FORREST PRIMARY SCHOOL
Annual Report to the School Community

School Overview

Forrest Primary School is a truly unique educational environment, situated 35kms south east of Colac in the Otway Ranges. The school is set in a picturesque rural setting within the township on a 4 hectare site. The physical facilities of the school consist of 3 classrooms, The Gerangamete Room- an Arts centre, a multipurpose room housing the preschool and after school care, as well as an oval, tennis/basketball course and playground. Current IT infrastructure is at the level of 1 computer for every 3 students.

Learning experiences follow the Victorian Essential Learning Standards (physical, social and personal, discipline-based, interdisciplinary learning). We provide an integrated curriculum which includes extra-curricula activities such as the Active After School Communities, excursions, water watch, camps as well as a school play. In addition we have specialist Art and Craft and Library classes through the mobile resource units.

The school prides itself on providing a safe and caring environment for its students as well for the preschool and after school care facilities. The school provides a central focus for the community of Forrest. We are incredibly fortunate to have a fantastic location, school grounds and resources, excellent staff, wonderful children and a really supportive school community. These factors all add to make Forrest P.S. a stimulating, flexible and happy environment where all children have the opportunity to fulfill their individual potential.

Our school goals, from our 2005 Triennial Review and Strategic Plan are as follows:

- **Student learning** To improve student learning outcomes and the standard of Literacy and Numeracy from P- 6. Develop a learning community perspective of ourselves.
- **Student engagement and wellbeing** Provide smooth transitions for students into and out of the school and maximize opportunities for links to other cluster schools.
- **Student pathways and transitions** To engage students actively in their own learning and increase independence in learning.

Student enrolments - The school includes a chart showing the total school enrolments for the year being reported, in addition to enrolments for the preceding two years.

Parent Satisfaction - Schools report on parent satisfaction using the general satisfaction variable from the Parent Opinion Survey. Schools include a chart, as well as an accompanying brief statement.

- **Teacher Satisfaction** - “The average score for teacher satisfaction (morale) at this school was 81.7 on a scale from 0 to 100 where 100 is the best possible score.”
- **Teacher Absence** - “The average number of days absent per teacher was 5.22 days, where the state median is 5.61 days.”
- **Teacher Retention** - “Of the 4 teaching staff at Forrest Primary School at June 2006 (including those on leave without pay), 100% were still at the school at June 2007. This figure across all Government schools was 87%.
- **Teacher participation in professional learning** – “All teaching staff have participated in professional learning throughout the year, such as THRASS, TRIBES, P&D Culture, Literacy PD, Technology PD, Innovations and Excellence Cluster PD, Middle and Early Years PD.
- **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

2007 was a year of successes for the Forrest Primary School learning community. We have enjoyed strong parental involvement, throughout the year. We have again benefited from links with our Pre-School, After School Care and many childcare options available to the community. It’s great to have children on our site from 12 months old for care and even younger for the Maternal Health Nurse checks. We are fortunate to be able to combine special events with these other programs and this enables us to really know our children and the community. This family atmosphere makes our school even more special.

Special events have also shown us the value of an effective school/parent team and have given our children richer experiences. These have included; sports days, LOTE activities, Cooking days, local excursions and events, history walk, the Grade 3-6 Camp, buddies program, harmony day, School Play, markets, fundraising activities, excursions, education week, science week, Grade 6 graduation, Snapshots Exhibition and other celebrations. Well done to all involved!

As always our dedicated staff team of Alice, Barb, Carylle, Des, Jo, Kaz, Leanne, Nicole and Sue worked very hard and they deserve a big thank-you. Our children have achieved wonderful success as a direct result of your involvement. You really have made a positive difference for many children. Your support, friendship and humour have also combined to make this place awesome. School Council has played an important role this year- through working bees and involvement in special events. Thank-you!

Looking forward to another successful year at Forrest Primary School in 2007! Have fun!

Tara Hulonce

School Council President’s Report

Excursions: The children (and staff and parents too on some occasions!) enjoyed many varied excursions this year. Thanks to all those drivers out there who helped to make it happen. Some of the excursions and camps included; CCMA “Just add water” in Geelong, where our children learned about river health and how rivers affect individuals and industries along their paths, Polwarth Sports, “The Secret” at Deans Marsh, Harmony Day with children from Deans Marsh, Swan Marsh and Carlisle River, Years 3-6 camp, the Solar Boat Challenge in Sydney, Neighborhood Watch in Winchelsea, Somers Camp, and the Soccer Finals in Geelong. The opportunities for learning by participating in these extra curricular activities are fantastic.

Buildings and Grounds: The tree sculpture is finished!

Fundraising: Some of the activities included the Bunnings BBQ, and the shopping trip. Thankyou to everyone who participated.

Also, our annual school play, ‘Superheroes for Hire” was a big hit this year, and was enjoyed by a full house! Thankyou to the staff, Tania Price and Sandra McNamara for their involvement. It couldn’t have happened without you.

Our Twilight picnic/barbecue went very well this year. It is always such a great way to cap off the year as a community together.

Farewells: 2007 saw us farewelling a number of families. Ishan, Yanai and Dassana, the Jaskiewicz family, and Aleisha.

Staff changes saw us farewelling Carylle Clancy, our kindergarten teacher and Barb Gear, who has been the after school care co-ordinator for so long, she can’t remember what year she started! It is such an asset to our school that we are able to provide such services in a small community.

Finally, a big Thankyou must go to our school council members, who are; Cory Morris, Jackie McKenzie, Sandra McNamara, Sam Evans, Danny Hunt, Rachel Kettle, Kaz Kost, and Tara Hulonce. We manage to have quite a few laughs and a bit of fun at our meetings, as well as helping to navigate our children’s educational input.

Marita Kennedy,
School Council President
Student Progress & Achievements-
Student Learning

PLEASE NOTE: Forrest Primary School is a small school and the year level cohorts are small. This makes data interpretation very difficult, particularly when considering percentages - as one student can make the difference, lowering or raising overall data and in the process considerably skewing our results. In acknowledging this, we are working with individual students to improve learning outcomes. It is this ability to work closely with individual students that makes our learning environment so special, whilst taking into account the nature of small cohorts.

FORREST PRIMARY SCHOOL had an Annual Implementation Plan 2007 that concentrated on achieving:

- **Student learning goals**
  To improve student learning outcomes and the standard of Literacy and Numeracy from P-6.

- **Student learning target**
  Progressive reduction of the proportion of students assessed as ‘beginning or below’ the expected VELS level and increase in the proportion assessed as ‘above’ for both English and Mathematics.

**Summary of Progress - key improvement strategies**

- **Student learning outcomes** have been improved through the firm use of PoLT and VELS in our classrooms. Staff actively use PoLT and Victorian Essential Learning Standards (VELS) in daily classroom activities, theme planners and student assessment. These planning documents are developed within team planning meetings. This enabled us to have a united approach and maximize cross age learning opportunities.

- **Student learning experiences** have also been enhanced by the increased use of Information and Communication Technology (ICT) particularly in areas of literacy, numeracy and science. The data projector, digital camera, scanner and digital microscope, digital learning objects (Digilearn and interactive learning software) have been great assets to our classes, with children gaining confidence and skills in using these.

- **Staff** are consistently developing a stronger understanding of educational pedagogy. Work programs are designed to address student needs using VELS and PoLT strategies. Staff have attended a number of special needs programs, including THRASS (literacy support program) and individual students are benefiting from working using this method. Staff also attended PD sessions on a variety of other topics, including Early and Middle Years training. Students identified as “at risk” have Individual Learning Improvement Plans (ILIPs), which include parent support group meetings and specialist intervention as required. We use the new student reports with sections for individual achievements, goals, areas for improvement and parent comments.

- **Our small classes in 2007 (less than 14 children in each room)** enabled us to provide excellence learning opportunities for our children, and we have provided learning extension (special assistance) in 2007 to best meet the needs of individual children. This program was for students deemed “at risk” in literacy and numeracy.

- **In 2007, we have been fortunate to have involved many community members involved in our learning experiences across a range of activities. These have included:** gardening, oral interviews, craft, knitting, cooking, music, drama and sporting programs. It has been a real strength of our programs that people have volunteered their time to work with us at Forrest Primary and it gives our children a sense of value in what we do here. This promotes our community learning environment and makes all members feel part of what we do.

- **We worked through the accreditation process for “Performance and Development Culture” school in Term 3 2007. We have linked with other schools through the Principal Learning Teams and we spend time each week in Professional Learning Team meetings, where we discuss current issues in education, best practice worldwide and successful pedagogy. We then use some strategies in our classrooms and return with feedback to others, so we can ensure the best possible outcomes for our students. In 2007 we refined the Staff Induction Program and Feedback processes.**

**NOTE:** Due to privacy laws student achievement data cannot be included in this section with regard to AIM results. This is because we have less than 10 students in the cohort and this small number of students allows individuals to be identified.

This makes accurate comparison difficult, but the School Level Report shows us:

- **Overall VELS results in Reading and Writing** indicate that our students in most year levels are performing at just below the expected level. In one year level we are performing above the state mean. **VELS results in Speaking and Listening** indicate that our students in most year levels are performing above the expected level when compared with the state mean.

- **In one assessment of reading (unseen texts), our Prep-2 assessment shows we are performing below the expected level in Prep when reading at 90-100% accuracy. In Grades 1 and 2 we are above the state mean at 90-100% accuracy. Despite this we are below the state mean for reading at 100% accuracy on unseen texts.**
texts. This is an area for improvement and staff are working together to address this need through a range of strategies including; staff literacy leadership PD, improved resources, Additional support for children deemed “at risk”, and increased use of technology etc. Increased parental support is being sought for these children as part of our Learning Extension and Parents as Partners programs. We are beginning a Parent helper training program in term 2 2008 to address this issue.

- In Grade 3 we are well above the like school groups and state means for reading. This has been a trend since 2004. Our AIM data cannot be compared to this as we only had 50% complete the test. In Grade 5, we were just below the state mean- but 100% achieved level 3 VELS standard. As a staff we are looking at ways and means of improving this result, which have included more small teaching groups and guided reading activities and increased emphasis on home school links (and homework tasks).

- In mathematics, the data demonstrates we are performing mostly close to benchmarks and means for number and measurement, chance and data. Our grade 4 and 5 results are above the state mean in these areas. In 2007 the AIM data was just below the like school group means. We consider Mathematics to be a main area for improvement for our school and are working to further develop teaching and learning strategies that reflect this priority area (through staff PD, improved resources, use of ICT resources and best practice online curriculum units, support for children deemed “at risk”, and increased use of technology etc.)
FORREST PRIMARY SCHOOL
Annual Report to the School Community

Student Pathways and Transitions

FORREST PRIMARY SCHOOL had an Annual Implementation Plan in 2007 that concentrated on achieving:

- **Student pathways and transitions goal**
  Provide smooth transitions for students into and out of the school and maximize opportunities for links to other cluster schools.

- **Student pathways and transitions target**
  To progressively improve the Year 5 and 6 results on the student attitudes to school survey between 2005-2009.

Summary of Progress - key improvement strategies

As part of our Annual Implementation Plan we have implemented a number of programs designed to address student pathways and transition issues. These are as follows:

- Developing a “School links” program. This program was refined during 2007 in collaboration with staff and other schools. It involves us linking with other schools to provide increased opportunities for our students to develop friendships and share learning with students from other schools.

- Linking with other Grade 6 and Year 7 teachers to collectively address transition issues and solutions.

- Working collaboratively and actively within our Middle Years Cluster to develop links with other schools through joint projects, camps, excursions, transition programs and special events etc. The Control Alt Delete Youth Expo in Colac was a great way to get the network’s children together for a fun event, giving them information about the positive community groups which are available to them.

- Sports events being held with other schools, including athletics, cross country, football and netball clinics, soccer games etc. These events are working really well and student often contact each other after school hours to maintain these supportive friendships.

- Parent feedback on transition to secondary school has been most positive. We ensure we maintain contact with past families and students, with telephone calls and cards sent during the first term of the following year. Our Grade 6 2007 have all settled in very well into their chosen secondary schools, with parents happy with how the transition was achieved. We encourage students to return when they have curriculum days etc, so they can visit their friends.

- We support state school and Colac network transition policy and encourage students to attend Open Day events at State Schools and discuss their ideas and feeling with teachers at any time. This is encouraged even when students go to secondary school.

- Links with our Pre-school are strengthened through various activities, regular transition days, drama activities, educational visitors, incursions, end of year activities, open nights, family BBQ’s etc.

Student attitudes to school

Our attitudes to school data has varied this year, with student relationships and wellbeing remaining reasonably positive, but with changes to teaching and learning areas. Our Grade 6 data is reasonably higher than our Grade 5 results. Staff have discussed this in detail and we have improved the way we do things, concentrating more on student centred learning opportunities, quality teaching and learning programs as outlined above. In 2008 we aim to use increase the use of technology in learning activities, to attract and engage our learners more readily. This is an area for improvement and one staff are actively working towards.

Parents’ satisfaction with their school

In the 2007 the parent opinion survey showed the following improvements:

- **School Improvement- 5.83 above state mean 5.75**
- **Teacher Morale- 6.15 above state mean 5.86**
- **Stimulating learning- 5.94 above state mean 5.84**
- **Transitions- 6.04 above state mean 5.76**
- **Homework- 5.25 above state mean 5.83**
- **Student Safety- 5.97 above state mean 5.12**
- **Connectedness to Peers- 6.31 above state mean 5.83**

- **Approachability- 6.02 above state mean 5.82**
- **Parent Input- 6.14 above state mean 5.62**
- **Behaviour- 5.61 above state mean 5.54**
- **Extra Curricula- 5.92 above state mean 5.17**
- **General satisfaction- 6.17 above mean 5.88**
- **Social Skills- 6.28 above state mean 5.78**

We are slightly below in reporting, learning focus, classroom behaviour, student motivation and school connectedness. I believe we are already working on improving these through increased communication with parents, newsletter articles, word of mouth, phone calls and increased contact with parents. Increased parental contact over the last 6 months has been positive, early school year parent teacher interviews, Neighbourhood House involvement and other informal means have impacted upon this already in 2008. Our verbal feedback in early 2008 has been positive. We will continue down this path.
FORREST PRIMARY SCHOOL
Annual Report to the School Community

Student Engagement and Wellbeing

FORREST PRIMARY SCHOOL’S Annual Implementation Plan concentrated on achieving:

- **Student engagement and wellbeing goal**
  To engage students actively in their own learning and increase independence in learning.

- **Student engagement and wellbeing target**
  To reduce student absences in Prep-6 by 5 days between 2005-2009.

Summary of Progress - key improvement strategies

We have implemented a number of strategies to help us improve our student engagement and wellbeing data.

- Staff have developed strategies to increase student engagement analysing PoLT data to ensure we are meeting the needs of all students. Learning is often student centred, with the teacher as a facilitator, ensuring students experience relevant and meaningful learning. Activities have been more student focused and varied, including: Solar Boat Challenge, Project based learning, Use of ICT, special events etc.

- In 2008 we have altered our curriculum to include specialist areas- with staff taking the whole school for the learning domain of their choice. This is working well and has enabled us to provide focused learning experiences in Art, Science, Humanities and ICT (Information and Communication Technology). This is designed to engage our learners more actively.

- We have continued our health program to include weekly values across the school, in mixed age classes. We give student awards each week for both academic and social behaviours. This program has increased the student interaction between classes successfully when combined with “Buddies”. We are following a combination of TRIBES, “friendly kids, friendly classrooms”, program “achieve” and “healthy relationships” programs which are working well. In 2007 we trained all staff in TRIBES. The “Buddies” program allows students to work with students from other classes on fun, self directed tasks incorporating a variety of thinking and learning styles. These tasks are student directed according to individual needs and interests.

- We begin every year with our “Quality Beginning Program” designed to set the scene in classrooms for expectations, values, behaviours, organization, work ethics and more. We look at thinking skills, problem solving and various other topics that link into our Essential Learning Standards Curriculum. This program works well as it gives us time to learn more about each other and how we can work together to ensure the best possible learning experiences for all of us. It is based upon TRIBES processes and Quality in Schools systems and adapted to meet our needs at Forrest. Our children enjoy this “Getting to know you” time.

- Our behaviour management program is working well, complete with a positive rewards system and parent involvement as required. This system is being used by all and ensured students understand they are responsible for their choices. Students are regularly involved in reviews of these processes, discussing behaviours, rules, consequences etc.

- Regular articles are going into the school newsletter reminding parents of the importance of attending school. This is an ongoing area for concern and we are currently investigating types of absences and how we, as a school community, can address this issue. Our Absence Data has risen in 2007 to 21.4 days per student. This figure equates to nearly half a day a week being missed. This is a huge concern, and may be considered as reflected in our student achievement data. School Council will be discussing this issue in detail during term 1 and 2 2008. School reports contain student absence data, so parents are aware of their child’s absence rate.

**NOTE: Students’ school connectedness**

Year 5 and 6 students were asked to what extent they agreed with each of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported. Student connectedness data shows our students feel connected to their school and each other as demonstrated by the following data 4.02 out of a possible 5. (from the FPS Attitudes to School Survey 2007) This is a slight downturn from 2006 but not a considerable amount.
FORREST PRIMARY SCHOOL
Annual Report to the School Community

Future Directions

In line with our School Strategic Plan and Annual Implementation Plan for 2008 our school will continue to develop the following:

Enhance teaching and learning using POLT and Victorian Essential Learning Standards
- Development of units of work, theme planners and work programs in line with V.E.L.S. and assessing using the progression points in all areas of student assessment.
- Utilise PoLT planning tools to facilitate curriculum theme planning and daily teaching and learning activities.
- Staff have regular weekly planning time, during which they can team plan and share strategies.
- Developing online units of work for all staff to access.
- Regular Mixed Age Maths sessions, incorporating team teaching with peer tutoring and lots of fun!

Enhance teaching and learning experiences using increased ICT resources in all classrooms
- Development of units of work, theme planners and work programs with increased ICT component
- Dedicated ICT classes throughout the year, assisted by our ICT Mentor from the department.
- Utilise ICT in curriculum planning and daily teaching and learning activities.
- Use of MATHS 300 resources in numeracy learning.
- Get ready for the Ultranet- by using ICT tools more effectively.

Enhance student learning opportunities through staff Professional Development
- Staff to attend PD in the following areas, Bike ED, Literacy Leadership, Numeracy Co-ordination, Country Education Project Small Schools Leadership, ICT, Circus Skills (with Colac Special School), Active After Schools Training and much more.

“Performance and Development Culture” Accreditation in Term 4 2007 (to be formalized in Term 1 2008)
- Staff development focus P&D culture (surveys, data collection, development and analysis of our new Staff Induction Program- trialling this in 2007)
- Staff are beginning to participate in more formal feedback processes- involving the visiting of classrooms for feedback purposes, team teaching etc.
- The report was sent off in 2007 and in March 2008 we received our feedback telephone call. The verifiers at Mercer were able to give us initial feedback suggesting we link teachers with other schools for feedback purposes, determine which type of feedback is the most valuable and consider the impact of professional learning upon teaching and learning experiences and children’s learning outcomes. This process should be finalised in Term 1.
- Develop professional feedback links with staff in other small surrounding schools.

School Links Program
- Term 1- Harmony Day (Swan Marsh, Carlisle River, Cressy, Deans Marsh and community), Polwarth Athletic sports, Cape Otway Grade 3-6 camp (Deans Marsh, Alvie), Football/ Netball clinic (Birregurra),
- Term 2- Education week activities (Swan Marsh, Carlisle River, Deans Marsh Cressy and community), Group Day with other small schools, school Swimming Program, Kahootz program with visiting schools.
- Term 3- Group Day with other small schools, School Play, Solar Boat Challenge
- Term 4- Annual Soccer Match with Birrregurra PS, Group Day with other small schools, Solar Boat Challenge

Learning Community Projects
- Term 1- Welcome BBQ/ Parent/ teacher Interviews/ Fundraisers/ Open Night/ TRIBES training/ links with the Neighbourhood House projects/ Roaming Reptiles incursion/ School Camp/ Polwarth Sports/
- Term 2- Parent helpers/ Family science night/ Student Led conferences/ Swimming/ School Play writing with parents / links with the Neighbourhood House projects/ Gardening project/ Woodfire Pizza Oven project with BATFORCE and Forrest Neighbourhood House at the Hall
- Term 3- Parent helpers/ School Play/ TRIBES sessions for parents / links with Neighbourhood House/ Family Science Night/ Gardening project
- Term 4- Parent helpers/ Parent Open night/ Grade 6 Graduation/ links with the Neighbourhood House projects as they arise/ gardening project/ Prep and Year 7 Transition Programs
- Ongoing- Improve and update website to reflect current school happenings to the wider community.
Financial Performance

<table>
<thead>
<tr>
<th>Financial Performance for the year ending 31st December, 2007</th>
<th>Financial Position as at 31st December, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue 2007 Actual</td>
<td>Funds Available 2007 Actual</td>
</tr>
<tr>
<td>DE&amp;T Grants 58 092.00</td>
<td>High Yield Investment Account 95 635.48</td>
</tr>
<tr>
<td>Commonwealth Government Grants 33 154.00</td>
<td>Official Account -385.68</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>Investment Account 10030 11 232.01</td>
</tr>
<tr>
<td>Other 9 518.00</td>
<td>Total Funds Available 106 481.81</td>
</tr>
<tr>
<td>Locally Raised Funds 31 919.00</td>
<td></td>
</tr>
<tr>
<td>Total Operating Revenue 132 683.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Financial Commitments 2007 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Allowances 75 696.00</td>
<td>Accounts Payable Control -</td>
</tr>
<tr>
<td>Bank Charges 66.00</td>
<td>Camps/Excursions 1 320.00</td>
</tr>
<tr>
<td>Consumables 69 245.00</td>
<td>Building/Grounds including SMS 44 000.00</td>
</tr>
<tr>
<td>Books and Publications 630.00</td>
<td>Special Programs inc Student Services 32 600.00</td>
</tr>
<tr>
<td>Communication Costs 4 073.00</td>
<td>Region /Clusters Funds -</td>
</tr>
<tr>
<td>Furniture and Equipment 410.00</td>
<td>Professional Development -</td>
</tr>
<tr>
<td>Utilities 4 859.00</td>
<td>School Operating Reserve 28 561.81</td>
</tr>
<tr>
<td>Property Services 1 331.00</td>
<td>Total Financial Commitments 96 481.81</td>
</tr>
<tr>
<td>Motor Vehicle Expenses -</td>
<td></td>
</tr>
<tr>
<td>Administration 2 191.00</td>
<td></td>
</tr>
<tr>
<td>Health and PD -</td>
<td></td>
</tr>
<tr>
<td>Professional Development 1 912.00</td>
<td></td>
</tr>
<tr>
<td>Trading and Fundraising 1 787.00</td>
<td></td>
</tr>
<tr>
<td>Support/Service -</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous -</td>
<td></td>
</tr>
<tr>
<td>Total Operating Expenditure 162 200.00</td>
<td></td>
</tr>
<tr>
<td>Net Operating Surplus/-Deficit 29 517.00</td>
<td></td>
</tr>
<tr>
<td>Capital Expenditure (Cases 21 Finance Only) -</td>
<td></td>
</tr>
</tbody>
</table>

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 SUMMARY

The above tables were taken from our Financial Audit statements. As you can see the school spent a great deal of money on classroom materials (consumables). Approx 25% of our money incoming was spent on Property Services (buildings and grounds) as this was linked to specific grants and funding. Just under half the incoming funds were spent on salaries and allowances, for grounds staff, pre-school and after school care programs. The school carried over $96 481.81 from 2007. This represents funds that the school holds for programs which are ongoing (Pre-school, Occasional Care and After School Care) in the salaries and trading budget lines. The $44,000 Buildings and Grounds money is funds that are dedicated to maintenance in 2008. This will be spent on items which need repair around the school as determined by DEECD and school needs. Hopefully we will be able to spend some funds on playground equipment and resources as obtained through special grants. We have received a free water tank from Bluescope Steel and some extra money from the federal government for the Active After Schools Program.

The school is in a sound financial position and is able to fund many special educational programs and capital improvement. The budget for 2008 is prepared and it allows us to cater for individual students needs through our excellent educational programs.
### School Contact Information

<table>
<thead>
<tr>
<th>Address:</th>
<th>10 Grant Street, FORREST 3236</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Tara Hulonce</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Kerry Miller</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(03) 5236 6393</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:forrest.ps@edumail.vic.gov.au">forrest.ps@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.forrestps.vic.edu.au/">http://www.forrestps.vic.edu.au/</a></td>
</tr>
</tbody>
</table>

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Tara Hulonce on the above telephone number. Thanks!