



Forrest Primary School

Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.forrestps.act.edu.au>.

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School Board Chair Report

What a fabulous and busy year at Forrest Primary in 2016.

For the first time the school become an authorised for the International Baccalaureate (IB) Primary Years Programme after many years of work by executive and teachers (past and present). The IB team reviewed and interviewed executive, staff and parents and commended the school on how the program was evidenced and integrated in pedagogy. Their feedback will provide a continuing focus for the school.

The work by Cheryl O'Connor to seek teachers and parent views also showed the overall high satisfaction at the school, and contributed to identifying new opportunities to link families and the school. The school continued to develop assessment and data tools to identify those students needing early assistance and inform classroom pedagogy.

The Board had a further focus on governance and policies. It reviewed school policies and reshaped meeting formats and identified focus areas for 2017. It also continued to monitor school financial budget and expenditure. It was great to note the continuing support and commitment by parents in making voluntary contributions.

Teachers and school experiences have a special place in childhood memories for us all. These memories are made each day in the relationships teachers nurture with students and the value and recognition of their unique and special contributions.

The Board continues to work to strengthen the school partnerships with students, families and community.

Regards,

Robyn Calder

Context

Forrest Primary School has a transient clientele. This is for various reasons such as travel, diplomatic postings, global mobility and transition to private schools in preparation for high school. We have found that this is important to keep in mind when attempting to interpret the data sets of the school as a lower than normal retention rate has a significant impact on perceptions of the data.

Student Information

Student enrolment

In 2016 there were a total of 471 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	241
Female	230
Indigenous	21
LBOTE	160

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
K	94.0
1	95.0
2	95.0
3	96.0
4	93.0
5	93.0
6	92.0

Source: Planning and Analytics, December 2016

Rolls are marked in the morning and in the afternoon. Forrest School parents advise the class teacher about non-attendance via email, a note, a phone call or the mobile phone application. If a student is absent for an extended period without notification the class teacher contacts the parents to assess the situation. If the child is still not attending the Principal contacts the parent in writing for an explanation. If there is still no response the School Network Leader is advised.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	24

Source: Teacher Quality Institute, 16 December 2016

The Forrest teaching staff are always looking for ways to improve their own knowledge and skill set. The types of study that staff undertake, some of which is post graduate level, varies. Some teachers have studied teaching as a second career path which results in staff having diverse qualifications from a broad range of areas.

Workforce composition

The 2016 workforce composition of Forrest Primary School is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	30
Teaching Staff: Full Time Equivalent	28.2
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	6.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

Note: This table does not include pre-school staffing.

There are no indigenous staff members at this school.

The table above demonstrates that Forrest is supporting tandem teaching situations. Some of the reasons for this are to support return to work plans for teachers returning from maternity leave on a part-time basis, to facilitate executive teachers to be on class and other arrangements to support the special programmes that are running within the school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 5 700.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Forrest Primary School will be reviewed in 2019. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 82% of parents and carers, 97% of staff, and 94% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 30 staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	100
Teachers at this school treat students fairly.	97
This school is well maintained.	77
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	87
Students like being at this school.	97
This school looks for ways to improve.	93
This school takes staff opinions seriously.	87
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	90
This school works with parents to support students' learning.	97
I receive useful feedback about my work at this school.	83
Staff are well supported at this school.	87

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 135 parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

National Opinion Item	(%)
Teachers at this school expect my child to do his or her best.	88
Teachers at this school provide my child with useful feedback about his or her school work.	82
Teachers at this school treat students fairly.	87
This school is well maintained.	75
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	74
My child likes being at this school.	93
This school looks for ways to improve.	82
This school takes parents' opinions seriously.	75
Teachers at this school motivate my child to learn.	84
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	78
This school works with me to support my child's learning.	79

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 122 students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National Opinion Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	99
Teachers at my school treat students fairly.	75
My school is well maintained.	98
I feel safe at my school.	91
I can talk to my teachers about my concerns.	87
Student behaviour is well managed at my school.	87
I like being at my school.	88
My school looks for ways to improve.	93
My school takes students' opinions seriously.	82
My teachers motivate me to learn.	94
My school gives me opportunities to do interesting things.	93

