

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 March 2025 at 12:23 PM by Megan Murfitt (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 19 March 2025 at 08:22 AM by Megan Murfitt (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Forrest Primary School and Early Years Centre, situated within the Barwon South-West Network of schools, embodies a comprehensive educational precinct incorporating a Kindergarten, Childcare, and Out of School Hours Care service. Nestled within the scenic Otways, the school boasts expansive natural play areas fostering exploration and learning. Committed to a robust vision, the school endeavours to cultivate a challenging yet safe environment conducive to each student's holistic development, nurturing skills requisite for 21st-century citizenship.

Forrest Primary School and Early Years Centre has fortified its values of Kindness, Persistence, Respect, and Teamwork through the School Wide Positive Behaviour Support (SWPBS) framework. Leadership, inclusive of the Principal and the entire school community, collaborates to actualize the school's vision. The strategic plan, derived from preceding reviews, underscored initiatives including the cultivation of data-driven practices, amplification of student voice, and fostering Professional Learning Communities.

The school's dedication to continuous improvement is evident in its focus on student and staff wellbeing, inclusion, and engagement. Upholding a commitment to safety and success, Forrest Primary School and Early Years Centre has seen a stabilisation in enrolments with our current primary school population of 30. Our student body remains consistent with English as the first language for all attendees, and a Student Family Occupation Education (SFOE) index band value is Low-Medium.

In line with its commitment to inclusivity, Forrest Primary School provides support for students with disabilities and inclusion needs, with 2 students funded under Tier 3 Disability and Inclusion, and 2 Aboriginal students in attendance. The school's educational structure comprises two classrooms: a Junior Room (F-2) and a Senior Room (3-6), accommodating the 2024 enrolment of 29 students. The dedicated staff, comprising 2.8 teaching staff, 2.5 education support staff, and 1 principal class member, alongside additional early learning centre personnel, ensures a holistic approach to education. Specialized programs, including Visual Arts, Library, and AUSLAN, enrich the curriculum, complemented by Physical Education and Performing Arts instruction.

A part-time chaplain supports student wellbeing, contributing to the school's nurturing environment. Forrest Primary School thrives on teamwork, collaboration, and consultation, fostering mutual trust and respect among staff, students, and parents.

The school council and parent body actively engage in decision-making processes, facilitated by sub-committees focused on finance, buildings and grounds, and fundraising, ensuring the effective stewardship of school resources and the realization of its educational goals.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Forrest Primary School and Early Years Centre continued its commitment to enhancing teaching and learning practices, with a particular emphasis on the collection and analysis of student data. This year saw the consolidation of our assessment schedule, coupled with the development of robust practices aimed at extracting meaningful insights from these assessments.

Staff continued to engage in the initiative involving collaboration with the local school network to moderate student writing samples. This collaborative effort not only ensured a standardized approach to assessing student work but also provided teachers across different settings with valuable insights into each student's progress, enabling them to tailor future learning experiences more effectively. Moreover, our teaching staff actively engaged in Professional Learning Community (PLC) training sessions throughout the year. The adoption of PLC methodologies is seen as pivotal in our ongoing efforts to enrich teaching practices and student outcomes. As we move forward into 2025, the intention is to fully integrate PLC frameworks into our educational ecosystem, focusing on the Victorian Teaching and Learning Model, fostering a culture of continuous improvement and collaborative reflection.

A testament to our collective efforts was the outstanding growth demonstrated by our Year 5 NAPLAN achievements being higher than the similar school average for 2024. This was also reflected in the Year 5 Numeracy scores for NAPLAN in 2024. This achievement underscores our unwavering dedication to nurturing academic excellence and fostering holistic student development.

Wellbeing

In 2024, Forrest Primary School and Early Years Centre continued its unwavering dedication to nurturing the wellbeing of our students by further embedding the School Wide Positive Behaviour Support (SWPBS) framework. This year marked a significant milestone as all staff members completed their Berry Street Training, enriching our understanding of trauma-informed practices and enhancing our capacity to support the diverse needs of our students. Under the SWPBS framework, students actively contributed to the formulation of behavior expectations, which were then systematically taught by our teachers. The cultivation of our four core values—Kindness, Teamwork, Persistence, and Respect—remained at the heart of our efforts, permeating through our school culture via common language, values awards, and explicit instruction.

In addition to these foundational principles, students enthusiastically participated in programs such as the TRIBES program and Forrest Kids Go Bush, providing structured and engaging platforms to foster social-emotional skills and reinforce our core values in real-world scenarios. Complementing these initiatives, students also engaged in comprehensive programs focusing on resilience, rights, and respectful relationships, equipping them with essential life skills to navigate the complexities of modern society.

