically released from class to support Aboriginal students in infants to develop their literacy and numeracy skills.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$136 470.00)</li> </ul>	Throughout 2019 the funding was used to purchase a specialist reading teacher. This teacher was tasked with developing greater skills in the infants aged children so that their literacy skills could continue to develop. Additionally funding was used to purchase SASS staff and this allowed students close one-to-one support in the class. Finally the funding was used to increase the number of hours available for support staff focusing on primary aged students. The students who were targeted by this program showed a suitable level of improvement. In 2020 a specific program focusing on supporting infants and primary students with literacy and numeracy skills will be developed.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$42 686.00)</li> </ul>	Throughout 2019 additional temporary hours were purchased to increase the release from face to face offered to all teaching staff. This allowed all staff to have three hours. During this time staff worked with peers and completed observations and lesson coding. This allowed all staff to develop stronger and more rigorous programs. This program will be continued in 2020 with the same goal.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$19 904.00)</li> </ul>	In 2019 funding was used to provide release time for beginning teachers. During this time the beginning teacher completed observations of their peers, were observed by their supervisor/mentor and completed tasks such as their accreditation paperwork. This funding was also utilised to provide opportunities for beginning teachers to attend professional learning. During 2020 this program will continue with a new beginning teacher. Timetabling will be adjusted to allow a joint release session time between beginning teacher and the supervising assistant principal.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	126	130	139	139
Girls	113	105	102	112

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	96.1	94.2	91.3
1	94.8	93.5	93.4	93.8
2	96.8	92.8	94.2	93.6
3	94.2	94.4	92.8	92
4	96.6	94.5	93.4	92.2
5	97	93.2	91.1	93.7
6	94.9	94.2	94.5	88.8
All Years	95.8	94	93.5	92.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.22
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.45

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	411,838
<b>Revenue</b>	2,494,834
Appropriation	2,415,400
Sale of Goods and Services	4,050
Grants and contributions	74,642
Investment income	743
<b>Expenses</b>	-2,504,654
Employee related	-2,199,677
Operating expenses	-304,977
<b>Surplus / deficit for the year</b>	-9,820

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	81,672
<b>Equity Total</b>	254,456
Equity - Aboriginal	24,883
Equity - Socio-economic	94,016
Equity - Language	0
Equity - Disability	135,557
<b>Base Total</b>	1,877,325
Base - Per Capita	56,548
Base - Location	5,070
Base - Other	1,815,706
<b>Other Total</b>	158,849
<b>Grand Total</b>	2,372,302

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



## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

Throughout 2019 the school has received feedback on a number of issues. The majority of this feedback has come from parents and family members directly through contact with classroom teachers and office staff members. Some feedback has been provided in response to short surveys which have been sent using Google docs.

Feedback from parents has mostly been positive and has complimented the staff's ability to provide specific differentiated lessons and that the school is a safe and welcoming environment for students and their families. Some constructive feedback has involved difficulty accessing the car-park for parents of an afternoon during pickup. This has been referred to Assests Management for possible upgrades and general improvements. Additionally, feedback has been received from parents in regards to missing important messages. These messages have been previously only placed in the school newsletter which receives feedback that it is easy to read and informative. As a result of the feedback the school has started to send messages and reminders through the newsletter, Facebook and the school app.

In 2019, families, students and staff all commented favourably on the extra curricula and sporting opportunities provided by the school. The school will continue to design and present these activities in 2020.

Staff generally provide positive feedback in regards to their working experiences. Staff have provided feedback that the new furniture and continual upgrades to the school are enhancing the learning environment and providing more opportunities. In 2020 the school will provide a major upgrade to the fixed play equipment as it is often referred to in feedback that it requires some modernisation.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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