

School Overview

Forest Hill College is in its last year of its four year planning, implementation and reporting with the cycle beginning in 2006. Goals set in this strategic plan were:

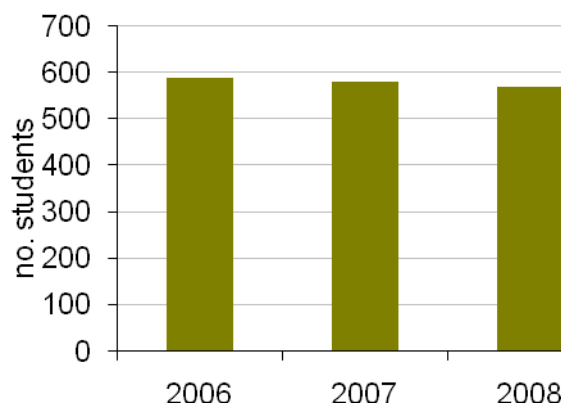
- to continue to develop the professional capacity of staff so that students are supported and challenged to achieve at or above their expected level
- to improve student connectedness to peers and school
- to ensure successful transitions between all year levels and to [post school options

The strategic plan is supported by Annual Implementation Plans (AIP). For 2008 the AIP focussed on:

- Planning and setting direction for 2008 and beyond
- Reviewing organisational structures to focus on teams
- Building the capacity of leaders through quality professional learning and collaborative work
- Using different data sources for feedback, curriculum planning and delivery
- Introduction to coaching and reflective conversations
- Integration of units of work in particular at Year 7 -9
- Implementation of processes and strategies for leadership development of students

Student enrolments –

Total students enrolled in school



The enrolment for 2008 is 528 local students and 38 International students. Within these enrolments there is a diverse range of backgrounds and geographic locations. We have:

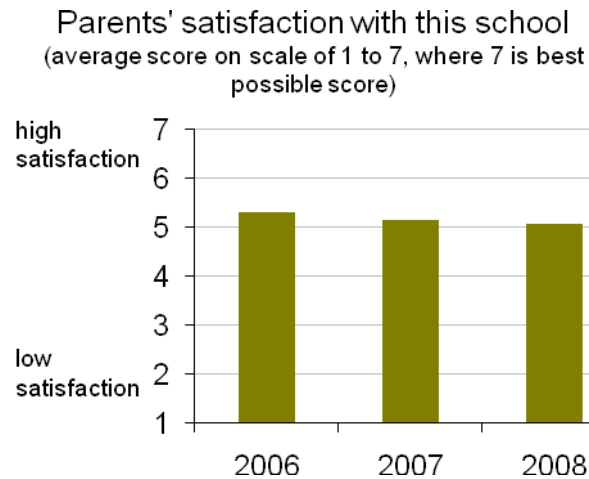
- students from over 40 different suburbs
- students born in over 28 different countries
- over 50 students who have been in Australia for less than 5 years

Since 2006 the Eastern Region Secondary School Deaf Facility has operated at Forest Hill. Students in the program are integrated into all classes. There were 19 students enrolled in 2008

Parent Satisfaction –

The following table represents scores from the annual Parent Opinion Survey. This survey is distributed randomly to families and participation in the survey is voluntary. The graph below represents the average general

satisfaction and indicates a pleasing level of satisfaction with the school, however the response rate for 2008 was lower than State average and is an aspect we will be looking at improving in 2009 so results are representative of a broader range of our parent cohort.



Commonwealth Requirements

- **Teacher Satisfaction** - *"The average score for teacher satisfaction (morale) at this school was 69.7 on a scale from 0 to 100 where 100 is the best possible score."* State median for secondary schools was 62.2. This score represents a growth over the past three years.
- **Teacher Absence** – no data is yet available.
- **Teacher Retention** - *"Of the 76 teaching staff at Forest Hill College at June 2007 (including those on leave without pay), 60 or 79% were still at the school at June 2008. This figure across all Government schools was 84%."*
- **Teacher participation in professional learning** – *"All teaching staff have participated in professional learning throughout the year which has been targeted at goals within the strategic and annual implementation plans."*
- **Teacher Qualifications** – *"All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241."*

Principal's Report

The 2008 year for Forest Hill College has seen a number of changes. Michael Waters, Principal for 9 years retired at the end of term one. I was appointed in an acting capacity for term 2, and consequently we had an acting Assistant Principal as well. In term 3 we appointed Meagan Cook as Assistant Principal. From the beginning of Term 3 the College had its Principal team in place.

