

2020 Annual Report to The School Community



School Name: Forrest Primary School (2708)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 May 2021 at 12:34 PM by Darryl Harty (Principal)

The 2020 Annual Report to the school community:

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

Attested on 23 May 2021 at 01:14 PM by Rose Sgro (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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

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

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

The Performance Summary 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

Achievement

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

Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
 - Management of Bullying
 - Results are displayed for the latest year and the average of the last four years (where available).
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What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

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

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

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

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

In 2020, the Parent Opinion survey results indicated a positive endorsement (73.7%) by parents of their satisfaction of the school/EYC.

In 2020, the staff opinion survey data in the school climate measurement area (88.9%) was a very positive result. All staff (both teaching and support staff) work collaboratively and cooperatively, consistently supporting the school/centre leadership in ensuring the best outcomes are achieved for all children.

Enrolment numbers for the school have declined to 23 for 2021 whilst the recent increase in the 3/4 Year old Preschool enrolments in 2019 has seen a decline to 11 children in 2020 and 8 children in 2021. Numbers in the long day-care remain at capacity of 4 children for the year over four days of operation,

The school/centre staff comprises a principal, two primary school generalist teachers, two primary school support educators, one preschool teacher, one preschool support assistant, 0.6 administration manager, one 0.6 Long Day Care Educator and one (0.5) Out of School Hours Care Educator.

Framework for Improving Student Outcomes (FISO)

In 2020/21, Forrest PS & Early Years Centre aims to build best practice excellence and its community.

It's goals are to:

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

The school has reviewed and developed its literacy program following teachers participation in the Leading Literacy initiative and

Sounds Writes programs in 2018 and 2020. The school will continue to develop its mathematics teaching and learning pedagogies working collaboratively with neighbouring primary schools in 2021. The highly successful social and emotional learning program (TRIBES) involving cooperative multi-aged groupings participating in cross-cultural activities continued in 2020. In addition, the P-2 nature-based program Forrest Kids Go Bush continued allowing students a weekly unstructured nature play opportunity on Fridays with the kindergarten children. The school continued the DET's Resilience, Rights & Respectful Relationships program in 2020. An enjoyable Visual Arts Exhibition showcasing all primary school students' creative talents was held outdoors in Term 3. This event was one of many school/centre highlights in 2019. In 2020, the Grade 5/6 students started on an initiative focused on bush fire awareness and leadership called "Survive and Thrive". This will continue in 2021.

Achievement

In English, teacher judgement of student achievement for students in all year levels working at or above expected standards was marginally below that of the similar school comparison cohort and the state average.

In Mathematics, teacher judgement of student achievement for students in all year levels working at or above expected standards was similar to that of the similar school comparison cohorts and the state average in all areas.

In 2020, NAPLAN was not conducted due to the COVID pandemic.

The majority of students responded well to self-directed learning and responded to a blend of teacher-directed and student-led learning tasks during the remote learning period.

During remote learning, all staff were able to utilise online resources for content-delivery and assessment, and consequently develop new ways of differentiating for students.

Teachers endeavoured to connect by online methods regularly with students across all year levels. Staff members undertook a comprehensive assessment schedule during, and post, the remote learning period for all students.

In 2021, at-risk students were selected to be a part of the School Tutor Program following the disruptive learning year due to the COVID pandemic in 2020.

Engagement

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

The school community (staff and parents) is proud of its achievements and regularly celebrates them with the community. The school provides extensive, stimulating and inclusive programs which are designed to address individual students' needs, interests and achievements. Its aim is to teach to individual point of need, and challenge students to work to their potential.

In 2020, the school endeavoured to maintain many of the successful celebrations that have occurred in previous years. These celebrations were somewhat modified due to State COVID restrictions that were in place throughout the year. The school was still able to celebrate four successful events namely, the Polwarth Athletics Sports & Cross Country Days in Term 1, Whole School Drama Performance "Sports Day – An Unprecedented Event" in November with all students involved, a Grade 6 Graduation Night, and a highly entertaining Preschool End of Year Celebration both held in December. All four events were very well received by the Forrest School & Preschool Community.

In 2020, the school's student attendance is around (near) the same average absence/day's level of the similar school comparison cohort and the state average.

Wellbeing

The school applies a whole school approach to student welfare, with student well being supported through a focus on school values and school wide programs such as Junior School Council, Resilience, Rights, Respectful Relationships, F.K.G.B., TRIBES, Restorative Practices, the development of authentic leadership opportunities e.g. a Fun Friday student led program and student centred classroom programs. The school takes a school wide approach in developing the social and emotional capabilities of all students.

