

2021 Annual Report

Forest Hill Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2021 we participated in the External validation process, which enabled us to celebrate our strengths and recognise areas for growth across the three domains of learning, teaching and leading.

For four weeks of Term 3 the majority of our students were Learning from home due to COVID restrictions. Teachers conducted daily Zooms with their classes, communicated via Google Classrooms and utilised the NSW Department of Education's Guided Learning Packages to assist students while they learnt from home.

We introduced QR codes for parents and the community to provide feedback about school events and engaged in a Learning Support Review. Our two assistant principals established their roles as Assistant Principal Learning and Support and Assistant Principal Wellbeing and Attendance, allowing for a more thorough focus on these areas. We were able to fund the Assistant Principal Wellbeing to be off-class in Term 4 to ensure wellbeing was a top priority across our school.

2021 allowed us as a school to reflect upon where we are now and where we aim to be in the coming years.

Message from the school community

With COVID restrictions in place, the school modified activities such as the the end of term rewards days, presentation day and transition. In turn, students were able continue their engagement and parents / carers and the community were involved.

In Semester 2 of 2021 the community saw an increase in communication from the school which in turn encouraged more parents to become engaged. The P&C noted that they saw the school take on the feedback and make positive changes in response to the feedback that was given.

The P&C provided the school with over \$12000 worth of funds that enabled the school to purchase sports equipment, furniture and student resources. With the positive changes that have been occurring throughout the end of 2021 the P&C are hoping parent participation in school surveys and functions will continue to increase.

The P&C look forward to the continual growth of Forest Hill Public School as well as ongoing support for the school.

Message from the students

In the 2021 school year we had to learn from home for four weeks due to COVID. It was quite tricky learning from home with all our siblings and the school did a really good job holding daily Zoom meetings and giving us work in our Google

Classrooms.

On our Term 4 Rewards Day we were lucky enough to have Jumping Beans inflatable equipment set up at our school, with it came a foam cannon, a jumping castle and remote controlled cars. Year 6 organised a Halloween dress-up fundraiser where lots of ghosts, zombies, mummies and vampires attended school. With our annual Jump Rope for Heart fundraiser we raised lots of money and many people from our community donated.

We had a great year and look forward to 2022.

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, learning and wellbeing programs.

Students experience excellent teaching and are absorbed in learning and holistic experiences which develop their life-long success ready for the challenges of tomorrow.

School context

Forest Hill Public School is classed as a small rural primary school with a large percentage of families who experience a transitory lifestyle. The school is located opposite the Wagga Wagga RAAF Base. Forest Hill Public School has 15% of the population who identify as having Aboriginal or Torres Strait Islander Heritage and Defence Force representation of 23% of students. In some cases Forest Hill teaches students whose parents are on regular deployment in foreign countries and make numerous movements throughout primary school to bases around Australia. This movement is supported by a school based Defence Mentor. 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 to learn independently and cooperatively whilst striving for excellence.

Through a whole school and community consultative process and a situation analysis the school has identified the high level areas for improvement in this plan as being; data driven teaching and learning, effective classroom practice, developing positive partnerships and whole school approach to wellbeing.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

We will set high expectations for each student and will differentiate student-focussed learning goals. Staff will utilise data to inform and direct teaching and learning cycles while maintaining responsive teaching to the needs of all learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$58,861.95

QTSS release: \$44,286.61

Beginning teacher support: \$29,690.00

Summary of progress

Our focus for 2021 was on building a culture of effective teaching practice through explicit teaching, building success criteria, assessment in the classroom and effective feedback within the teaching and learning cycle. Consistent school-wide practices for formative and summative assessment are being developed so staff can monitor, plan and report on student learning especially in literacy and numeracy.

With the support of evidence-based practices teaching staff collect assessment data that monitors achievement and identifies gaps in learning. With many incidences interrupting the progress of our direction we believe the school will continue to develop in this area and provide further support to the staff at their point of need to ensure best practice is consistently implemented across the school. Student learning will be tracked through the continual collection of assessment data and analysis of progress to inform teaching practices in the classroom.

