

# 2019 Annual Report to The School Community



**School Name: Forrest Primary School (2708)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 13 March 2020 at 12:13 PM by Darryl Harty (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2020 at 02:23 PM by Bianca Jackson (School Council President)

## About Our School

### School context

Forrest Primary School & Early Years Centre is a unique educational centre, situated in the Otway Ranges - one of twenty-eight schools within the South Barwon network. The school is set in a picturesque rural setting within the Forrest Township, and is part of the Forrest Primary School and Early Years Centre. The Primary School, funded Pre-School program, Out of School Hours Care and Childcare services provide quality early education, care services for the children of Forrest, and neighbouring districts; aged from 12 months old through to 12 years.

The school is committed to continuous improvement and achieving excellence in teaching and learning at every level. The school provides excellent learning programs in all curriculum areas (Vic Curriculum) with a focus on Literacy and Numeracy. Programs are designed to cater for individual learning styles and abilities, and include a variety of student support and extension programs.

The school runs a range of activities that complement the formal classroom environment including; outdoor education, health and wellbeing, science, arts/literacy programs, gardening, the Sporting Schools program and a range of projects with local community partners, including the Forrest Neighbourhood House, Forrest Lions Club and Colac Otway Shire. Staff members are dedicated to world's best practice and diligently strive to ensure all children are progressing to the best of their ability.

Forrest Primary School Council implemented its new Strategic Plan for 2018-2021 with a focus on literacy learning outcomes, the social emotional needs of every child, and broadening local community connections under the banner of "Learning for Life". The Forrest Primary School and EYC is a true learning community with child health services also available from the complex, providing support services for the families of Forrest and surrounds. There is a very strong partnership between parents and staff with a high level of parent participation. The school prides itself on providing a safe, friendly and stimulating learning environment for all of its students and their families.

In 2019, the Parent Opinion survey results indicated a positive endorsement (82.9%) by parents of their satisfaction of the school/EYC.

In 2019, the staff opinion survey data in the school climate measurement area (91.3%) was a very positive result. All staff (both teaching and support staff) work collaboratively and cooperatively, consistently supporting the school/centre leader in ensuring the best outcomes are achieved for all children.

Enrolment numbers for the school remain steady in the low 30's whilst the recent increase in the 3/4 Year old Preschool enrolments have been maintained in 2019. Numbers in the long day-care remained steady at capacity of 4 children for the year,

The school/centre staff comprises a principal, two primary school teachers, two primary school support educators, one preschool teacher, one preschool support assistant, 0.6 administration manager, and two 0.5 Day Care educators.

### Framework for Improving Student Outcomes (FISO)

In 2019/20, Forrest PS & EYC aims to build practice excellence and communities.

It's goals are to:

1. To maximise the learning growth of every student in all learning domains with a strong F-6 focus on literacy, particularly writing and spelling, and all strands of mathematics.
2. To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.
3. To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.
4. To optimise the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students.

The school has developed its literacy program following teachers involvement in the Leading Literacy program in 2018. This program continued in 2019 with our lead teacher involved in a Leading Literacy network. the school was

involved in the Bastow Leading Mathematics program in 2019. The school will continue to develop its mathematics teaching and learning working collaboratively with neighbouring primary schools in 2020. The highly successful social emotional learning program (TRIBES) involving cooperative multi aged groupings participating in an enriched and challenging program throughout the year continued in 2019. The school continued the DET's Resilience, Rights & Respectful Relationships program in 2019. An enjoyable Visual Arts Exhibition showcasing all primary school students creative talents was held outdoors in term 3. This event was one of many school/ centre highlights in 2019. In 2020 the Grade 5/6 students will be involved in an additional leadership program called "Survive and Thrive".

### Achievement

Teacher Judgement of student achievement for students in all year levels working at or above expected standards was above the state median and above to that of the similar school comparison cohort in English.

Teacher Judgement of student achievement for students in all year levels working at or above expected standards was similar to the state median and to that of the similar school comparison cohort in Mathematics.

In 2019 Naplan Top 3 bands results were above both state median and similar school comparison cohorts for Reading and below for numeracy. With such a small cohort of students results are skewed however teacher judgements have identified a need for a strong focus in numeracy as the children progress along the learning continuum. In 2019, one of the school's priorities was participating in Bastow's Leading Maths initiative.

Naplan Top 3 Bands - 4 year average for both Year 3 & 5 in both reading and numeracy still remained above the state median in 2019.

Naplan Learning Growth reflects results indicative of the small unique group sitting the test in 2019. The results are mixed and will be analysed closely and individually by teachers.

### Engagement

Forrest Primary School continues to promote high levels of student engagement in learning and connectedness as evidenced by our data.

The school community is proud of its achievements and regularly celebrates them with the community. The school provides extensive, stimulating inclusive programs which are designed to address individual students' needs, interests and achievements. Its aim is to teach to individual point of need, and challenge students to be the best they can be.

In 2019, the school celebrated four highly successful events namely, as previously stated, the visual arts exhibition, the Polwarth Athletics Sports Day, the Year 6 Graduation & End of Year Celebration Night, and a highly entertaining Preschool End of Year Celebration. All four events were very well received by the Forrest School & Preschool Community.