Recognizing the importance of holistic support, Forrest Primary School and Early Years Centre collaborated closely with external agencies, including allied health professionals, doctors, and clinicians, to provide comprehensive mental health and wellbeing services tailored to the individual needs of our students. The successful implementation of the Disability Inclusion initiative further underscored our commitment to fostering an inclusive environment where every student feels valued and supported.

Engagement

In 2024, Forrest Primary School and Early Years Centre demonstrated high student absence data, primarily attributed to factors such as school refusal and the resumption of family holidays following the easing of COVID restrictions. Despite this challenge, parents remained engaged and utilized the Compass platform to record explained absences, facilitating efficient communication between home and school.

Throughout the year, Forrest Primary School and Early Years Centre remained steadfast in its commitment to creating a dynamic and inclusive learning environment that prioritizes relevance, stimulation, and safety. Our focus on providing diverse opportunities for student success was evident in the myriad of programs and

activities offered, both indoors and outdoors, to enhance student engagement levels. A wide array of extracurricular activities enjoyed enthusiastic support from staff, students, and the broader community. These included lunchtime activities, Forrest Kids Go Bush, Outdoor Education, TRIBES, and a variety of enriching excursions. Additionally, students in Years 3-6 participated in an engaging camp in Anglesea, further fostering camaraderie and personal growth.

Teachers continued to leverage technology to enhance family engagement in their child's learning journey, effectively utilizing the Seesaw App as a platform for communication and sharing of student achievements and progress. Moreover, the school actively expanded parent engagement opportunities through initiatives such as open days, school-based events, working bees, and engaging school assemblies. By fostering a supportive and collaborative learning community, Forrest Primary School and Early Years Centre remains dedicated to providing students with a holistic educational experience that nurtures their academic, social, and emotional development, ensuring they are well-equipped to thrive in an ever-changing world.

Financial performance

Forrest Primary School and Early Years Centre concluded the 2024 school year with a net operating surplus of \$27,507. Additionally, the school received equity funds totalling \$6,571, which were allocated towards ensuring that student received small group instruction for phonics.

In line with our commitment to student mental health and well-being, a dedicated staff member was appointed as a Mental Health and Wellbeing Leader. This position was supported by Mental Health Fund resources, covering essential training such as Berry Street Training. Furthermore, Disability Inclusion Tier 2 Funding was utilized to enhance support services through the employment of Education Support Staff.

Throughout 2024, Forrest Primary School and Early Years Centre secured grants from various sources including state, Commonwealth, and the Department of Education and Training (DET). Notably, funding earmarked for bushfire preparedness was instrumental in vegetation clearance efforts, ensuring the safety and resilience of our school community.

Fundraising events were a highlight of the year, with the Otway Odyssey car parking fundraiser notably generating over \$2,000. The school also benefited from Sporting Schools Funding, facilitating student engagement in physical activity and supporting our whole school swimming program.

School Council played a pivotal role in overseeing the school's financial management, holding regular meetings to monitor our financial position closely. Monthly financial updates were provided, ensuring transparency and accountability in the stewardship of school funds.

Forrest Primary School and Early Years Centre remains committed to sound financial management practices, ensuring that resources are allocated strategically to support the holistic development and well-being of our students.

**For more detailed information regarding our school please visit our website at
<https://www.forrestps.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 29 students were enrolled at this school in 2024, 12 female and 17 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

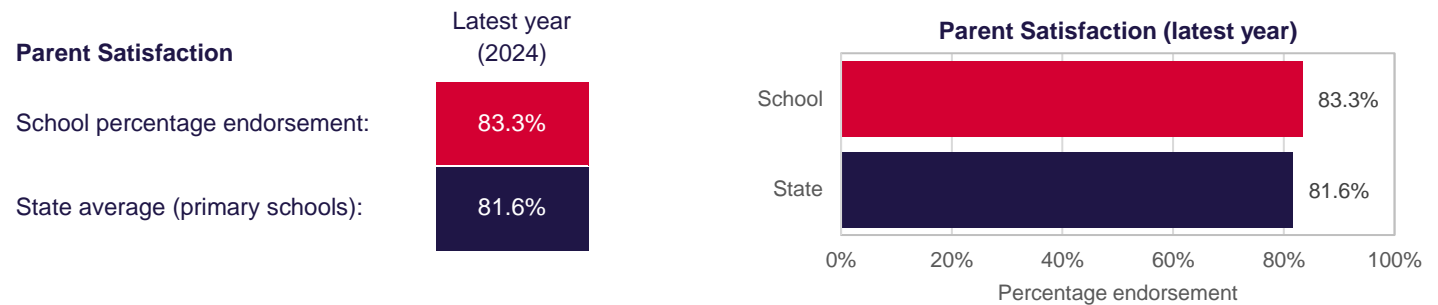
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