In 2020, student attitudes to school data, shows our Year 4,5 & 6 student data was varied, with high percentage results in attitudes to attendance and not experiencing bullying with a less positive result in relationship to student voice and agency and a sense of connectedness. The school will continue to be a partner school in the Colac Cluster Resilience, Rights Respectful Relationships initiative in 2021. An area of recommended focus in 2021 will be to prioritise wellbeing areas identified by teachers/parents/students through the Network Student Voice program. Junior School Council will also recommence in 2021 after being in recess last year.

The school & EYC aims to provide a safe, stimulating and nurturing environment where all children, staff and parents feel accepted and valued.

Forrest Primary School's core business is quality teaching and learning and our supportive staff team is dedicated to maintaining and extending best practice under the "Learning for Life" logo canopy.

Financial performance and position

Forrest Primary School and Early Years Centre continues to remain in a strong financial position represented by prudent budgetary management.

The December financial report indicated annual revenue at 133% of budget and annual expenditure at 84% of budget. The increased revenue was due to unexpected, additional funding and grants from the Department of Early Childhood Education and Australian Government Services Australia. This significant extra funding contributed to the recognised decrease in activity and usage levels within our Early Years Centre services. The decline in expenditure is attributed to the lower cost of utilities, property services, unavailability of camp & excursion activities and purchasing of consumables during the extended periods of remote learning.

Equity funding totalling \$8,544 was utilised for professional development of staff through workshops, courses and seminars, and subscription to the Sounds Write literacy program.

During 2020, a credit to cash transfer of \$7,000 was made to the High Yield account to target specific staff costs, relating to unanticipated leave.

Targeted grants received in 2020/21 included grants for Bushfire Preparedness, Safe Trees, Mud Garden in EYC, school playground upgrade and EYC Facility Improvement both inside and outside. These grants totalled \$160,113. Projects works commenced in 2020 and completion of all six projects is expected by the end on 2021.

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

Performance Summary

The 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.

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 31 students were enrolled at this school in 2020, 16 female and 15 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

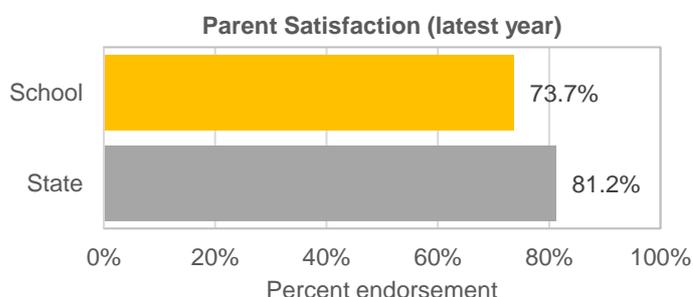
This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2020)
School percent endorsement:	73.7%
State average:	81.2%



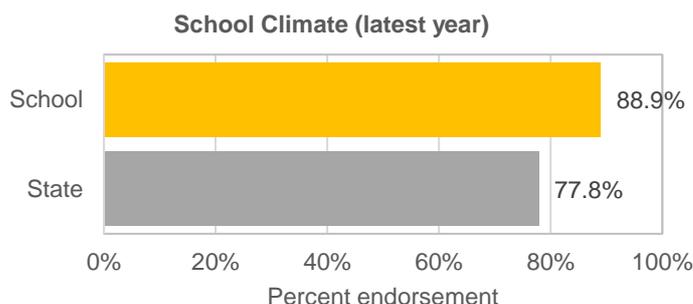
School Staff Survey

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.

School Climate	Latest year (2020)
School percent endorsement:	88.9%
State average:	77.8%



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

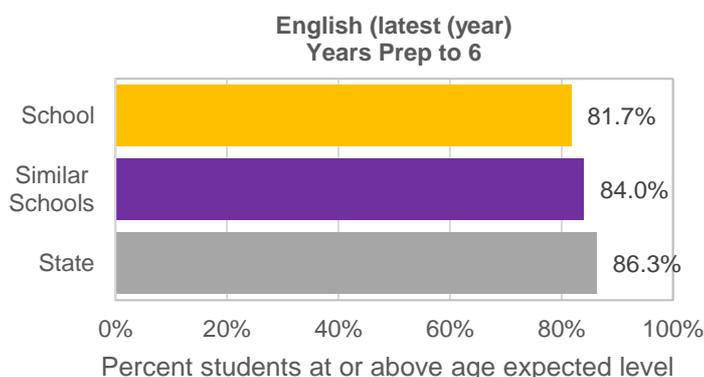
81.7%

Similar Schools average:

