

2022 Annual Report

Forest Hill Public School



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Introduction

The Annual Report for 2022 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

It was another busy year at Forest Hill Public School. We made lots of changes to our physical environment with a demountable being removed, front office reorganised, sports shed cleaned out and a furniture sale all in Term 1. As the year progressed, we had our security fence installed, gardens trimmed and tidied, two new flagpoles added, a sandpit gazebo constructed and our new school signs across the school installed.

We made sure we acquired all the school resources we needed including laptops, laptop charging cabinets, decodable readers, new school gazebos, standing desks, shelving, a high jump mat trolley, sports equipment, library books and classroom consumables.

Our students were involved in Chords, REEC excursions, SRC fundraisers, Wagga Wagga Art Gallery workshops, a Book Week parade, an Easter Hat parade, Education Week, NAIDOC Week, School assemblies, Wellbeing Excursions, Gymnastics, a Beat boxing workshop, Mini Fete, an excursion to the Strawberry farm, Jump Rope for Heart, and numerous sports excursions.

I would like to thank the parents and community for sharing the educational journey with us, especially to those parents who have helped to cook a BBQ, cover a library book, purchase a raffle ticket, or donate items to the school and canteen. A big mention also to our P&C members who help raise money by contributing their time to so many events.

To our dedicated and passionate staff, thank you for giving so much of your hearts and time to the school and its students. You make a difference every day and are the most caring and hardest working staff I have ever worked with.

Finally, to our students. Thank you for letting us be part of your schooling lives. We hope you take a happy memory or two with you from 2022 and that you never stop learning.

Message from the school community

The Forest Hill Public School (FHPS) Parents and Citizens Association (P&C) welcomed the easing of COVID-19 restrictions, enabling us to get back into supporting the school and broader school community.

The FHPS P&C continues to be an extended conduit of information and support between teachers and parents, students, and the community, on many occasions working together to achieve the wants and needs of the school community.

In many instances this resulted in the FHPS P&C providing financial support to a total sum of just greater than \$13 000. These funds were achieved through tremendous support of our school community and the ongoing efforts of our P&C members that planned, prepared, and executed more than 10 fundraising events and the received two grants. The FHPS P&C are proud to have supported the school by covering or contributing to the cost of transport to and from swimming events, science excursions, classroom resources and supplying hats to new students to the school.

The FHPS P&C Uniform Shop continued to offer uniforms through the Uniform Shop, supplying as affordable as practical uniforms and enhancing customer service and payment options.

As 2022 ended, so did the tenure of our long-standing FHPS P&C President, April Mills, who gave countless hours of her time to achieving many great things throughout the many years she was involved. The FHPS P&C hopes to carry on the legacy of dedication that April leaves behind for 2023 and beyond.

Message from the students

2022 was an enjoyable year where parents and community were back at school and students were able to visit many local place.

Our Student Representative Council organised many enjoyable days and events such as Beanies4Brain Cancer, Animal

dress up day, Forest Hill's got Talent and Christmas dress up. Lots of local charities received donations from these events.

Year 6 hosted the Halloween fundraiser where students across the school dressed up in their scariest costumes with all money raised going towards buying a new Buddy Bench for the school. The Year 6 students also took on the challenge of versing teachers in games of netball, soccer and basketball.

We welcomed our new Aboriginal Education Officer who helped us learn about Wiradjuri culture and led a girls dance group who performed at our NAIDOC Day. Our NAIDOC Day was well received with lots of parents attending and students participating in workshops on boomerang painting, didgeridoo storytelling and learning the Wiradjui language.

In Semester 2, we had a Wiradjuri community member carve a coolamon out of one of our school trees which will act as a symbol of our school being on Wiradjuri Country.

Excursions were able to take place again with Stage 3 going to Canberra for Questacon and the National Film and Sound Archives. Many classes visited Riverina Education Environment Centre to learn about living organisms and our local environment. The Strawberry Farm also was a tasty excursion for many students.

Our sports carnivals all took place in 2022, including the Cross Country which was held at Lake Albert and was lots of fun. We had Gala Day teams for: AFL, soccer, rugby, touch and rugby union. We also had teams play basketball and boccia. For school sport we participated in gymnastics, basketball and rugby union.

