Forest Hill Public School
Annual School Report 2014

“In Friendship We Learn”

1930
School context statement

Forest Hill Public School is located opposite the Wagga Wagga RAAF Base. The school provides an educational setting for students from the Defence Force and civilian families. 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 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.

Principal’s Message

It is with pleasure that I take the opportunity to congratulate the students, staff, parents and community members of Forest Hill Public School on their achievements and endeavours throughout 2014. As educators we hope that we can make a positive difference to your child’s life and partner with you in helping them reach their potential. At our school we provide an environment where children can thrive. By showing respect for self, respect for others and taking responsibility for their actions, children develop skills that set them on the path to becoming great citizens in our society.

Forest Hill Public School emphasises, encourages and acknowledges participation and sportsmanship, along with the pursuit of excellence. Within the school, our students participated in regular and varied physical education experiences aimed at developing skills and providing the foundation for a healthy lifestyle. Included amongst these were: Jump Rope for Heart, gymnastics and learn-to-swim programs (which will run again in 2015), as well as development clinics.

Our talented dancers, aerobics team and choir have performed at the Market Place, Open Days and Eisteddfods with placing’s of firsts, and highly commended and all students have been involved in, environmental days and multi-cultural celebrations.

Students are also encouraged to participate as responsible citizens in our community. Among the many activities during the year students participated in: Our very active SRC and environmental clubs, class vegetable gardens, ANZAC Day March, Remembrance Day, the Healthy Food Program and students completed the Premier’s Sporting and Reading Challenge.

The above achievements whether they are academic, creative or sporting just don’t happen, they are achieved by teamwork involving the whole school community, where children, parents and teachers work together to build a better school learning environment.

Thanks are again extended to the many parents and community members who so generously support the school. The canteen, scripture, garden, sport, dance, choir and classroom volunteers ensure improved outcomes and services are provided for students. You, the parents, are your child’s greatest educational resource, not only for academic help but also for those life skills that your child will take with them into adulthood.

The P&C have again been a major stake holder in the development of programs and school planning at the school assisting with fundraising throughout the year. Their assistance has been greatly valued by all in the school and me especially and I thank the members for the great effort put into 2014.

The staffs at FHPS, from the office to the classrooms, are dedicated, caring, hardworking and approachable staff and I know the vast majority of parents realise how lucky they are to have such competent people guiding their children’s education. They are a great team that works well with parents for the best possible student outcome.

To conclude, I would like to acknowledge the wonderful support I’ve received from all staff, the members of the P&C Association, Canteen and the community because it is that partnership that make FHPS stand out from other schools.

Ian Taylor
**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

Enrolment at the end of 2014 was 196, consisting of 98 boys and 98 girls. 94.7% of students attended school on average each school day.

In 2014 we had 9 classes.

**Student attendance profile**

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**State DEC**

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**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.352</td>
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<td>Total</td>
<td>14.252</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Supporting the teaching staff is an outstanding team of office and ancillary staff who play an important role in supporting and assisting teachers, parents and students.

Forest Hill Public School employs no Aboriginal staff at present.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>69</td>
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</table>

**Professional learning and teacher accreditation**

Forest Hill Public School has a reputation of high quality teaching practices and successful program implementation. Teaching staff value the opportunity to receive professional learning opportunities and take part in a variety of delivery models: on line courses, Face to Face Training and Development, Self- Paced modules and both onsite and external professional learning.

All staff have undertaken training related specifically to our school management plan including: New K-10 Syllabus English and Mathematics, Literacy Continuum Training, L3, Focus on Reading, Targeted Early Numeracy, Best Start, PLAN and Taking Off With Numeracy.

**Beginning Teachers**

Two teachers achieved their accreditation in 2014 with another teacher ready to submit documentation early in 2015.

All beginning teachers attended professional development workshops and were provided additional support in programming, assessing and reporting.
**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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<tr>
<td><strong>Expenditure</strong></td>
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<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>157364.63</td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Arts**

Students were presented with many opportunities throughout the year to be involved in a variety of activities:

- The primary dance group performed at the Regional Dance Festival. Open day and Education Week.
- The Wagga Wagga Eisteddfod offered opportunities for both Junior and Senior Choirs and Dance to perform.
- Participation in the Wagga Wagga Show with a large number of awards being received by students.

The parent community has strongly supported these ventures and has offered high praise for events such as our Christmas Concert, Dance and Recorder Groups, Orientation Days for specialist programs and Whole School Performances.

**Sport**

Forest Hill Public School emphasises, encourages and acknowledges participation and sportsmanship, along with the pursuit of excellence.

- There were opportunities for representation in the Primary School Sport Association (PSSA) sports, including: cricket, soccer, hockey, netball, tag, AFL, rugby and basketball.
- In term 4 all students were given the opportunity to improve their skills in our Gymnastics Program and the DEC Learn to Swim Program.
- Primary K-6 weekly sport included tabloid activities to encourage fine motor skills as well as games practice to improve coordination skills.
- The whole school participated in the Heart Foundation’s “Jump Rope for Heart” program and the Premiers Sporting Challenge (PSC).