The major focus of improving learning for students through improvements in teaching practices continued. This was supported by:

- An action plan for professional learning to meet the differing needs of teachers.
- Attendance at a School Improvement Program for all Leading Teachers. This involved ongoing professional learning with other leadership teams from across the state. They implemented strategies across the College for teachers to improve understanding and use of assessment practices to guide curriculum planning.
- Investigating and implementing new structures of leadership in readiness for 2009
- Increasing opportunities for leaders to participate actively in developing a College direction
- Development of integrated units of work at Year 7 and 9

A focus of improving connectedness of students was evidenced by:

- Increased numbers of students in leadership positions and regularly involving students in opportunities to represent the College and lead groups of students. Elections to a position involved a rigorous process. Students led College assemblies, SRC groups, Houses, House Performing Arts Festival, Home Groups, sport teams, informal lunchtime competitions and provided input into many other activities of the College.
- Increased ownership of the newly developed House system with recommendations for expansion into many areas of the College

The curriculum continues to be supplemented by special events and activities both within and external to the classroom. These included our traditional Arts focus through the Screamefest and musical performances, the 24 Hour Basketball Marathon, sporting activities at District, Zone and State level, Debating, RACV Energy Breakthrough, Premiers Reading Challenge, camps and our National winners in the CISCO competition .

The achievements of students in 2008 are the result of inputs from many members of our community. There were increasing numbers of parents involved in College life. Teaching staff provided enormous support and commitment to students in all areas of their learning and social development and all non teaching staff of the College also provided unwavering support and commitment to the students, staff and parents of the College.

The College is privileged to have the dedication of an increasing number of parents on the Council and as members of the Parents Association. I thank them for their contribution to the education of all students at the College.

Jenny Cook

School Council President's Report

Forest Hill College is a treasure casket of opportunities. The staff are modest but their achievements are extraordinary and inspiring. These achievements are only to be out shone by the students who never cease to amaze me. The individual pathways that the students have embarked on over 2008 are the students' personal yellow brick road they are following to their future that lies as an open book yearning to be filled with the new found education and life experiences the children have gained and continue to gain from the College. They stand together with the web of relationships that they have developed over time to give them that much needed support network to what has been a very special time in their lives. 2008 was a year of challenges and significant accomplishments. It has laid a strong foundation on which the students continue to build.

Barbara Gough

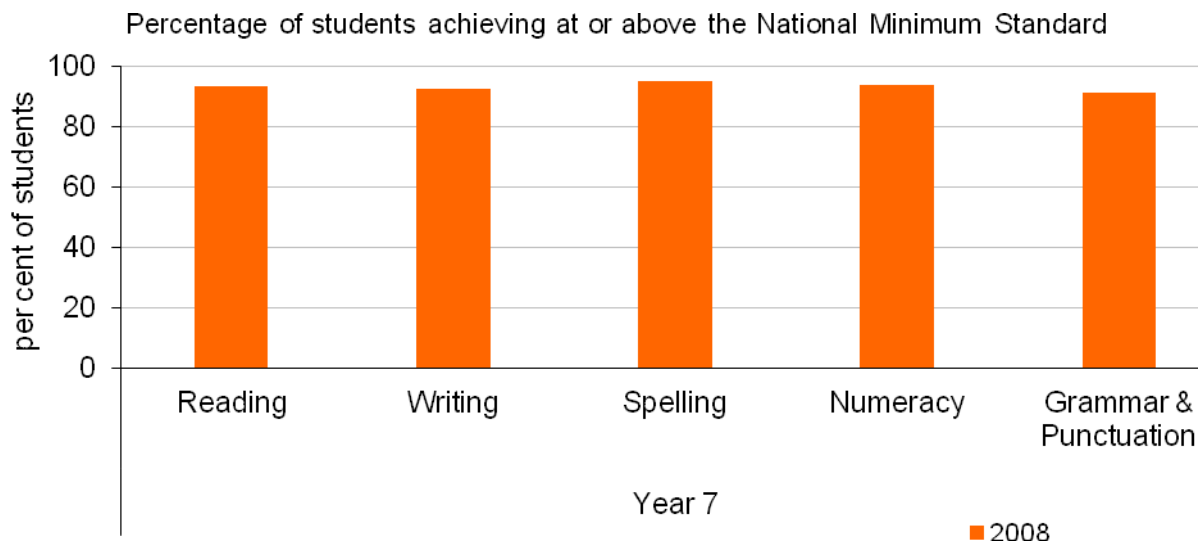
Student Progress & Achievements

Student Learning

Percentage of students achieving at or above the National Minimum Standards – The National Assessment Program for Literacy and Numeracy (NAPLAN) was conducted for the first time in 2008. This was a pen and paper test conducted over three days for students in Year 7 and Year 9. Previously students participated in AIM testing.