We paid our respects on ANZAC Day and Remembrance Day, with many students attending the Wagga Wagga ANZAC Day parade. We enjoyed our rewards days throughout the year where students who displayed school values participated in ten pin bowling, a cinema excursion and an amazing colour run. Presentation Night concluded our school year, and it was great to have our community attending again.

School vision

Forest Hill Public School aspires to be a learning environment where student, staff and community can celebrate diversity through inclusive teaching, learning and wellbeing programs. High expectations are held for all students which is underpinned by school and community wellbeing practices and partnerships.

School context

Forest Hill Public School is located on Wiradjuri country, 10km outside the city of Wagga Wagga. Forest Hill Public School has an enrolment of 180 students from Kindergarten to Year 6, including 16% Aboriginal and Torres Strait Islander students. The school is located directly opposite the RAAF Base Wagga Wagga and has a Defence student population of 14%.

Forest Hill Public School instils in students the school values of Respect, Responsibility and Safety.

The dedicated staff create an inclusive learning environment for all students to achieve our school motto 'In Friendship We Learn'. Our Aboriginal Education Officer and Defence School Mentor work with our Learning Support Team and our Wellbeing and Attendance team to support the needs of all students.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Through collaboration and professional discussions, High Impact Professional Learning will be implemented and evaluated. This will ensure the ongoing development and improvement of all teaching staff to identify, understand and implement the most effective evidence-based teaching strategies.

Concurrently, all students' individual literacy and numeracy learning needs will be identified through whole school assessment data. Student data will be utilised to inform and direct teaching and learning programs, and to ensure high expectations are set for every student.

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.

- Learning and Development
- Effective Classroom Practice
- Data Skills in Use

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Integration funding support: \$105,657.00

Low level adjustment for disability: \$135,311.85

Literacy and numeracy intervention: \$60,333.53

Socio-economic background: \$14,486.49

Literacy and numeracy: \$6,921.43

Summary of progress

At Forest Hill Public School student growth and attainment is at the forefront of our focus and through the initiatives of Learning and Development, Effective Classroom Practice and Data Skills in Use we have continued to improve on teaching practice in order to improve student learning.

Learning and Development

In 2022 we focused on teacher familiarisation of the incoming K-2 English and mathematics syllabuses and resources to support it. Through regular professional learning sessions teachers engaged in professional discussion around the research base behind the syllabuses. This included engagement with the microlearning and online modules in NESA and the Universal Resource Hub. The timetabling of stage-based professional learning was hindered due to staffing challenges, with additional release from face-to-face scheduled instead to enable individual professional upskilling for all staff, linked to their professional development plans. However, collaboratively developed programming is still proving to be difficult to transpire due to the limited staff numbers and we will investigate how other schools of our size has succeeded in this are in 2023. *Comparisons of the 2021 and 2022 TTFM surveys highlight that* there has been an improvement in collaboration and learning culture at Forest Hill Public School from 6.6 to 7.1 and 7.3 to 7.6 respectively.

A focus for the 2023 year will be for staff to actively engage in observations of classroom teaching practice, with feedback, to improve professional knowledge and practice in collaboration with the Assistant Principal Curriculum and Instruction which will support further improvement in deepening teacher knowledge and application of syllabus documents.

Effective Classroom Practice

In 2022 teachers focused on creating positive environments for learning by implementing structure and routine in each day.. Teachers shared in stage teams, a flexible repertoire of strategies for classroom management and promotion of student engagement. Staff participated in regular student wellbeing focused meeting to identify point of need support for student learning, wellbeing and behaviour. Teaching strategies were drawn from evidence based management practices to ensure student learning was at the forefront of all classroom practice and targeted student need. Whole school positive reinforcement were introduced to assist with student engagement. Analysis of Sentral wellbeing data tracked student behaviour and learning engagement. This demonstrated an improvement in the incidents correctly recorded which has been shared with all stakeholders. School Learning Support Officers (SLSOs) were utilised in every classroom to assist in the differentiation of learning tasks to ensure students could access the curriculum at their respective level. Classroom sets of decodable readers as well as a decodable home learning library were purchased. Classroom also had

update to their phonics and phonological awareness resources.

