

# 2020 Annual Report

## Forest Hill Public School



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# Introduction

The Annual Report for 2020 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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Forest Hill Public School

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## School vision

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 coming from 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Delivering             |
| LEARNING: Wellbeing                                    | Delivering             |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Delivering             |
| LEARNING: Student performance measures                 | Delivering             |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Delivering             |
| TEACHING: Professional standards                       | Delivering             |
| TEACHING: Learning and development                     | 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>In 2020 five classes participated in three-way conferences where SMART goals were set which were used to directly differentiate learning to enhance student outcomes. Parental participation was hampered by the COVID lock down and these meetings were held online.</p> <p>All staff participated in professional learning about how to set SMART goals and how to run three-way conferences. Three-way conferences were delivered in a limited fashion across the participating classes and SMART goals were established based on student learning data. This provided for more focused and timely feedback and lesson differentiation.</p> | <p>During 2020 the intention is to implement these conferences across half of the classes and for specific identified students. No resources are required for this area.</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>All staff are aware of differentiation and the importance of differentiated learning. The staff are aware of the general capabilities but have changed their thinking and the expectation of using the general capabilities in their planning.</p> <p>The school dedicated many resources in this area to assist the students to develop positive behaviour and to be engaged with the curriculum. This was effective by providing greater pride in the environment through new and updated furniture, award resources, and general resources.</p> | <ul style="list-style-type: none"><li>• Purchase of general resources \$38705</li><li>• Purchase of library subscriptions \$700</li><li>• Replacement of furniture in classrooms \$16445</li><li>• Purchase of positive behaviour resources \$500</li></ul> |

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

| Evaluation  | Funds Expended (Resources)                           |
|---|--|
| <p>Staff training and research led to a shift in thinking about the general capabilities. The staff are aware of the general capabilities but staff changes have meant that this has no longer been a focus of the teaching and learning.</p> | <p>No resources were required for this activity.</p> |

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

## Progress towards achieving improvement measures

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>The school has utilised resources to purchase new readers that address current thinking when teaching and engaging students with reading. This allowed all infants teachers to address the learning needs of each student and ensured that students growth was appropriate.</p> <p>The school utilised funds to purchase additional computers for the classrooms. These were distributed and allowed the classes to then have a ratio of 1:6 students. This provided the teachers with greater opportunities to encourage and develop programs for literacy and numeracy utilising the newest technology available.</p> | <ul style="list-style-type: none"><li>• Purchase of readers for infants \$4000</li><li>• Purchase of computers for classrooms \$10138</li></ul> |

## 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 analysed the 2019 NAPLAN data. The funding was used to allow staff to implement support programs through Learning Support and in class that enabled students to develop greater understanding of the focus areas from the data analysis. Staff will continue to develop programs using the 2020 data and the 2021 data when it is available. | Empowered learning resources \$2280 |

**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)   |
|--|--|
| Through professional learning, such as the Accidental Counselor, the staff were able to reflect on the student's needs and attitudes towards school. The staff were able to develop innovative practices through this professional learning. This further allowed the staff to develop stronger rapport with the students and to address the student's learning needs more directly. This enabled students academic growth to develop. | <ul style="list-style-type: none"><li>• Accidental Counselor Professional Learning \$6000</li><li>• Aboriginal Learning Professional Learning \$500</li><li>• Team building \$1000</li></ul> |

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

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| The school has started to develop programs that allow all students access to STEM activities. Some resources such as various disposable items have been purchased and this has allowed the creative aspects of STEM lessons to take place. Students have had greater access to resources and this has enabled greater success with their learning in this area. Students have achieved and designed many different machines and objects. | General resources \$1500   |

## 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)  |
|--|---|
| Due to difficulties with COVID lockdowns many community events were unable to take place. The school decided to utilise funding that was available to support the students and families by fully funding the excursion to gymnastics and providing low cost events such as swimming and REEC excursions. This engaged the community well and allowed connections to be reestablished. The school is going to focus heavily in this area during the 2021 school plan. | <ul style="list-style-type: none"><li>• Resources for year 6 graduation \$350</li><li>• Resources for rewards and engraving \$975</li><li>• Resources for safety signs \$1275</li><li>• Bus hire for REEC \$480</li></ul> |

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

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Due to significant delays from COVID lockdowns the school was unable to complete most of the tasks scheduled for 2020. The school utilised funds to support the students with management of attendance and signing in and out along with subscriptions of Dance fever a wellbeing physical movement program. This allowed the students the opportunity to connect with the community of schools through online processes. The school needs to continue to develop in this area throughout the 2021 school plan. | <ul style="list-style-type: none"><li>• Payments for pool entry \$475</li><li>• Subscription for computer software \$1070</li><li>• Dance Fever Subscription \$495</li></ul> |