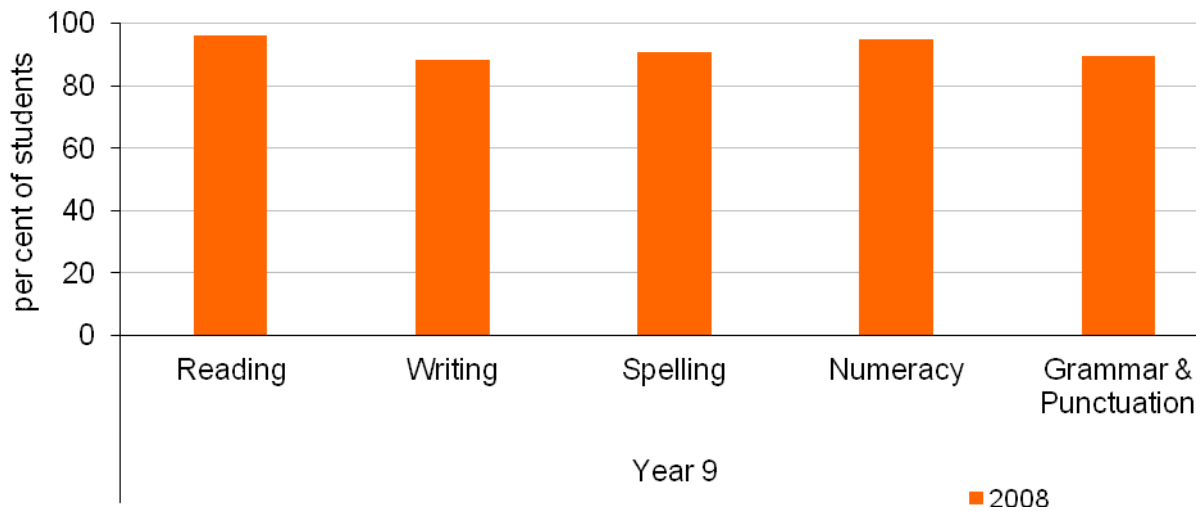
The graph below shows that for Year 7 the following percentage of students were above the National Minimum Standard:

- 93.4% of students in Reading
- 92.2% of students in writing
- 94.8% of students in spelling
- 93.5 % of students in numeracy
- 90.9% of students in grammar and punctuation.

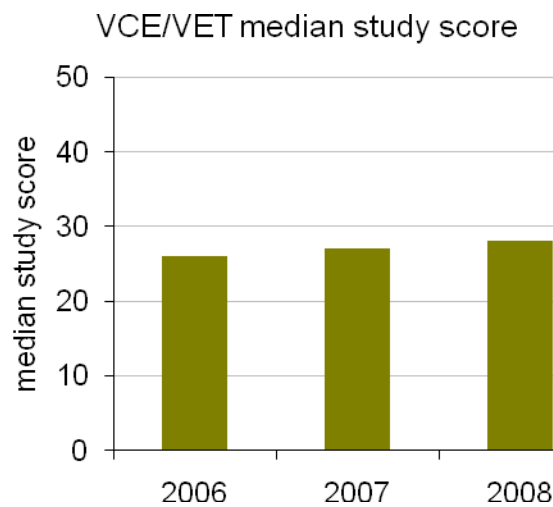


The graph below shows that for Year 9 the following percentage of students were above the National Minimum Standard:

- 95.8% of students in Reading
- 88.2% of students in Writing
- 90.7% of students in spelling
- 94.5% of students in numeracy
- 89.3% of students in grammar and punctuation