Next year in this initiative the school will utilise the 'What works Best in Practice' document as a lens to look at teaching programs and how to refine evidence based practices such as explicit teaching and feedback for improved student results.

Data Skills in Use

Teachers used formative and summative assessment data to identify individual students and student cohort learning. Collaborative stage meetings were embedded into the timetable as a vehicle to enable stage-based assessment discussions.

As a result the school's academic reports were modified to enable the sharing of student learning and area for development with parents.

Next year the focus will be on utilising the Literacy and Numeracy progressions K-6 to track student progress across key elements in literacy and numeracy. This will include establishing data systems and routines to monitor student achievement against the literacy and numeracy progressions and track expected growth for all students.

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 2 bands in NAPLAN reading by 8% from the system-negotiated upper bound target.	2022 NAPLAN data indicates 19% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
Increase the proportion of students in the top 2 bands in NAPLAN numeracy by 10% from the system-negotiated upper bound target.	2022 NAPLAN data indicates 14% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Increase the proportion of students achieving expected growth in NAPLAN reading by 10% from the system-negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN numeracy by 7% from the system-negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Leadership and Community

Purpose

Through the use of technology, the school increases communications and collaborations to enable families to be engaged and contribute positively to the school.

The leadership team elicits feedback from students, parents and the community when evaluating its administrative systems and processes to ensure their effectiveness.

Administrative systems, structures and processes underpin ongoing school improvement which assist in improvements to the school's high quality learning and service delivery.

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.

- Leadership
- Community

Resources allocated to this strategic direction

Professional learning: \$800.00

Per capita: \$40,796.65

Socio-economic background: \$75,227.78

Varying the mix (AP under review): \$35,625.00

Aboriginal background: \$40,298.22

Location: \$5,038.20

Summary of progress

Leadership

Throughout 2022 this initiative focused on developing effective systems and processes across the school, ensuring that they were enabling the effective operations of the school. Processes around confidential medical information were revised and shared promptly with staff, recording of parental contact and all meeting minutes within Sentral was established, excursion preparation, risk assessments and clearance check procedures have all been revised. We resourced the school with technology to ensure accessibility for staff and students. This involved conducting a technology audit of computers and peripheral devices and the purchasing charging cabinets and laptops for every classroom as well as the library.

The revision of school procedures has resulted in more accurate record keeping of students with additional learning needs and medical diagnosis, thus assisting with Access Request submissions and teachers making necessary adjustments and considerations in their lesson and excursion planning. Staff can more readily find information regarding students to assist when communicating with families and support personnel and school counsellor time has been better utilised for student support.

Next year, in this strategic initiative, we will improve upon and embed the systems and processes put in place through constant reflections. We will create documents outlining procedures. to ensure staff movement does not cause disruptions. An additional year of a Digital Classroom Officer position will ensure that staff are supported in using technology effectively in school processes and procedures- collaborative programming, collation of data and record keeping.

Community

A major focus for 2022 was to improve our communication with the community. We did this through moving to an online newsletter where we celebrated student, staff, and community achievements and ensured access to the most up-to-date information about our school. We also moved to a new whole school cloud based management system which included the introduction of a parent portal that enabled parents and carers more time efficient ways to communicate student absences, book parent-teacher interviews and receive timely reminders about events. Feedback was sought from the community throughout the year through surveys, which were acted upon and results feed back to the community. Education was also an area of growth and pride at Forest Hill Public School during the 2022 year. We invested in new signage across the whole school that was designed by a local Aboriginal artists and included Wiradjuri words. New flag poles were erected for the Aboriginal and Torres Strait Islander flag at the entrance to the school and we employed an

Aboriginal Education Officer for a day a week to work with students and our community.