In 2022 we will work with staff to establish a process to utilise student assessment data regularly across the school to identify achievements and progress which will assist in the reflection of effective teaching practices and inform future directions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students in the top two bands of NAPLAN numeracy by 5%.	NAPLAN scores indicate an increase in the percentage of students in the top two bands for numeracy by 17%.
Increase the proportion of students in the top two bands of NAPLAN reading by 4%.	NAPLAN scores indicate an increase in the percentage of students in the top two bands for reading by 18%.

Strategic Direction 2: Student Focused Learning

Purpose

We will develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment. This promotes learning excellence and responsiveness in meeting the needs of all students. This way there will be growth for all students with respect to their current achievement levels.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$18,592.32

Literacy and numeracy: \$6,921.43

Low level adjustment for disability: \$105,101.81

Summary of progress

Our focus for 2021 was on the use of effective teaching practices to improve classroom practice. Focusing on High Impact Professional Learning, staff were guided through the process of developing consistent evidence-informed practices across the school.

Explicit teaching is evident across the school and staff reflect on current practices. Learning Support staff were utilised in the assistance of differentiating practices and learning to support student needs.

Next year we will build a consistent school wide model where all staff are supported to identify, understand and implement the most effective explicit teaching methods practising high impact evidence based strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving expected growth NAPLAN numeracy by 4%.	The percentage of students achieving expected growth in numeracy decreased by 6%.
Increase the proportion of students achieving expected growth NAPLAN reading by 3%.	The percentage of students achieving expected growth in reading decreased by 15%.

Strategic Direction 3: Wellbeing

Purpose

Establish a whole school approach to wellbeing that allows the students to develop a stronger sense of belonging. All families will have the opportunity to be engaged and contribute positively to the school. All students will be known, valued and cared for through effective practices responding to individuals. Therefore all students will have a sense of belonging and will have positive and productive behaviour while maintaining appropriate attendance rates.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Developing Positive Partnerships
- Whole School Approach to Wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$15,242.73

Location: \$5,377.00

Integration funding support: \$149,046.00

Socio-economic background: \$101,776.44

Low level adjustment for disability: \$32,040.56

Aboriginal background: \$45,197.09

Summary of progress

Throughout 2021 we had dual focuses of a whole school approach to wellbeing and developing positive partnerships.

The creation of an off-class Assistant Principal Wellbeing and Attendance role allowed us to prioritise wellbeing across the school as the wellbeing of students was explicitly supported by an identified staff member. Wellbeing plans were created and implemented with identified students and communicated across the school.

Increased communication was a priority utilising already developed communication channels. Working alongside this increased communication was the collection of parent voices through the establishment of QR code surveys after school events. This feedback enabled improvements in future event organisation. Following on from this Student Interest Groups were established as an avenue for increase parent and community engagement.

Next year these initiatives will continue with enhancements such as every student having an identified staff member to whom they can confidently turn for advice and assistance at school. We will also implement whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending > 90% of the time by 4%.	The number of students attending greater than 90% of the time or more has decreased by 4%.
Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School as high by 3%.	91% of students reported positive advocacy outcomes at school. 99% of students reported positive expectations for success at school. 78% of students reported a positive sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,046.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Forest Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$101,776.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Forest Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs <p>The allocation of this funding has resulted in: students receiving more 1:1 support in their learning and wellbeing and an improved sense of belonging.</p> <p>After evaluation, the next steps to support our students with this funding will be: create IEPs for all students who have an identified learning and support needs. Regular meetings with parents/ carers with students with identified learning and support needs.</p>
<p>Aboriginal background</p> <p>\$45,197.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forest Hill Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$45,197.09</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: 42% Of Aboriginal families engaging in the PLP afternoon and the majority of families engaging in the PLP process, with conversations becoming more authentic.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging an Aboriginal Education Officer position to deliver differentiated and personalised support to Aboriginal students, support school wide Aboriginal Education and assist in community consultation and collaboration.</p>
<p>Low level adjustment for disability</p> <p>\$137,142.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Forest Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Whole School Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: significant increase in the number of students achieving in the top 2 bands in NAPLAN reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: support to improve student learning through explicit teaching to increase the number of students achieving at or above expected growth in reading and numeracy.</p>
<p>Location</p> <p>\$5,377.00</p>	<p>The location funding allocation is provided to Forest Hill Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing Positive Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • develop small interest groups focusing on skills and expertise of community members presenting to students • BBQ lunches and dinners provided to increase community participation in school events. <p>The allocation of this funding has resulted in: Increased community involvement through Student Interest Groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: to expand Student Interest Groups to other stages.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Forest Hill Public</p>