In 2019, student absence results continued to improve. The school's student attendance was slightly above the median of all Victorian Government Primary Schools and above that of the similar school comparison cohort. Significant improvement in prompt parent absence notifications was evidenced again in 2019.

### Wellbeing

The school applies a whole school approach to student welfare, with student wellbeing supported through a focus on school values and school wide programs such as Resilience, Rights, Respectful Relationships, TRIBES., Restorative Practices, the development of authentic leadership opportunities and student centred classroom programs. We take a school wide approach to develop the social and emotional capabilities of all students.

In 2019, student attitudes to school data, shows our Year 4,5 & 6 students rate to be above the state median and the

similar school comparison cohort in both domains of Sense of Connectedness and Management of Bullying. The school will continue to be a partner school in the Colac Cluster Resilience, Rights Respectful Relationships initiative again in 2020. An area of focus in 2020 will be to prioritise wellbeing areas identified by teachers/parents through the Program Achieve and RRRR programs for all children.

The school aims to provide a safe, stimulating and nurturing environment throughout our school and Early Years Centre where all children, staff and parents feel accepted and valued. Forrest Primary School's core business is quality teaching and learning and our supportive staff team is dedicated to maintaining and extending best practice under the "Learning for Life" canopy.

### **Financial performance and position**

Forrest PS & EYC continues to remain in a strong financial position with excellent financial budgetary processes in place. The operating deficit was inflated (\$44,565) due to one unplanned term 4 teacher staff temporary transfer, staffing issues in the EYC and an emergency building projects yet to be reconciled. The EYC Budgeting Plan undertook a review in December 2019. The review resulted in a planned restructure of EYC operations in 2020, to ensure improved fiscal management of staffing, costs and revenues.

The school council oversees a successful fundraising program involving the whole school/centre community. Equity Funding totalling \$6228 was used in the area of professional learning/development of the school's principal and Senior Class teacher in the Leading Mathematics initiative. Forrest PS Council subsidised (33% of costs) the transporting of students into Colac for a 5 session swimming program involving all primary students in 2019. Targeted grants received in 2019 included the BARR (Bushfire At Risk Register) Re-vegetation Project (fire proofing the Shelter in Place Building) and Emergency Maintenance (Septic & SIP building) Grants were expended as per DET guidelines in term 4.

**For more detailed information regarding our school please visit our website at**  
[www.forrestps.vic.edu.au](http://www.forrestps.vic.edu.au)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 31 students were enrolled at this school in 2019, 15 female and 16 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

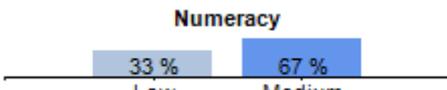
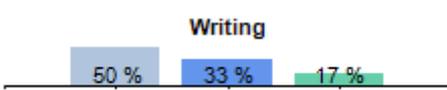
## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Above</b> </p> <p><b>Similar</b> </p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison:  Above  Similar  Below</p> <p>No Data Available</p> <p>No Data Available</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above </p> <p>Below </p>

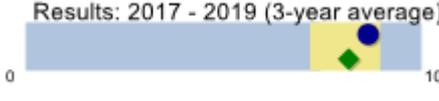
## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>

## Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>96 %</td> <td>95 %</td> <td>87 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	96 %	95 %	87 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	96 %	95 %	87 %	92 %										

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison:  Above  Similar  Below	
Results for this school: 		Median of all Victorian Government Primary Schools: 	
Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above </p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above </p>	

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$417,835	High Yield Investment Account	\$31,404
Government Provided DET Grants	\$108,105	Official Account	\$32,905
Government Grants Commonwealth	\$29,141	Other Accounts	\$0
Government Grants State	\$113,623	<b>Total Funds Available</b>	<b>\$64,309</b>
Revenue Other	\$5,738		
Locally Raised Funds	\$64,945		
<b>Total Operating Revenue</b>	<b>\$739,387</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$6,228		
<b>Equity Total</b>	<b>\$6,228</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$403,823	Operating Reserve	\$63,060
Books & Publications	\$174	School Based Programs	\$49,000
Communication Costs	\$2,508	Asset/Equipment Replacement < 12 months	\$6,000
Consumables	\$26,978	<b>Total Financial Commitments</b>	<b>\$118,060</b>
Miscellaneous Expense <sup>3</sup>	\$55,312		
Professional Development	\$4,907		
Property and Equipment Services	\$76,590		
Salaries & Allowances <sup>4</sup>	\$204,049		
Trading & Fundraising	\$3,893		
Utilities	\$5,717		
<b>Total Operating Expenditure</b>	<b>\$783,952</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$44,565)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

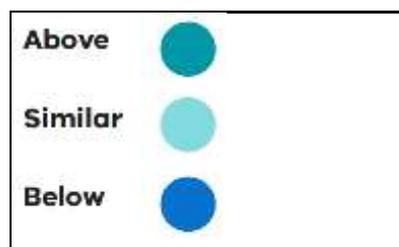


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').