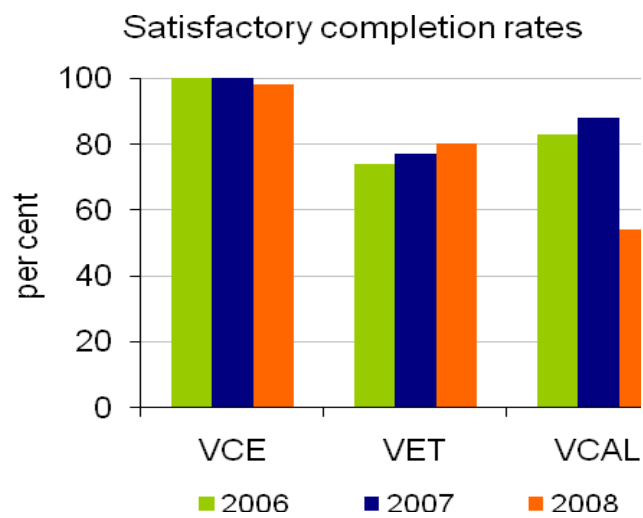


VCE/VET median study score – a study score from 0-50 shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study. It is based on the student’s results in school assessments and examinations. The median study score is the middle score when all the study scores obtained by students of the school are ranked from highest to lowest. The median VCE / VET study score has risen from a score of 26 in 2006 to 28 in 2008. This is a positive result and indicates success of goals and strategies in the strategic plan over time.



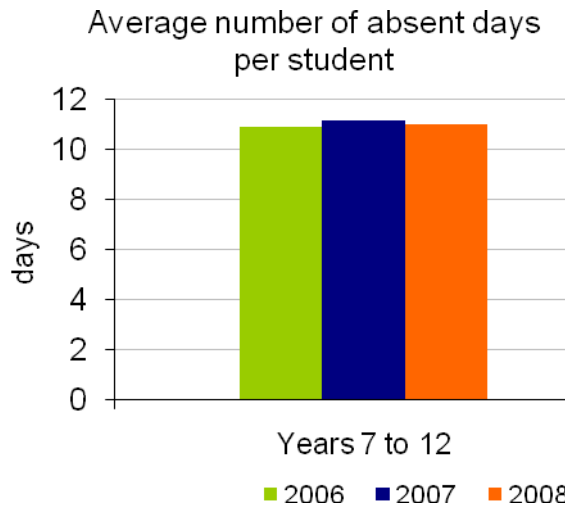
Satisfactory completion rates –satisfactory completion rates as follows:

- Victorian Certificate of Education (VCE) – The percentage of eligible VCE students that completed in 2008 was 98%
- Vocational Education and Training (VET) - This describes the number of VET units of competence completed in a year as a percentage of those undertaken. The percentage was 80.
- Victorian Certificate of Applied Learning (VCAL) – This is hands on option for Year 11 and 12 students. Practical work related experience as well as Literacy, Numeracy and Personal Development skills are part of the program. Like VCE it is an accredited secondary certificate. There was 54% satisfactory completion of VCAL credits. Forest Hill College had 9.4% of students undertaking VCAL compared with 12.7% State wide. Students participating in this program complete two days of study at the College, one day of study at TAFE and two days in the workforce.



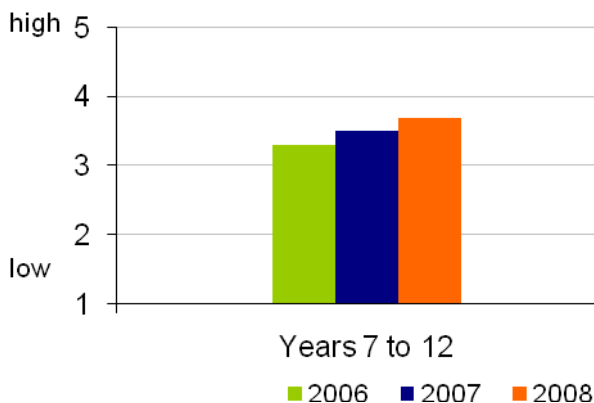
Student Engagement and Wellbeing

Average number of absent days per student – this graph represents average absence for full time students in Years 7 to 9.



Students' school connectedness – Students complete the Student Attitudes to School Survey. From this survey the average School connectedness shows growth over three years. There has been a strong focus on student leadership and activities that enable connections within and between Year levels. Students initiated House competitions and they were introduced in 2008 for the first time. Improving connectedness was a priority in the 2007 Annual Implementation Plan and many strategies were implemented as a result of feedback from students, parents and staff. This focus has led to the continued and strong improvement in results.