<p>\$6,921.43</p>	<p>School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: improved assessment of students through the implementation of specific literacy and numeracy assessment programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: support all teachers to utilise updated resources and identify students to support in COVID ILSP and Learning Support.</p>
<p>QTSS release</p> <p>\$44,286.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forest Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • teachers provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: whole school assessment scheduled created and maintained through stage based discussions.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted Professional learning based on SCOUT data.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Forest Hill Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchasing of Essential Assessment for a whole school approach to numeracy. • Purchasing of Online Decodable Texts Library for home/ school partnerships, utilised K-3. • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: improved understanding of students literacy and numeracy needs through a whole school approach to numeracy assessment, a K-2 approach to reading., and , Learning Support Teacher working across K-6.</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>After evaluation, the next steps to support our students with this funding will be: an integrated reading and spelling program K-2 so that phonics and spelling are more closely aligned. Learning Support teachers working closely with COVID ILSP tutors for a focused approach to literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$143,556.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition based on class teacher referrals in Stage 1, 2 and 3 classes. <p>The allocation of this funding has resulted in: all Stage 1-3 classes receiving literacy and numeracy support from a COVID ILSP tutor.</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise whole school assessments so that students are chosen and grouped according to need in both literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	139	139	135	118
Girls	102	112	104	86

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	91.3	96.3	92.6
1	93.4	93.8	94.2	91.7
2	94.2	93.6	93.5	88.4
3	92.8	92	93.4	93.2
4	93.4	92.2	94.3	91.8
5	91.1	93.7	93.5	92.8
6	94.5	88.8	93.2	88
All Years	93.5	92.3	94	91.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	7.17
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	289,141
Revenue	2,780,338
Appropriation	2,701,687
Sale of Goods and Services	1,979
Grants and contributions	76,516
Investment income	157
Expenses	-2,754,813
Employee related	-2,471,678
Operating expenses	-283,135
Surplus / deficit for the year	25,525
Closing Balance	314,667

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.

	2021 SBAR Adjustments (\$)
Targeted Total	115,731
Equity Total	284,116
Equity - Aboriginal	45,197
Equity - Socio-economic	101,776
Equity - Language	0
Equity - Disability	137,142
Base Total	1,822,453
Base - Per Capita	58,918
Base - Location	5,377
Base - Other	1,758,159
Other Total	161,874
Grand Total	2,384,174

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver Satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Parents were very supportive through learning from home periods through out the year and this continued through the school year. A majority of our families rating informal meetings being as being useful or very useful types of communication preferring email options to keep informed. 29% of families are involved with P&C and other committees.

Student Satisfaction

The Tell them From Me Student Survey provides results based on students who completed the survey in November 2021.

Overall, our students feel accepted and valued by their peers and by others at their school, with boys having a higher positive sense of belonging than girls. 81% of students had positive behaviour at school, a close comparison to the NSW Government school's norm.

Students feel proud of their school, their classrooms and the environment, with First Nations students feeling good about their culture when at school and believe their teacher had a good understanding of their culture.

Teacher Satisfaction

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The results below are based on data from 12 respondents in this school who completed the Teacher Survey on 09 Nov 2021.

Of the eight 'Drivers of Student Learning' Forest Hill Public School Teachers rated Learning Culture, Data Informs Practice and Inclusive School as their three highly performing areas. In the four 'Dimensions of Classroom and School Practices', Planned Learning Opportunities and Overcoming Obstacles to Learning were the two highest scoring dimensions. In addition 75% of staff agreed or strongly agreed that the school is a welcoming and culturally safe place for all students.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.