

2025 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 26 March 2026 at 04:21 PM by Megan Murfitt (Principal)

- As executive officer of the school council, I attest that this 2025 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 21 April 2026 at 09:15 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Forrest Primary School is a small rural government school located in the Otway Ranges, providing education from Foundation to Year 6 within a two-classroom, multi-age setting. In 2025, the school had an enrolment of 29 students, allowing for highly personalised learning where each student is known, valued and supported.

The school is grounded in strong relationships and a commitment to evidence-based teaching. Learning programs are aligned with the Victorian Curriculum and guided by the Victorian Teaching and Learning Model (VTLM 2.0), with a focus on explicit instruction in literacy and numeracy.

Wellbeing is central to the school's approach. Programs including Berry Street Education Model, Respectful Relationships, School-Wide Positive Behaviour Support (SWPBS) and Zones of Regulation support students to develop emotional regulation, resilience and positive relationships.

The school maintains strong connections with its local community through partnerships with organisations such as the Forrest Neighbourhood House, Landcare and local groups, providing authentic and engaging learning opportunities.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Forrest Primary School continued to strengthen its focus on evidence-based teaching and learning. The school refined its instructional practices in alignment with VTLM 2.0, with an emphasis on explicit teaching, clear learning intentions and structured lesson design.

Teacher judgement data indicated that **78.5% of students achieved at or above age expected standards in English** and **84.6% in Mathematics**, with mathematics outcomes comparable to similar schools and the state.

Assessment practices were strengthened through the consistent use of DIBELS, PAT and teacher judgement, enabling staff to better identify student needs and adjust teaching accordingly. There was increased alignment between assessment and planning, and growing consistency in expectations across the school.

Due to the small cohort size, NAPLAN data is not published for 2025; however, three-year trends continue to inform teaching priorities and highlight the importance of sustained focus on literacy and numeracy improvement.

Wellbeing

The school maintained a strong focus on student wellbeing through the continued implementation of Berry Street, Respectful Relationships, SWPBS and Zones of Regulation.

Student Attitudes to School Survey data indicated that **58.2% of students reported a positive sense of connectedness**, below similar schools and state benchmarks.

This has been identified as a key area for improvement moving forward.

Positive responses in the management of bullying remained relatively strong at **72.7%**, reflecting consistent whole-school approaches to behaviour and relationships.

The school continued to prioritise safe, calm and inclusive learning environments, with staff supporting students to develop emotional regulation and positive peer interactions.

Engagement

Student engagement remained a focus in 2025, with ongoing efforts to strengthen attendance and participation.

Average student absence was **30.3 days**, higher than similar schools and the state, indicating a continued need to support regular attendance and engagement with learning.

Despite this, strong engagement was evident through participation in outdoor learning programs, community partnerships and whole-school initiatives. Programs such as Bush Kinder, Kitchen Garden and community-based learning continued to support student connection and engagement.

Parent opinion survey results, noting the small sample size typical of a small school, indicate an opportunity to further strengthen communication and engagement with families. The school values parent voice and will continue to build strong partnerships with families to support student learning and wellbeing.

Staff climate results were positive, with **72.8% endorsement**, reflecting a supportive and collaborative working environment.

Financial performance

Forrest Primary School maintained a stable financial position in 2025, with total operating revenue of approximately \$1.06 million and expenditure of \$1.14 million, resulting in a planned deficit aligned with school priorities.

Funds were strategically allocated to support teaching and learning programs, staffing, wellbeing initiatives and maintenance of facilities. Locally raised funds and community contributions continued to support key programs and enhance student opportunities.

The school ended the year with approximately \$246,907 in available funds, with financial commitments in place to support ongoing programs and future improvements.

All funds were expended or committed in accordance with Department policy and School Council approvals to support improved student outcomes.

**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 2025, 13 female and 16 male. NDA had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	50.0%	
	Similar schools	91.4%	
	State	82.0%	

School Staff Survey

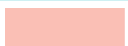
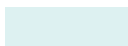
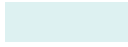
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	72.8%	
	Similar schools	84.6%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	78.5%	
	Similar schools	83.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.6%	
	Similar schools	84.3%	
	State	84.2%	

NAPLAN

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

2025			3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	53.3%
	Similar schools	66.3%	67.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	70.0%
	Similar schools	72.1%	69.8%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	NDP	50.0%
	Similar schools	68.5%	68.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	NDP	60.0%
	Similar schools	72.3%	63.1%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	69.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	NDP	
	Similar schools	72.6%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	58.2%		75.4%
	Similar schools	81.4%		79.8%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	72.7%		75.6%
	Similar schools	85.6%		82.9%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	30.3	31.4
	Similar schools	24.6	24.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	NDP	
Year 1	School	77.1%	
Year 2	School	NDP	
Year 3	School	82.5%	
Year 4	School	NDP	
Year 5	School	NDP	
Year 6	School	NDP	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$668,660
Government Provided DET Grants	\$140,099
Government Grants Commonwealth	\$40,672
Government Grants State	\$152,737
Revenue Other	\$11,896
Locally Raised Funds	\$47,145
Capital Grants	\$0
Total Operating Revenue	\$1,061,210

Equity	Actual
Equity (Social Disadvantage)	\$6,134
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$6,134

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$764,416
Adjustments	\$0
Books & Publications	\$119
Camps/Excursions/Activities	\$9,659
Communication Costs	\$2,003
Consumables	\$25,287
Miscellaneous Expenses ²	\$9,922
Agency Staff	\$341
Professional Development	\$4,575
Equipment/Maintenance/Hire	\$21,631
Property Services	\$71,686
Salaries & Allowances ³	\$199,072
Support Services	\$30,141

Expenditure	Actual
Trading & Fundraising	\$2,611
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$4,480
Total Operating Expenditure	\$1,145,943
Net Operating Surplus/-Deficit	(\$84,734)
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$225,085
Official Account	\$21,821
Other Accounts	\$0
Total Funds Available	\$246,907

Financial Commitments	Actual
Operating Reserve	\$63,588
Other Recurrent Expenditure	\$0
Provision Accounts	\$13,139
Funds Received in Advance	\$0
School Based Programs	\$91,648
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,100
Capital - Buildings/Grounds < 12 months	\$19,966
Maintenance - Buildings/Grounds < 12 months	\$5,970
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$198,411

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.