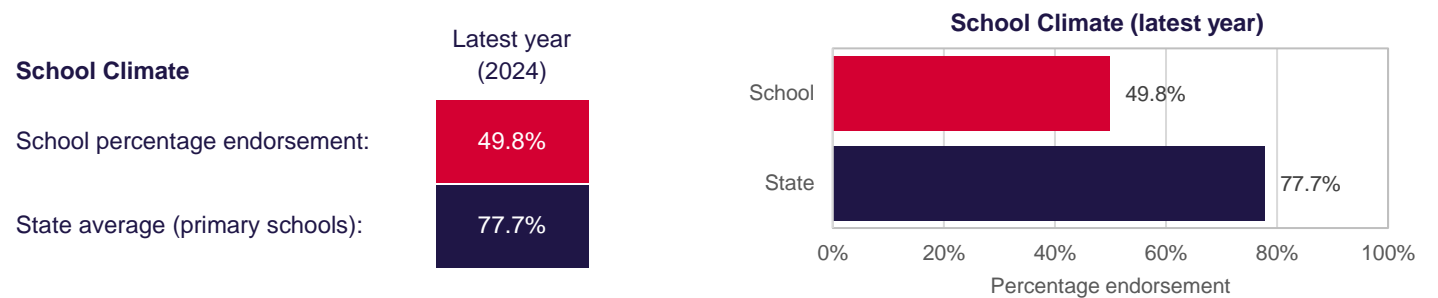


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



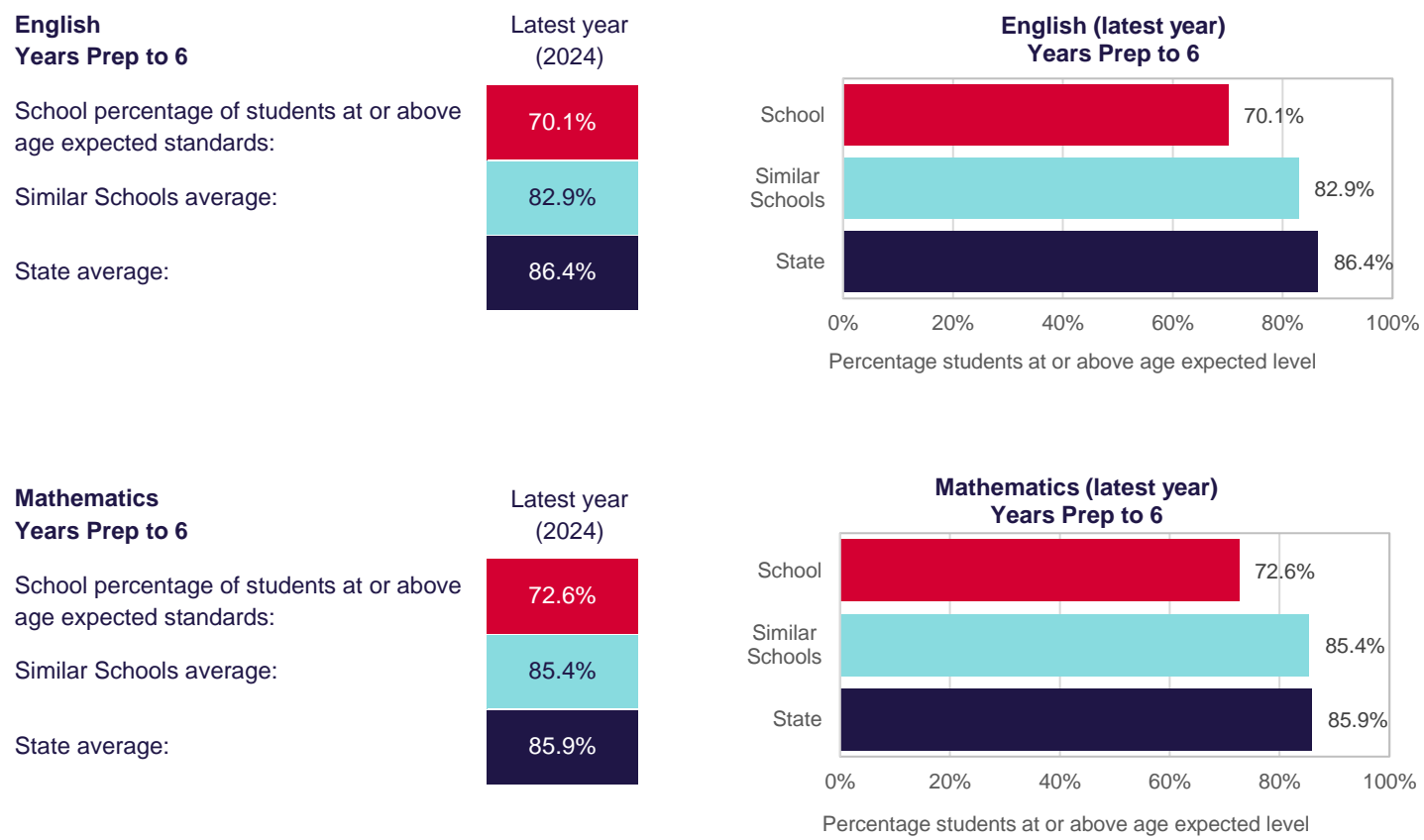
LEARNING



Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

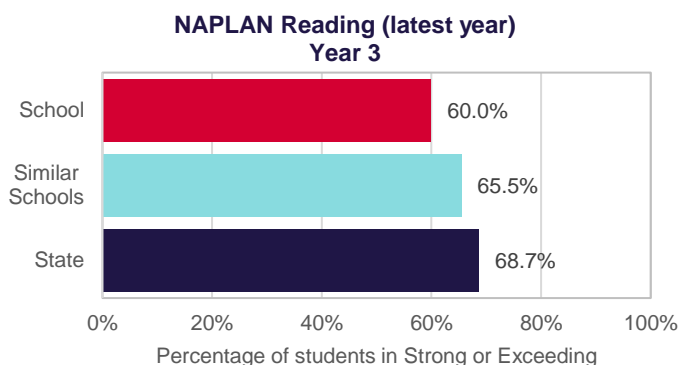
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