The response from the Tell Them From Me survey from parents not only saw an increase but clearly demonstrated that parents felt more welcome in the school and that they were more informed. The 2022 TTFM survey highlights the success in our resolute approach to Aboriginal Education with an increase of 24% of First Nations students reporting that they strongly agree that they 'feel good about my culture' and that 82% of First Nations students agree and strongly agree that 'my teachers have a good understanding of my culture', an increase of 17% from 2021.

In 2023, we will continue to build on on equity and cultural initiatives through the development of staff team to promote students and events. We will utilise more features within the parent portal to continue to open communication channels between home and school.

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 parents reporting that they are informed about their child's progress as indicated from the Tell Them From Me survey.	In 2022 we increased the proportion of parents reporting that they are informed about their child's progress from 3.6 in 2021 to 5.6.
Increase the proportion of parents reporting that they feel welcome at school as indicated from the Tell Them From Me survey.	In 2022 we increased the proportion of parents reporting that they feel welcome at school from 4.8 in 2021 to 7.6.

Strategic Direction 3: Wellbeing

Purpose

To embed a whole school approach to wellbeing where students feel known, valued and cared for. To create a learning environment where students' sense of belonging is enhanced through ongoing student, teacher and parent partnerships.

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.

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Varying the mix (AP under review): \$114,921.00
: \$0.00

Summary of progress

Wellbeing

In 2022 the focus of this initiative was to fund an off-class Assistant Principal Wellbeing (AP- Wellbeing) position. This position enabled the school to address feedback from our student, staff and community surveys about the need for clearer communication, processes and procedures around student behaviour support and student wellbeing. The establishment of this position enabled school-wide behaviour expectations and consequences which were clear and unambiguous to staff, students and their families. Wellbeing plans were established for students of need and each student across the school nominated a trusted teacher for whom they can confidently turn to for advice and assistance at school.

Class mindfulness lessons and activities led to calmer playground to class transitions between settings and students' incident notifications indicated that staff and students used language and strategies that assisted in the emotional regulation and wellbeing of the students. Internal data collection methods recorded that most identified students used trusted teachers as a wellbeing strategy throughout the year. The 2022 TTFM survey results indicated 87% of students have reported positive behaviour at school, an increase of 6% since 2021 and 4% above the NSW state average.

In 2023 the next step for the school is to develop a school culture plan to develop staff, student and family connectedness to school and a strong sense of belonging.

Learning Culture

In 2022 the first focus of this initiative was on the AP-wellbeing setting up processes and structures to enhance the learning culture at the school. The school executive sought student voice on the culture of learning through event surveys, TTFM surveys and via the student representative council when looking at the inclusiveness of the school playground. Elevated rates of absences during the collection time were barriers to a high percentage of student participation. School transition points (P-K, Year 6-7) were a second focus focused with six planned Preschool to Kindergarten transition sessions for the 2023 incoming students which was an increase from last year. Key enablers to the success of this focus were thorough and accountable transition to HS processes and systems being developed with feeder high schools for Year 6 students transitioning to Year 7. An unintended benefit to the process was the creation of time for students with additional needs to transition to their next setting.

In 2023 the school will move to embed the systems and processes developed and capture student voice and feedback to drive future adjustments. The focus on systems and processes across the school had a positive effect on attendance data. During 2022 there were fewer unexplained student absences, a higher number of completed Access Requests for incoming Kindergarten students with significant support needs and a significant number of students frequently shared their thoughts on what would make the playground more inclusive. In 2023, a more consistent approach to attendance data collection and analysis will be a focus for this initiative.

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 reporting positive wellbeing as measured by the Tell Them From Me survey.	The proportion of students reporting positive wellbeing as measured by the Tell Them From Me survey in 2022 was 73.85%. It is noted that this was a decline since 2021 and we look to improve on this in 2023.
Increase the percentage of students attending school 90% of the time or more by 5% from the system-negotiated lower bound target.	The number of students attending greater than 90% of the time or more has decreased by 28%, however this figure was significantly affected by the public health orders, relating to COVID