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Forrest Primary School PIPS 2016 mean raw scores

	School		ACT	
	Start	End	Start	End
Reading	47	125	49	121
Mathematics	38	52	39	54

Source: Planning and Analytics

NAPLAN assessment

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2016, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

Table: Forrest Primary School 2016 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	461	441	539	514
Writing	431	420	493	474
Spelling	441	421	508	490
Grammar & Punctuation	458	442	528	511
Numeracy	423	412	524	497

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

Band and Music

The year 5 and 6 brass band programme provided students with the opportunity to learn an instrument, to read sheet music and be a part of a band that plays to audiences regularly. The bands performed at school assemblies, special events such as Commemorative Assemblies, the Biggest Morning Tea, Graduation and Floriade. The Year 6 band performed in the BANDSTRAVAGANZA. Four student were selected for the ACT Junior Concert Band which was an impressive achievement. Students participating in this programme made significant improvements and were congratulated for their efforts within the community.

The musical Soiree and Musica Viva also provided opportunities for students to enrich their musical knowledge. The Soiree showcased students' musical skills and talents. Students performed exceptionally well and the audience was moved and inspired. This year we had a record number of participants who showcased their amazing talents, including for the first time Kindergarten children. The Musica Viva programme exposed students to a variety of instruments through their engaging performance. Teachers also benefited from quality Professional Learning which aligned with the Australian Curriculum in order to prepare students for the workshop.

Exhibition

Year 6s presented Exhibition- the culmination of their learning in a PYP world school. We were incredibly proud of the students, and enjoyed learning about a variety of real world issues through their eyes. Students generated their own central ideas before developing big questions into which they could inquire. They then contacted experts from universities and government agencies. They consulted books and websites and asked their parents, peers and teachers for information and opinions on their topic. They then collated this information and shared their research and conclusions through essays, poems, posters, art works and an expressive group dance which they choreographed themselves. During the exhibition process students participated in a collaborative and transdisciplinary inquiry process that involved them applying all the skills they have learnt through their years at a PYP school.

Sports and Physical Education

Throughout the year students were involved in a multitude of sporting opportunities. The annual sports carnivals were a stand out with students showing determination and resilience during the Swimming carnival, Athletics carnival and Cross Country. The enhanced profile of the team houses across the school enriched the carnival atmosphere and group pride. Throughout the year a variety of sports clinics were also offered. These included netball, cricket, AFL, rugby union and tennis. The wide variety of skills learnt strengthened the Physical Education Programme at school. The community partnerships were also strengthened through the interaction with the various volunteer groups. In 2016 Forrest was fortunate enough to work in partnership with ACT Government agencies to trial an 'At School Bike Education Programme'. This was extremely well received by the students and became a real highlight of the year and tied in well with the ride to school week initiatives. Students in years 1-4 were provided with an opportunity to participate in 'Swim and Survive' and 'Aqua Safe' programmes. These intensive 2 week programmes were well attended by students and vital safety skills were learnt. Students participated in the Matt Giteau Cup at the beginning of the year. The Matt Giteau cup is a 10 a side Rugby Union gala day held for primary schools in the Brumbies region. Students trained at lunchtimes with teachers to prepare and for the day and had a very enjoyable experience. They learnt how to work as a team, developed skills and improved their general fitness. In 2016 the Footsteps and Dancekids programmes continued to be an integral part of the curriculum at Forrest. These fun and engaging lessons supported student development in The Arts, Physical Education and the Units of Inquiry.

Support student development in The Arts, Physical Education and the Units of Inquiry was achieved through these fun and engaging lesson.

Valuing Series

Inspired by Harmony Day a 'Valuing Series' was developed which values wellbeing, leadership, human connection and intellectual pursuits. Four sessions were delivered over the course of the year. Year 5 and Year 6 students were leaders within the groups and ran the activities with the support of classroom teachers. Each 'Day' had a different focus and was generally linked with a national day or week. The series included:

- Valuing Science
- Valuing Harmony and Wellbeing
- Valuing Maths
- Valuing Literacy

This wonderful whole school event provided rich learning experiences for all students in different areas of the curriculum.