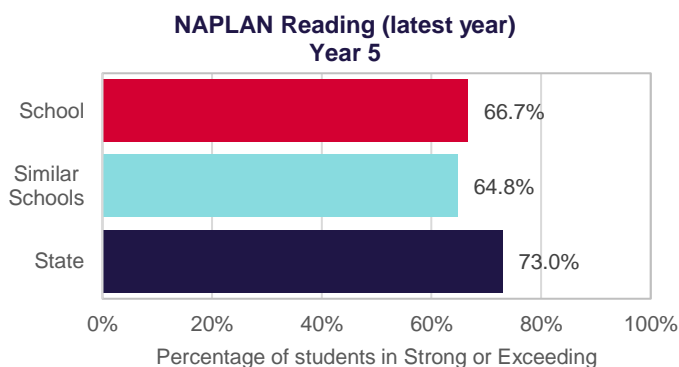
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	60.0%
Similar Schools average:	65.5%	67.8%
State average:	68.7%	69.2%



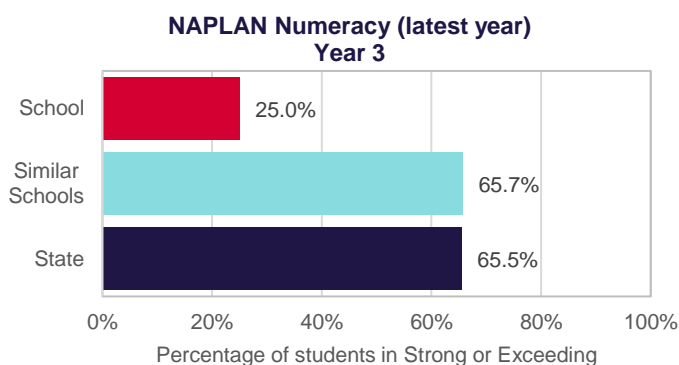
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	57.1%
Similar Schools average:	64.8%	68.6%
State average:	73.0%	75.0%