Within the school, our students participated in regular and varied physical education experiences aimed at developing skills and providing the foundation for a healthy lifestyle.

**Environment**

The Environmental Club is made up of one elected representative from each class. As part of the student leadership program, these representatives have:

- attended regular meetings throughout the year to discuss school environmental issues.
- implemented decisions taken at such meetings.
• acted as liaison officers between group and class members and teachers.
• monitored the collection of recycled paper, cardboard and aluminium cans within the school.
• established a composting area.
• implemented measures to reduce the quantity of greenhouse gas emissions within each classroom, as well as the cost to the school.
• participated in environmental activities organized by Wagga Wagga City Council.
• established a ninth vegetable plot.
• established a recycled greenhouse from used soft drink bottles.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Significant programs and initiatives – Policy and equity funding

Aboriginal education

Forest Hill Public School acknowledges the traditional owners of the land that the school is located on – *the Wiradjuri people.*

All staff undertook professional learning which addressed aspects of the implementation of the National Aboriginal and Torres Strait Islander Education Action Plan: 2010-2014. Through discussions and as a result of this professional learning it was decided to have an increased emphasis on Aboriginal Education including heightened profile across KLAs and celebration of significant indigenous programs such as NAIDOC Week.

Ongoing implementation of Personalised Learning Plans (PLPs) for our Aboriginal students resulted in improved outcomes for the students, closer consultation with parents as well as providing culturally appropriate programs and targeting resources needed to implement these PLPs.

Cultural immersion was again evident in the continuation of a whole school and community gardens and hall art work.

We had 23 Aboriginal students in 2014. These students were supported within existing classroom structures.

Multicultural education and anti-racism

The school provides teaching and learning programs that enable students from all cultures and communities to identify themselves as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active Australian citizens.

All staff contributes to the eradication of racism by promoting acceptance of Australia’s cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Forest Hill Public School currently has one trained Anti-Racism Contact Officer who provides timely and professional responses to suggestions, complaints and allegations regarding racism. The school implementation of the Anti-Bullying policy has assisted with any issues.

Resource Allocation Model (RAM)

This year we received funding based on two components of the new Resource Allocation Model (RAM). This model is part of the NSW Government reforms for NSW Public Schools. The two components are: Aboriginal background and socio-economic background.

Aboriginal Background

The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students.

23 students are identified as Indigenous background. Individual AEPs are written for each student. Additional resources are allocated as required. Students participate and are engaged in a variety of programs which improve the outcomes of all students. School based strategies monitor and support the regular attendance of students.

Socio-economic background

The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment Registration Number (ERN) system.

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs associated with their socio-economic funding.

The Learning Support Team provides holistic planning and programs to address identified student needs. External support and outside agencies are involved in all levels of planning. Ongoing tracking and support ensures students attain expected outcomes.
School planning and evaluation
2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Paper surveys
- Curriculum surveys
- NAPLAN analysis (Smart data)
- Evaluation of 2014 School Plan and development of the 2015 School Plan

School planning 2012-2014:

School priority 1
Literacy and Numeracy

Outcomes from 2012–2014

Improve student achievement in line with state average or above in Numeracy and Literacy in relation to stage outcomes.

Quality Teaching evident in all Numeracy and Literacy lessons to improve student outcomes.

Evidence of achievement of outcomes in 2014:

- Used Best Start analysis to inform individual student learning needs in Kindergarten.
- Targeted support for individual learning needs determined for by School Learning Support Team, LST, class teacher, analysis of NAPLAN data and school based data.
- Quality teaching elements were incorporated into all aspects of teaching numeracy.
- Worked with staff to ensure consistency in teacher judgement of work samples to measure achievement plus NAPLAN results.
- Collaborative programming was encouraged to reflect scope and continuum.
- Ensured monitoring and evaluation processes were in place that include community input.
- Analysed results and students’ work against syllabus outcomes.
- Staff developed Consistent Teacher Judgement.

Strategies to achieve these outcomes in 2014:

- Differentiation of programs to cater for all students.
- Using SMART teaching strategies to address targeted areas.
- Continue implementing the literacy and numeracy continuums as an assessment and programming tool.
- The provision of appropriate resources to support students in targeted areas.
- Employment of additional SLSO’s to deliver Corrective Reading Program to targeted students (MultiLit).
- Continuation of the Reading Egg program
- A deliberate focus on the students that met expected growth and move them further.

School priority 2
Student Engagement & Attainment

Outcomes from 2012–2014

Quality teaching practices used for every student with attention to personalised learning.

Build teacher capacity to provide high quality learning opportunities for all students.

Evidence of achievement of outcomes in 2014:

- Participated in professional learning opportunities that develop numeracy expertise.
- Used Best Start analysis to inform individual student learning needs in Kindergarten.
- Targeted support for individual learning needs determined for by School Learning Support Team, STL, class teacher, analysis of NAPLAN data and school based data.
- Quality teaching elements were incorporated into all aspects of teaching numeracy.
• Worked with staff to ensure consistency in teacher judgement of work samples to measure achievement + NAPLAN results.
• Collaborative programming was encouraged to reflect scope and sequence.
• Ensured monitoring and evaluation processes were in place that include community input.