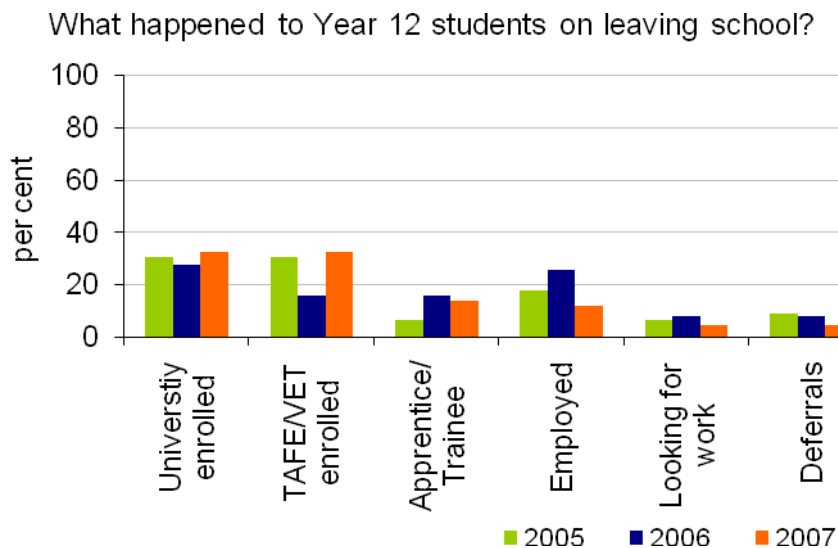
Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



Student Pathways and Transitions

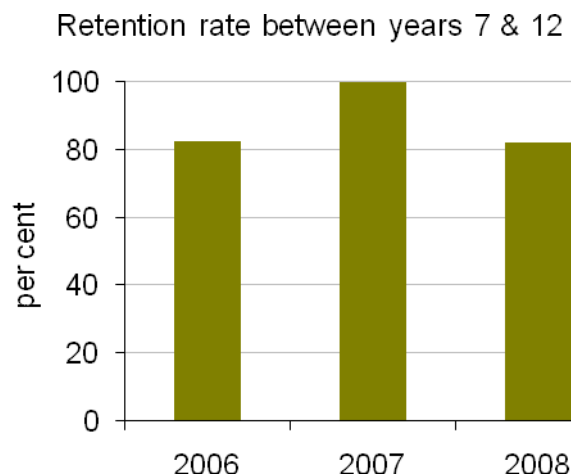
Forest Hill College continues to provide excellent pathways for students as they move through and exit at Year 12. All efforts are made to determine needs of students and inform them of options they have available to complete Year 12. In 2008 we offered Intermediate and Senior VCAL, nineteen different VET studies at Certificate 11 and 111 levels. A highlight of the year was the CISCO Networking Academy program team of students winning the CISCO Victorian state championships than winning the Australian and New Zealand CISCO ANZ CCNA (University level) competition and competing in the Asia Pacific CISCO competition.

Student destination data – Schools source this data from the On Track survey of Year 12 completers conducted in April and May of the year after they completed school. Note that, for example, the 2008 On Track survey which followed up completers in 2007 appears in this report as 2007 data. Completers refer to Year 12's who completed a VCAL Intermediate, VCAL Senior or VCE qualification in 2007. Of these students 43 of our students responded to the survey. This data represents only 48% of Year 12 completers at the College. This data indicates an increase in the number of students enrolled in University and nearly double the number enrolled in TAFE since 2007.



Retention rate between Years 7 & 12 –

Apparent retention rates are based on enrolments. The graph below compares Year 7 enrolment with Year 12 enrolment 6 Years later and shows a rate of 87.3. This is a higher rate than the State mean of 77.5%.



Future Directions

Over a period of time Forest Hill College has been preparing itself for a realignment of teaching and learning to better suit the needs of all students.

The following is an extract from a paper distributed to all staff at the beginning of 2009. It was developed as a result of feedback received over time about the future directions for the College. It forms the guidelines for improvement.

Forest Hill College is to a productive and rigorous learning environment where students needs, backgrounds and interests are catered for in the teaching and learning program. There are four main focus areas through which this occurs: strong leadership, curriculum planning, catering for differentiated needs through the curriculum and rigorous accountability for improvement.