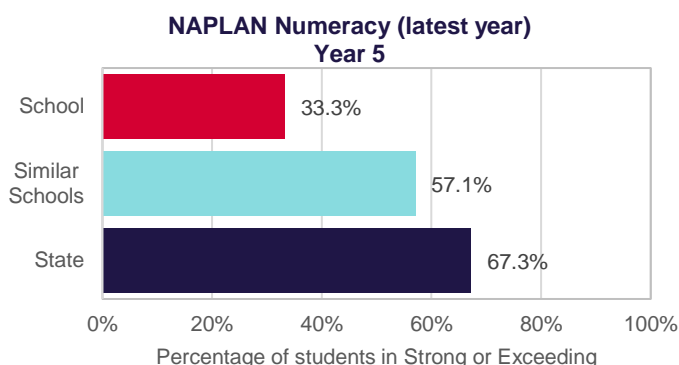
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.0%	44.4%
Similar Schools average:	65.7%	68.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	42.9%
Similar Schools average:	57.1%	59.1%
State average:	67.3%	67.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

40.0%

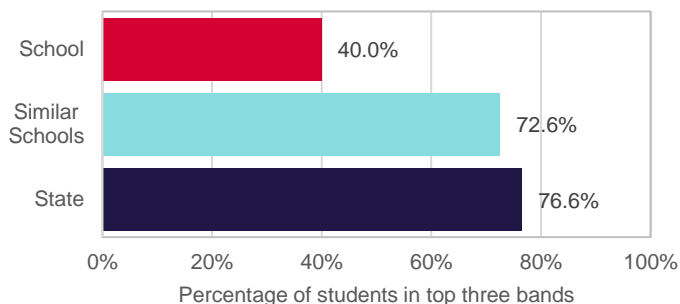
Similar Schools average:

72.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

60.0%

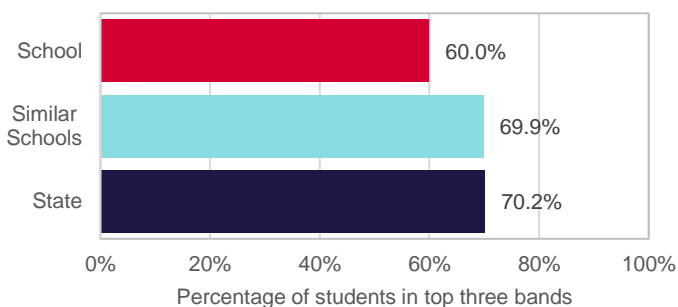
Similar Schools average:

69.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

40.0%

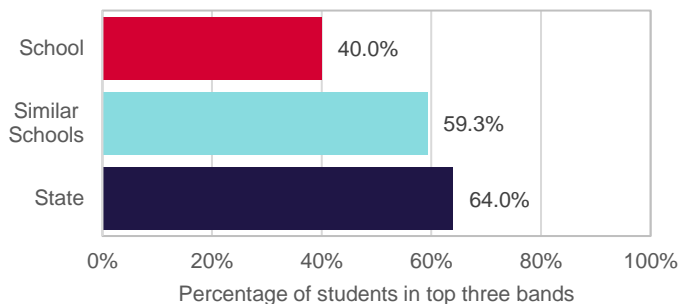
Similar Schools average:

59.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.0%

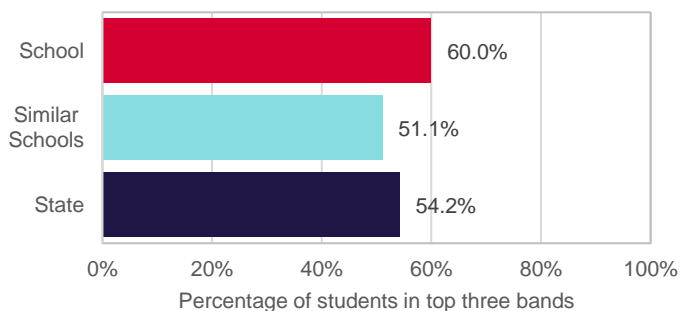
Similar Schools average:

51.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

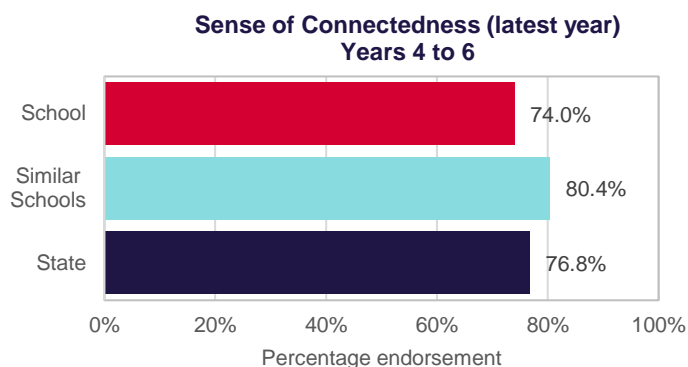
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	74.0%	77.2%
Similar Schools average:	80.4%	79.7%
State average:	76.8%	77.9%