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$105,657.00</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Eligible students demonstrating progress towards their personalised learning goals. All IEPs and Behaviour Support plans were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue funding SLSOs within classrooms within 2023. To provide opportunities for SLSOs to implement strategies showcased in professional learning to better support students with additional needs.</p>
<p>Socio-economic background</p> <p>\$89,714.27</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"> • Leadership • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • technology upgrade across the school. The purchase of laptops and charging cabinets for every classroom. • teaching resourcing to increase equitability for students. <p>The allocation of this funding has resulted in the following impact: All students had access to quality technology devices and accessed digital learning The Digital Classroom Officer (DCO) researched best practice of technology implementation into teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the DCO will support the implementation of best practice technology to support differentiated teaching and learning.</p>
<p>Aboriginal background</p> <p>\$40,298.22</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"> • Community <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$40,298.22</p>	<ul style="list-style-type: none"> • employment of an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • purchase of school literacy resources from local company to assist in embedding local language • updating of school environment to improve at cultural respect and safety. <p>The allocation of this funding has resulted in the following impact: An increase of 24% of First Nations students reporting that they strongly agree that they 'feel good about my culture' . An 81% participation rate at PLP meetings , a 36% increase. since 2021.</p> <p>After evaluation, the next steps to support our students will be: Working with our AEO to provide students with Wiradjuri language lessons, centred on our new school signage, including class names. Working with an Elder to embed Aboriginal Histories perspectives into units of work in all KLAs.</p>
<p>Low level adjustment for disability</p> <p>\$135,311.85</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 the following impact: Eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly 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 will be: To continue funding SLSOs within classrooms in 2023. Additionally, we will provide opportunities for SLSOs to implement strategies showcased in professional learning to better support students with additional needs.</p>
<p>Location</p> <p>\$5,038.20</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"> • Community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses (Aboriginal didgeridoo group mentor and scar tree at school) <p>The allocation of this funding has resulted in the following impact: 90% of teachers 'strongly agree' or 'agree' that regarding school facilities, there was 'a sense of belonging for students' an increase of 23% since the 2021 TTFM survey. 90% of teachers 'strongly agree' or 'agree' that the 'school is a welcoming and culturally safe place for all students', an increase of 15% on the previous year. 82% of First Nations students agree and strongly agree that 'my teachers have a good understanding of my culture', an increase of 17% from 2021. A 29% increase in teachers strongly agreeing or agreeing that 'Teachers have the knowledge required to engage with students on Aboriginal culture and histories'.</p>

Location \$5,038.20	<p>After evaluation, the next steps to support our students will be: To continue cultural incursions and equity programs, based on student feedback. For the SRC, in collaboration with the Wellbeing and Equity teams, to plan for a schedule of multicultural and community events throughout the year.</p>
Professional learning \$17,286.12	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Learning and Development • Leadership • Community • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff being trained in evidence-based intervention programs (MiniLit and MacqLit) • All staff to be released from face-to-face time to engage in two days of professional learning linked to their PDP. • Professional Learning for administration staff in new school management software. <p>The allocation of this funding has resulted in the following impact: Every staff member has a personalised professional plan and were allocated time to self source professional learning based upon on school initiatives.</p> <p>After evaluation, the next steps to support our students will be: To develop mentoring and co teaching plans relating to effective teaching practices in all classes.</p>
Literacy and numeracy \$6,921.43	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Forest Hill Public 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 • Data Skills in Use <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Improved teaching of spelling through a whole school approach resulting in all classrooms having a scope and sequence for the explicit of spelling. Whole school approach to numeracy assessment resulting in valid and consistent teacher judgement when analysing work samples and data.</p> <p>After evaluation, the next steps to support our students will be: Monitor and evaluative the effectiveness of school based activities tied to initiatives. Providing professional learning with the APCI to support effective classroom practice.</p>
QTSS release \$41,601.40	<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>QTSS release</p> <p>\$41,601.40</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 initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Policy development and updated systems and procedures for school processes. Authentic partnership with the community and enhanced home school communications.</p> <p>After evaluation, the next steps to support our students will be: Monitor and evaluate the effectiveness of new policies and systems. Embed strong partnerships into school culture.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 the following impact: Improvements to the decoding skills of Stage 1 students who were in the bottom 25% of the expected range for their age group as demonstrated in internal school measurements.</p> <p>After evaluation, the next steps to support our students will be: To develop procedures around stronger data collection records utilising the National Literacy and Numeracy Progressions. Focus on best practice on numeracy teaching (ntervention support)</p>
<p>COVID ILSP</p> <p>\$114,853.00</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 2022.</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 in literacy. <p>The allocation of this funding has resulted in the following impact: Improvements in word recognition for 3-6 students who were identified as being in bottom 25% of a standardised reading test as demonstrated in internal school measurements.</p> <p>After evaluation, the next steps to support our students will be: To develop procedures around stronger data collection records utilising the National Literacy and Numeracy Progressions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	139	135	118	100
Girls	112	104	86	76