In continuing to develop its curriculum, Forest Hill College will audit and use the Victorian Essential Learning Standards, Victorian Certificate of Education, Vocational Education and Training and Victorian Certificate of Applied Learning to provide challenging, engaging and relevant curriculum programs that are supported by the timetable.

The organisation of the school will be based on working together and learning together within teams of teachers responsible for levels within the College. The focus will be on designing organisational arrangements to challenge and engage students at all levels.

Technology will make a significant impact on the way students learn and will be a key component of curriculum planning. Students will have on line access and feedback to students and parents will be given on a regular basis. Teachers will be increasing their skills in the use of learning technologies and will facilitate significant use for students.

Learning and teaching programs will be based in but are not confined to the classroom. Learning with and in the community is encouraged to broaden and provide relevance to teaching and learning activities. Multipurpose areas and spaces, including outdoor areas are used for large and small group activities.

Learning and teaching programs will cater for differentiated learning needs. Teachers acknowledge students progress and scaffold learning based on developmental need with a belief that all students can learn and progress. Sufficient time in teaching sessions is allowed for students through longer class times and planning to allow for investigation and examination of ideas.

Learning experiences are challenging, engaging and involve practical "hands-on" activities wherever possible. They will provide sequential and integrated study through all program areas. Enhancement activities are provided to all students based on need.

Teachers draw upon the expertise of others as they work in teams to plan and deliver teaching and learning programs for cohorts of students. They constantly reflect, review and analyse results, content, resources and teaching techniques. All teachers through active involvement in personal and school wide professional learning aim to continuously improve their own and team skills.

The school provides parents with written reports and will research ways of involving parent's proactively in student learning and progress.

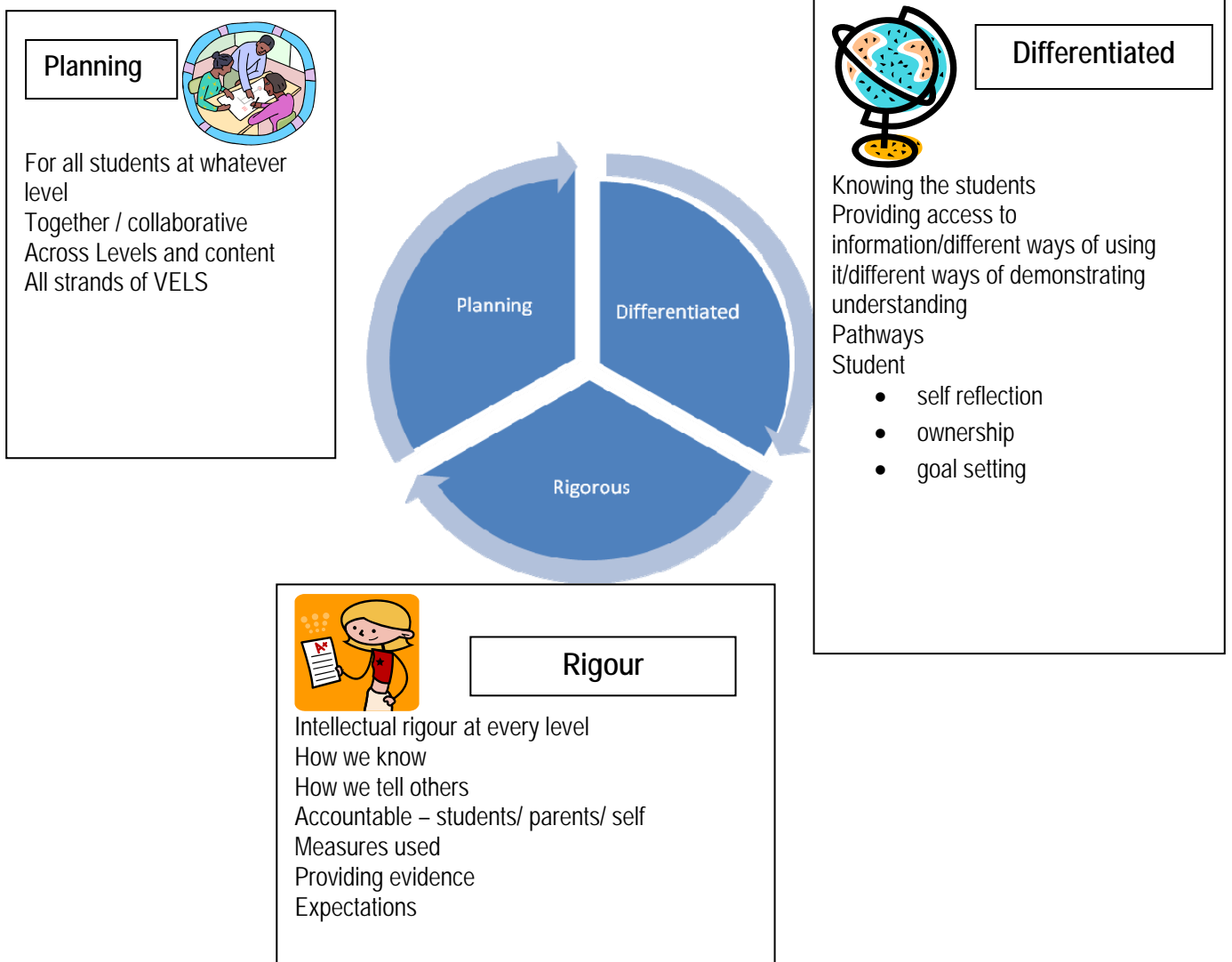
Students will be supported to develop individual learning goals with progress towards these being reviewed and reflected upon to inform future learning and enable continuous improvement. Teachers include a variety of assessment strategies in their programs to provide multiple sources of data about student achievement.