**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)  |
|---|---|
| <ul style="list-style-type: none"><li>• The school participated in whole school NAIDOC activities. This allowed all staff and students direct access to Wiradjuri people to assist with developing and building cultural sensitivity and engaging programs.</li><li>• An increased number of staff attended AECG meetings giving greater exposure to the assistance and development opportunities through AECG meetings and offerings.</li><li>• Due to the COVID lockdowns and social distancing requirements the consultative group did not take place, this will be a focus during 2021.</li></ul> | <ul style="list-style-type: none"><li>• Most activities completed through normal and everyday school work.</li><li>• NAIDOC activities funded with \$2000.</li><li>• Consultative group funded with \$2000.</li></ul> |

| Key Initiatives                                     | Resources (annual) | Impact achieved this year  |
|---|--------------------|--|
| <b>Aboriginal background loading</b>                | \$98978            | This funding was utilised for additional Student Learning Support Officer hours and to provide additional Learning Support Teacher time. This time was used to provide both in-class support to Aboriginal and Torres Strait Islander students and small group activities. These students showed increased confidence and overall increases in attendance and higher results on formalised testing. The teacher hours were utilised to provide contact with Aboriginal and Torres Strait Islander parents to develop and maintain Personalised Learning Pathways. This provided families and students with opportunities to set goals, maintain these goals and to adjust them where necessary.  |
| <b>Low level adjustment for disability</b>          | \$134682           | This funding included a 0.9 staffing allocation and \$36236 in flexible funding. The 0.9 staffing allocation was utilised to provide a full-time Learning Support Teacher. This provided for small group tutoring and support across the school. Students who participated in this support program showed marked improvement in literacy and numeracy skills. They also demonstrated improved confidence when tackling new learning. The flexible funding was utilised to provide additional Student Learning Support Officer hours. This provided small focused groups the opportunity to participate in either Mini-Lit or Multi-Lit. The students participating in these programs developed sound decoding skills leading to an increase in reading achievements. |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$46488            | All staff were provided an additional one hour of release. This time was used to participate in collaborative practices across the school. Some staff had the opportunity through this funding to observe the practices of teachers at other schools. Teachers had opportunities to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks. This provided improvements in all teaching areas. Students had access to explicit teaching practices involving teachers showing students what to do and how to do it. This explicit teaching was a direct result of the opportunity for teachers to participate in this program.   |
| <b>Support for beginning teachers</b>               | \$8750             | During 2020 the Beginning Teachers funding was utilised to employ staff to release the beginning teacher and the supervising AP. This provided an excellent opportunity for the beginning teacher to be mentored by an experienced teacher. The beginning teacher's skills as a practitioner showed development and their ability to deliver differentiated programming developed effectively. This directly impacted the classroom and improved the student's overall results due to the increase in differentiated programming and teaching skills.  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 130        | 139  | 139  | 135  |
| Girls    | 105        | 102  | 112  | 104  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 96.1 | 94.2 | 91.3 | 96.3 |
| 1         | 93.5 | 93.4 | 93.8 | 94.2 |
| 2         | 92.8 | 94.2 | 93.6 | 93.5 |
| 3         | 94.4 | 92.8 | 92   | 93.4 |
| 4         | 94.5 | 93.4 | 92.2 | 94.3 |
| 5         | 93.2 | 91.1 | 93.7 | 93.5 |
| 6         | 94.2 | 94.5 | 88.8 | 93.2 |
| All Years | 94   | 93.5 | 92.3 | 94   |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 94.4 | 93.8 | 93.1 | 92.4 |
| 1         | 93.8 | 93.4 | 92.7 | 91.7 |
| 2         | 94   | 93.5 | 93   | 92   |
| 3         | 94.1 | 93.6 | 93   | 92.1 |
| 4         | 93.9 | 93.4 | 92.9 | 92   |
| 5         | 93.8 | 93.2 | 92.8 | 92   |
| 6         | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92   |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)                    | 8.25 |
| Literacy and Numeracy Intervention      | 0.53 |
| Learning and Support Teacher(s)         | 0.9  |
| Teacher Librarian                       | 0.6  |
| School Administration and Support Staff | 2.35 |

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 6.30%   |
| Teachers       | 3.30%                  | 2.80%   |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2020 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 402,018                 |
| <b>Revenue</b>                        | 2,593,162               |
| Appropriation                         | 2,519,500               |
| Sale of Goods and Services            | 2,743                   |
| Grants and contributions              | 70,581                  |
| Investment income                     | 338                     |
| <b>Expenses</b>                       | -2,706,039              |
| Employee related                      | -2,329,166              |
| Operating expenses                    | -376,874                |
| <b>Surplus / deficit for the year</b> | -112,877                |
| <b>Closing Balance</b>                | 289,141                 |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 100,260                       |
| <b>Equity Total</b>     | 276,835                       |
| Equity - Aboriginal     | 43,175                        |
| Equity - Socio-economic | 98,978                        |
| Equity - Language       | 0                             |
| Equity - Disability     | 134,682                       |
| <b>Base Total</b>       | 1,923,963                     |
| Base - Per Capita       | 60,367                        |
| Base - Location         | 5,320                         |
| Base - Other            | 1,858,276                     |
| <b>Other Total</b>      | 150,066                       |
| <b>Grand Total</b>      | 2,451,124                     |

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Students across the school generally report that they have positive wellbeing. The overall trend of positive wellbeing is increasing. Students are satisfied with the work that the teachers are doing and the results they are achieving. Students report that they would value further opportunities to engage with the running of the school and this will be a focus for the SRC in 2021. Students also report that they would like clearer expectations for their learning and behaviour while also increasing their sense of belonging.

Unfortunately, in most cases parents do not give positive feedback and do not report any satisfaction in the school programs. Parents submit complaints for every event but due to the nature of these complaints they are not actionable and therefore the school cannot improve its practice. This could be a result in part due to a lack of accurate data capture and an increase in anxiety through the difficulties of COVID during 2020. This will be a focus area for the 2021-2024 Strategic Improvement Plan.

Teachers report satisfaction in the work they produce and the results that the students achieve within their classes. It is becoming more prevalent that teaching staff express dissatisfaction in the change in societal expectations and the expectations of the DoE on their classroom practice.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.