84.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

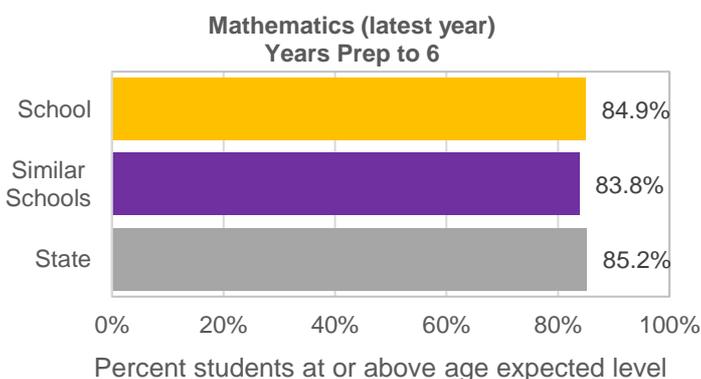
84.9%

Similar Schools average:

83.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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). NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

Latest year
(2020) 4-year
average

School average number of absence days:

13.6

14.4

Similar Schools average:

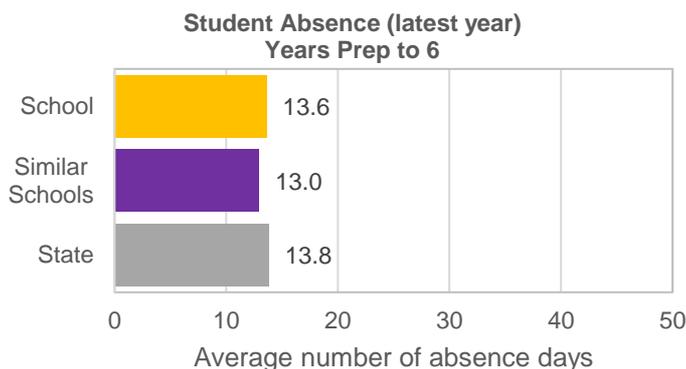
13.0

14.8

State average:

13.8

15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	89%	NDP	94%	NDP	93%	92%

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.

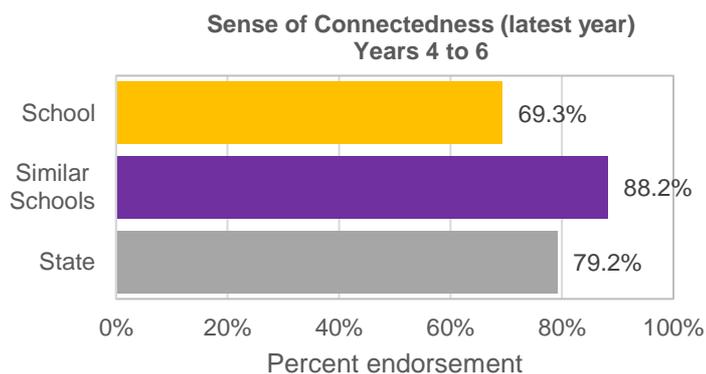
Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	69.3%	79.7%
Similar Schools average:	88.2%	83.2%
State average:	79.2%	81.0%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.



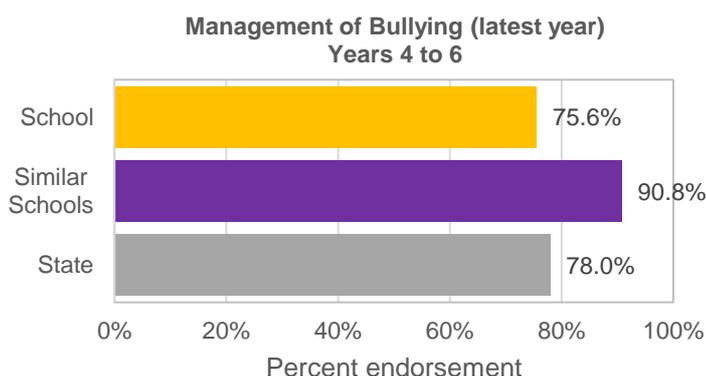
Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	75.6%	83.9%
Similar Schools average:	90.8%	85.6%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$470,693
Government Provided DET Grants	\$148,195
Government Grants Commonwealth	\$74,931
Government Grants State	\$139,695
Revenue Other	\$5,957
Locally Raised Funds	\$42,289
Capital Grants	NDA
Total Operating Revenue	\$881,759

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,544
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$8,544

Expenditure	Actual
Student Resource Package ²	\$457,403
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$1,426
Communication Costs	\$3,952
Consumables	\$26,452
Miscellaneous Expense ³	\$6,576
Professional Development	\$2,245
Equipment/Maintenance/Hire	\$23,516
Property Services	\$28,864
Salaries & Allowances ⁴	\$129,791
Support Services	\$39,584
Trading & Fundraising	\$3,328
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$4,668
Total Operating Expenditure	\$727,805
Net Operating Surplus/-Deficit	\$153,954
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$202,316
Official Account	\$6,375
Other Accounts	NDA
Total Funds Available	\$208,690

Financial Commitments	Actual
Operating Reserve	\$44,227
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$6,000
School Based Programs	\$44,300
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$6,000
Capital - Buildings/Grounds < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$208,527

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.