In 2009 Forest Hill College will:

- Enter its fourth year of its Strategic Plan and consequently its review year. This review process enables self evaluation and goal setting for the next four year plan. It will enable us to affirm or adjust our current direction based on solid evidence of performance from students, staff and parents.
- Continue to develop its leadership profile, thereby maximising on the skills and expertise of staff
- Continue to focus on teams working together to provide real opportunities to share high quality teaching knowledge and skills
- Build enhancement opportunities for students in numeracy and literacy and introduce a Science, Technology, English and Mathematics (STEM) program at Year 7
- Further develop the CISCO program
- Continue to develop students as leaders

At Forest Hill College we have made a commitment to working under a framework for improvement that focuses on three areas:

1. Planning
2. Differentiation
3. Rigour



Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$2,983,912
Commonwealth Government Grants	\$36,891
State Government Grants	\$5,733
Other	\$849,174
Locally Raised Funds	\$421,187
Total Operating Revenue	\$4,296,897
Expenditure	
Salaries and Allowances	\$229,644
Bank Charges	\$1,672
Consumables	\$187,103
Books and Publications	\$8,390
Communication Costs	\$34,349
Furniture and Equipment	\$79,372
Utilities	\$61,593
Property Services	\$591,058
Travel and Subsistence	\$14,977
Motor Vehicle Expenses	\$3,088
Administration	\$33,807
Health and Personal Development	\$1,135
Professional Development	\$499,958
Trading and Fundraising	\$28,508
Support/Service	\$206,838
Miscellaneous	\$1,259,472
Total Operating Expenditure	\$3,240,964
Net Operating Surplus/- Deficit	\$1,055,932
Capital Expenditure	\$65,891
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$2,659,759.26
Official Account	\$57,513.17
Other Bank Accounts(listed individually)	
<i>Building fund</i>	\$171.25
<i>Library fund</i>	\$11,322.31
<i>Mecu – term deposit</i>	\$840,882.55
<i>Mecu - term deposit</i>	\$607,538.87
Total Funds Available	\$4,177,187.41
Financial Commitments	2008 Actual
School Operating Reserve	\$24,718.00
Co-operative Bank Account	Nil
Assets or Equipment Replacement < 12 months	\$213,990.34
Revenue Received in Advance	\$198,786.53
Building/Grounds including SMS < 12 months	\$212,492.19
Region /Clusters Funds/School Based Programs < 12 months	\$2,421,599.25
Provision Accounts < 12 months	\$12,337.10
Repayable to DEECD	\$654,833.00
Other Recurrent Expenditure (Accounts Payable)	\$580.00
Assets or Equipment Replacement > 12 months	\$157,300.50
Building/Grounds including SMS > 12 months	\$280,550.00
Region /Clusters Funds/School Based Programs > 12 months	Nil
Provision Accounts > 12 months	Nil
Co-operative loan >12 months	Nil
Beneficiary/Memorial Accounts	Nil
Total Financial Commitments	\$4,152,468.91

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please phone 9814 9444