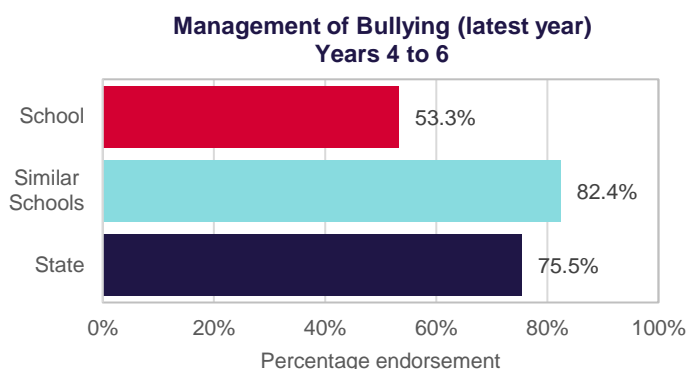


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	53.3%	78.6%
Similar Schools average:	82.4%	82.8%
State average:	75.5%	76.3%

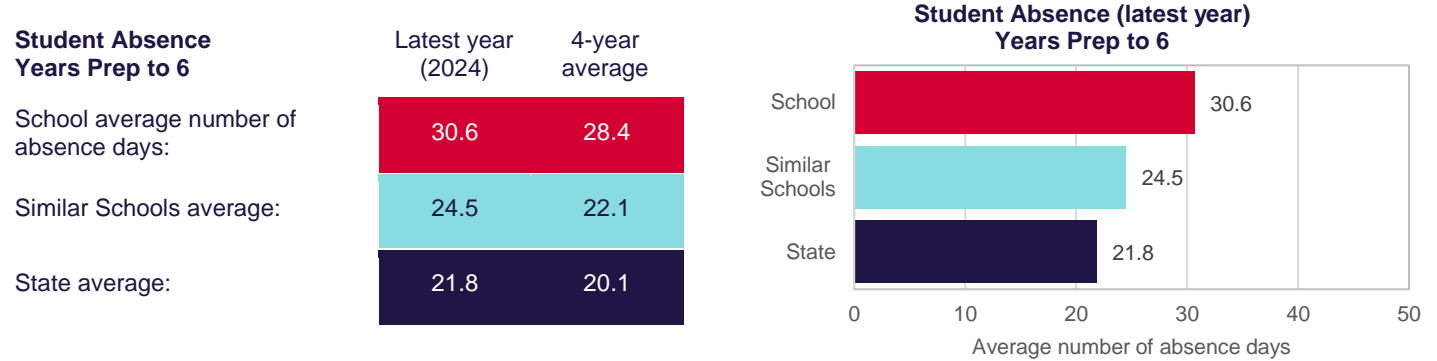


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	77%	84%	87%	84%	85%	NDP



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$662,414
Government Provided DET Grants	\$169,927
Government Grants Commonwealth	\$34,255
Government Grants State	\$142,372
Revenue Other	\$21,807
Locally Raised Funds	\$49,793
Capital Grants	\$0
Total Operating Revenue	\$1,080,567

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,571
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,571

Expenditure	Actual
Student Resource Package ²	\$684,707
Adjustments	\$0
Books & Publications	\$906
Camps/Excursions/Activities	\$10,906
Communication Costs	\$2,235
Consumables	\$30,936
Miscellaneous Expense ³	\$6,223
Professional Development	\$11,326
Equipment/Maintenance/Hire	\$20,217
Property Services	\$61,755
Salaries & Allowances ⁴	\$201,270
Support Services	\$16,041
Trading & Fundraising	\$2,392
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$181
Utilities	\$3,965
Total Operating Expenditure	\$1,053,061
Net Operating Surplus/-Deficit	\$27,507
Asset Acquisitions	\$20,856

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$218,617
Official Account	\$25,677
Other Accounts	\$0
Total Funds Available	\$244,295

Financial Commitments	Actual
Operating Reserve	\$61,392
Other Recurrent Expenditure	\$0
Provision Accounts	\$13,139
Funds Received in Advance	\$0
School Based Programs	\$54,421
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$11,187
Asset/Equipment Replacement > 12 months	\$12,891
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$153,030

All funds received from the Department of Education, 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.