Japanese

This year the Japanese teacher taught all classes in the school within the structure of the release roster. The Japanese cleaning programme continued to be an integral component of the whole school dedication to valuing Japanese culture. Immersing students and teachers for 15 minutes a week in a Japanese cleaning practice has continued to enhance the understanding of Japanese values. Throughout the year many opportunities were presented to classes and students to further delve into different aspects of Japanese life. The Taiko drumming was once such example. This interactive performance was a part of the Japanese programme and supported students' understanding of Japanese culture. Students had the opportunity to play the drums and displayed great rhythm. Guest speakers and groups were regularly seen within the classroom sharing their stories and experiences.

Gifted and Talented

The gifted and talented policies and procedures were redeveloped and ratified in 2016. The identification process was articulated and implemented. Two coordinators were appointed and took responsibility for formalising the processes. They also facilitated the opportunities for children to partake in Gifted and Talented workshops across Canberra. One was the G.A.T.E.W.A.Y.S Challenge. The G.A.T.E.W.A.Y.S Challenge was held at Canberra Grammar in 2016 and Forrest Primary had seven teams compete. There were a number of challenges that the students had to complete that focused on team work, leadership skills and problem solving. These opportunities were highly valued by the students and families involved.

Volunteers

Volunteers who contribute to the education of our students are parents, community members or may come through the ACT Volunteers Association. Volunteers help in many ways such as banking; traffic pick-up; listening to reading and they help at sports events. We value our volunteers and acknowledge that 'it takes a village to raise a child'.

Progress Against School Priorities in 2016

Below is Forrest Primary School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	209221.00	201579.60	410800.60
Voluntary contributions	16580.00	1460.00	18040.00
Contributions & donations	0.00	117048.25	117048.25
Subject contributions	4600.00	4400.00	9000.00
External income (including community use)	24813.09	12255.99	37069.08
Bank Interest	3830.73	4009.27	7840.00
TOTAL INCOME	259044.82	340753.11	599797.93
EXPENDITURE			
Utilities and general overheads	57027.18	64480.55	121507.73
Cleaning	50085.45	72289.41	122374.86
Security	791.59	520.00	1311.59
Maintenance	21232.81	34984.31	56217.12
Administration	21711.44	16485.28	38196.72
Staffing	1034.00	10834.09	11868.09
Communication	7732.94	2057.69	9790.63
Assets	27.27	35.75	63.02
General office expenditure	14155.15	14457.68	28612.83
Educational	33462.62	22887.24	56349.86
Subject consumables	6770.91	1003.19	7774.10
TOTAL EXPENDITURE	214031.36	240035.19	454066.55
OPERATING RESULT	45013.46	100717.92	145731.38
Actual Accumulated Funds	123600.77	123600.42	123600.42
Outstanding commitments (minus)	-12323.40	0.00	-12323.40
BALANCE	156290.83	224318.34	257008.40

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$1 912.83.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

Reserves

Name and Purpose	Amount	Expected Completion
9914 Library Upgrade- enhance learning spaces. Improve access to quality learning resources.	\$20 000	December 2017
9915 Photocopier- Replace Junior photocopier machine. The current one is outdated and at times, hinders staff ability to prepare lessons.	\$10 000	December 2018
9916 Classroom Furniture- Replace old furniture to support classrooms that reflect high standards in teaching and learning and that are functional.	\$15 648	December 2017

Endorsement Page

I declare that the Forrest Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

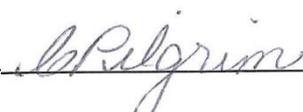
- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s):	Simone Alabaster	Alexandria Spark
Teacher Representative(s):	Belinda Gough	Samuel Bird
Board Chair:	Robyn Calder	
Principal:	Christine Pilgrim	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:



Date:

27 / 04 / 2017

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature:



Date:

01 / 05 / 2017