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.3	96.3	92.6	85.8
1	93.8	94.2	91.7	90.7
2	93.6	93.5	88.4	89.0
3	92.0	93.4	93.2	87.1
4	92.2	94.3	91.8	89.0
5	93.7	93.5	92.8	84.8
6	88.8	93.2	88.0	87.5
All Years	92.3	94.0	91.3	87.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.96
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	1.95

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	221,181
Revenue	2,482,779
Appropriation	2,403,318
Sale of Goods and Services	3,550
Grants and contributions	74,089
Investment income	621
Other revenue	1,200
Expenses	-2,538,905
Employee related	-2,079,205
Operating expenses	-459,700
Surplus / deficit for the year	-56,126
Closing Balance	165,054

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.

	2022 SBAR Adjustments (\$)
Targeted Total	62,464
Equity Total	265,324
Equity - Aboriginal	40,298
Equity - Socio-economic	89,714
Equity - Language	0
Equity - Disability	135,312
Base Total	1,538,014
Base - Per Capita	51,547
Base - Location	5,038
Base - Other	1,481,429
Other Total	159,256
Grand Total	2,025,058

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

Student

In the 2022 TTFM survey

- 87% of students have reported positive behaviours at school, an increase of 6% since 2021 and 4% above the NSW Government norm.
- an increase of 24% of First Nations students reporting that they strongly agree that they 'feel good about my culture'.
- 82% of First Nations students agree and strongly agree that 'my teachers have a good understanding of my culture', an increase of 17% from 2021..

Parent/caregiver

In the 2022 Tell Them From Me (TTFM) survey parents / carers have reported:

- feeling more welcome (23% increase since 2021)
- more informed (26% increase since 2021)
- a 30% increase in agreeing and strongly agreeing that the 'school is well maintained
- a 47% increase that it is 'easy to access/ move around the school' and
- a 57% increase that the 'physical environment is welcoming'.
- a 42% increase in parents agreeing or strongly agreeing that 'The school helps students with disability or special needs to feel welcome' and a
- 27% increase in agreeing or strongly agreeing that 'The school provides enough resources to help students with disability or special needs'.
- a 442% increase in parent respondents from the 2021 to the 2022 TTFM survey.

Teacher

In the 2022 TTFM survey:

- 80% of teachers agreed or strongly agreed that 'School leaders clearly communicate their strategic vision and values for our school'
- there has been an improvement in collaboration and learning culture at Forest Hill Public School from 6.6 to 7.1 and 7.3 to 7.6 respectively.
- 70% of teachers agreed or strongly agreed that they had the 'skills and confidence to meet the needs of students with disability or special needs', an increase of 12% from 2021.
- 90% of teachers 'strongly agree' and 'agree' that 'The school is well maintained' an increase of 28% since the 2021 TTFM survey.
- 90% of teachers 'strongly agree' or 'agree' that regarding school facilities, there was 'a sense of belonging for students' an increase of 23% since the 2021 TTFM survey
- 90% of teachers 'strongly agree' or 'agree' that the 'school is a welcoming and culturally safe place for all students', an increase of 15% on the previous year.
- a 29% increase in teachers strongly agreeing or agreeing that 'Teachers have the knowledge required to engage with students on Aboriginal culture and histories'.

In the 2022 People Matter Employee Survey there was a 94% favourable response to 'I understand what is expected of me to do well in my job'.

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.