**Strategies to achieve these outcomes in 2014:**
• Provide professional learning to strengthen a consistent approach to managing student behaviour.
• Implementing a wide range of support programs to meet student needs.
• Continue to promote whole school community understanding of the school anti-bullying plan and strategies implemented at school.

**School priority 3**

**Curriculum and Assessment**

**Outcomes from 2012–2014**
Whole school planning and assessment processes developed to support teachers in implementing the curriculum.
Consistent assessment practices developed across the whole school.

**Evidence of achievement of outcomes in 2014:**
• Whole school strategies and assessment processes developed to support teachers in implementing the curriculum to strengthen quality teaching practices.
• Provided teachers with professional learning programs to support quality teaching.
• Extended staffs’ knowledge of Best Start, L3, TEN and TOWN programs.
• Analysed data to guide development of strategies that addressed identified needs.
• Professional learning strengthened teacher capacity to improve student learning outcomes.

**Strategies to achieve these outcomes in 2014:**
• Provide professional learning.
• Implementing a wide range of support programs to meet student needs.
• Differentiation of programs to cater for all students.
• Using SMART teaching strategies to address targeted areas.
• Continue implementing the literacy and numeracy continuums as an assessment and programming tool.
• The provision of appropriate resources to support students in targeted areas.

**School priority 4**

**Aboriginal Education**

**Outcomes from 2012–2014**
Support Indigenous students through cooperative learning by continuing the development of the school’s implementation of Personal Learning Plans.
Diminish the gap in Numeracy and Literacy achievements between students.
Implement effective strategies to improve attendance rates.

**Evidence of achievement of outcomes in 2014:**
• Included Indigenous perspectives in all KLAs as part of a whole program.
• Enhanced PLP’s for all Indigenous students and identified students.
• Encouraged staff to attend regional Aboriginal Education Conference.
• Cultural Immersion of staff and inclusiveness of the community into school life.

**Strategies to achieve these outcomes in 2014:**
• Referrals for several at risk families.
• Continued electronic Roll marking system.
• Continued close liaison with Home School Liaison Officer.
School priority 5

Leadership & Management

Outcomes from 2012–2014

To implement and continue to improve a school self-evaluation process that takes in the diversity of staff and extending staff through TPL.

Implement strategies to identify and address whole school management practice needs.

Develop staff in their capacity to manage systems, structures and programs within the school in line with DEC policy. Develop Transition programs for Preschool to Kindergarten and Year 6 to Year 7.

Evidence of achievement of outcomes in 2014:

- Identified roles and responsibilities within the school that develop staff to improve capacity to manage systems, structures and programs within the school in line with DEC and school policy.
- The leadership team developed their awareness of the diversity among staff and in the classrooms, extending staff through training and development and leadership opportunities with shared best practice and team teaching.
- Staff re-visited and adhered to the DEC and school based Code of Conduct.

Strategies to achieve these outcomes in 2014:

- Provide professional learning to Executive Team.
- Differentiation of programs to cater for all staff.
- A deliberate focus on the staff professional growth and learning.

School priority 6

Technology

Outcomes from 2012–2014

Integrate technology in all areas to engage all students and staff in quality teaching and learning.

Further develop staff and the school technology program including the use of technology to improve outcomes for identified students and develop a scope and continuum for activities.

Evidence of achievement of outcomes in 2014:

- Provided teachers, SASS and SLSO’s with professional learning programs to support technology access and implementation.
- Improved student access and capacity to use information and communication technologies to enhance their learning.
- Enhanced learning opportunities for students through appropriate new technologies i.e. Tablets, iPods, iPads.
- Whole school planning and assessment processes developed to support teachers in implementing the curriculum and to strengthen quality teaching practices.
- Developed new scope and continuum including iTechnologies and Tablet hardware.

Strategies to achieve these outcomes in 2014:

- A deliberate focus on the staff professional growth and learning.
- Improved access and opportunities for students.
- Implementing a wide range of iDevices to meet student needs.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

A sample of their responses are presented below.

- I am very happy with my child’s progress at school.
- I know my children are in good safe hands at Forest Hill PS.
- We are extremely happy with what our daughter is learning.
- The teacher is absolutely amazing.
- There could be more parent/teacher meetings.
- The school is approachable and listens.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The new plan will have three strategic directions based on school feedback, consultation and an understanding of the Melbourne Declaration of Educational Goals for Young People 2008.

STRATEGIC DIRECTION 1
Develop lifelong learners.

Purpose:
To develop confident learners who enjoy learning, are willing to take risks and learn from their mistakes.

STRATEGIC DIRECTION 2
Instill values and wellbeing.

Purpose:
To develop respectable children who get along with others, know right from wrong while taking responsibility for themselves and will ultimately contribute to society.

STRATEGIC DIRECTION 3
Promote engaged, respectful communities.

Purpose:
To build a school community who supports one another.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: