

2015 Annual Report to the School Community

Forrest Primary School

School Number: 2708



Name of School Principal: Darryl Harty

Name of School Council President: Kim Coulter

Date of Endorsement: March 21, 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Forrest Primary School & Early Years Centre is a unique educational setting, situated in the Otway Ranges- one of twenty-six schools within the Colac/Corangamite Network. The school is set in a picturesque rural setting within the Forrest township. The Primary School, Pre-School, Out of School Hours Care and Long Day Care services provide quality early education and care services for the children of Forrest and District aged from birth to 12 years of age.

The school is committed to continuous improvement and achieving excellence in teaching and learning at every level. We provide excellent learning programs in all curriculum areas 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; Science, Arts, Library, Physical Education, Wellbeing, Gardening, Sporting Schools programs and a range of projects with local community partners, including the Forrest Neighbourhood House and other local community groups. Staff members are dedicated to world's best practice and diligently strive to ensure all children are progressing to the best of their ability.

The Early Years Centre continues to provide a warm, caring environment where the welfare of everyone is of the utmost importance. Inclusive behaviours are encouraged, respecting cultural differences and barriers, striving to ensure all children enjoy success and that positive behaviours are reinforced at every opportunity. Our Preschool and Day Care programs prepared by our accredited educators are closely linked to the National Quality Standards Framework. Combined learning opportunities are successfully undertaken on a weekly basis with students enjoying cross aged interactions in Forrest Kids Go Bush and Literacy Arts Sessions. Our Preschool students also experience a fortnightly Indonesian session with the school's LOTE teacher.

The Forrest PS & EYC is a true learning community with maternal and child health services also operating 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 parental participation. The school prides itself on providing a safe, friendly and stimulating learning environment for all of its children and their families.

In 2015, Forrest PS & EYC School Council completed the writing of its strategic plan for the upcoming four years (2015-2018) building on the centre's achievements over the previous four years and incorporating exciting recommendations presented as part of reviews undertaken in 2014.

Achievement

All staff hold high expectations and strive for continuous improvement for all students in aspects of their learning. Student Learning Foundation – Year 6 results in Literacy and Numeracy (AusVELS) are performing at a similar/higher level to like school groups. Teacher assessment shows Forrest Primary School students are performing within/above state medians for Victorian government school students.

2015 NAPLAN (Reading & Numeracy for both Years 3 & 5) data are significantly above the State mean. NAPLAN 4 Year Average Trend data (Reading & Numeracy for both Years 3 & 5) shows significantly higher than both state and national data.

We aim for all students to achieve at or above their expected year level and to provide intervention for those who are not. There is a commitment to building teacher capacity and using a range of student data sources to inform teaching and learning programs e.g. Student Performance Analyser (SPA), enabling individualised learning programs for all students. Each student has access to a computer device and various learning enhancement resources including; Mathletics, Targeting Maths, SpelloDrome, Reading Eggs and Soundwaves programs. The school has identified the domains of Writing and Spelling to be learning priorities for 2015. Further work in the area of Explicitly Teaching of Writing, commenced in 2014, and will be undertaken to improve student performance in these two areas.

Teachers support high quality learning and teaching, using technology for lesson planning, activities, assessment and data analysis. We use Internet technology and our PolyCom unit to connect students, teachers and parents both within and across schools. We collaborate with staff from other rural schools and SWV Regional Office Personnel to build collective pedagogical knowledge, skills and understandings leading to improved teacher practice and student outcomes.

Engagement

Forrest Primary School actively promotes high levels of student engagement in learning and connectedness as evidenced by our data.

We provide quality programs which are designed to address individual students' needs, interests and achievements. We aim to teach to individual point of need and challenge students to be the best they can be.

In 2015, student attitudes to school data, continues to show our Year 5 & 6 students rate at / near state levels in all survey domains. Identified areas to monitor closely in 2016 are the fields of student learning confidence and student connectedness to peers.

In 2015, the staff opinion survey data in the school climate measurement area was again very positive and rated in the high category. Measures with very high results include Teacher Collaboration, Parent & Community Involvement and Collective focus on student

learning. All staff work collaboratively and cooperatively, consistently supporting the school/centre leader in ensuring the best outcomes are achieved for all.

Student absence data remains higher than the state average. However in 2015 student absence was 1.2 days per student less than in 2014. Attendance data reveals significant absence is due to extended family holidays (13 students for a total of 191 days, an average of 14.69 days per student). Unexplained absence was a focus area in 2015. Significant improvement (almost halved) was evidenced, from 10.05 days per student in 2014 to 5.26 days in 2015. The "Every Day Counts" project will continue to be emphasized in 2016

Wellbeing

We utilise a whole school approach to student welfare, with student wellbeing supported through a focus on school values and school wide programs such as Restorative Practices, the development of authentic leadership opportunities and student centered classroom programs. Program Achieve was successfully introduced in 2015. It is a school wide approach developing the social and emotional capabilities of all students.

In 2015, the Parent Opinion survey response rate increased to 67%. Survey responses in all survey domains were in the 4th quartile i.e. above 75%, reflecting the positive attitude parents have toward the school's climate, student behavior and engagement. The school's goal is to maintain and possibly improve on the 2015 results.

In 2016, we will continue expanding wellbeing programs through the work of our Student Wellbeing Worker, Program Achieve, Community Kitchen Garden and Forrest Kids Go Bush Programs. The development of a school slogan following a school community consultative process of the school's values will be undertaken.

We aim to provide a safe, stimulating and nurturing learning environment throughout our school and Early Years Centre where all students, staff and parents feel accepted and valued.

Forrest PS core business is quality teaching and learning and our staff are dedicated to maintaining and extending best practice.

Productivity

Our school successfully uses its resources to the best possible effect utilizing the best possible combination to improve student outcomes in achieving our goals and targets. In 2015,

Professional Learning has supported building teacher capacity and the school has linked with local schools (Colac Area Rural Schools) and SWV Regional personnel opportunities for much of its needs.

Other productivity initiatives have included the implementation of an IT infrastructure that has enabled student 1 to 1 usage and the use of community expertise to deliver a major project every year e.g. in 2015 the students produced a highly successful movie making festival

Although the effective maintenance of the school's buildings and grounds is an ongoing challenge, the school's facilities are well cared for, which reflects the pride shown by both the staff and the community.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 36 students were enrolled at this school in 2015, 15 female and 21 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



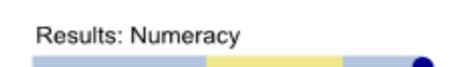
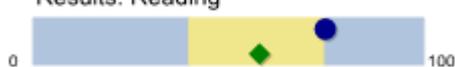
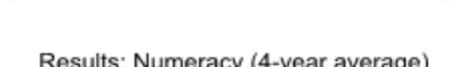
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</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> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>93 %</td> <td>86 %</td> <td>95 %</td> <td>91 %</td> <td>88 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	86 %	95 %	91 %	88 %	95 %	93 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	86 %	95 %	91 %	88 %	95 %	93 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

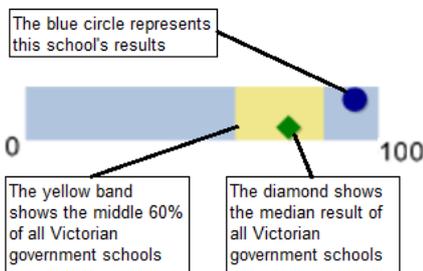
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

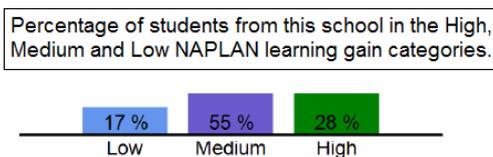
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

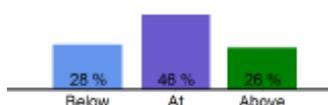


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$434,642	High Yield Investment Account	\$109,277
Government Provided DE&T Grants	\$127,658	Official Account	\$13,767
Government Grants Commonwealth	\$20,558	Other Accounts	\$39,570
Government Grants State	\$1,551	Total Funds Available	\$162,614
Revenue Other	\$9,003		
Locally Raised Funds	\$45,926		
Total Operating Revenue	\$639,338		
Expenditure		Financial Commitments	
Student Resource Package	\$413,485	Operating Reserve	\$36,093
Books & Publications	\$3,762	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$3,173	Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$22,625	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Miscellaneous Expense	\$41,952	School Based Programs	\$56,521
Professional Development	\$3,832	Total Financial Commitments	\$162,614
Property and Equipment Services	\$56,531		
Salaries & Allowances	\$93,160		
Trading & Fundraising	\$2,191		
Travel & Subsistence	\$236		
Utilities	\$5,437		
Total Operating Expenditure	\$646,383		
Net Operating Surplus/-Deficit	(\$8,555)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Forrest Primary School and Early Years Centre continues to remain in a strong financial position with excellent financial processes in place. School council also oversees the Preschool, OSH care and Long Day Care services with no financial support from the Colac Otway Shire. An active fundraising program strategically assists finding additional funds for student programs and materials. In 2015, both the Junior room and Preschool building were painted and improved internally. Further building maintenance and improvements are planned for 2016.