



# Forrest Primary School

## Annual School Board Report 2019



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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## Reporting to the community

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Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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### **Board Chair's Statement**

It is with great pleasure that I provide the following report on behalf of the 2019 Forrest Primary School (FPS) Board - a group of committed individuals representing parents, staff and the community who have worked together in the best interests of the school to meet a common set of agreed goals.

As part of its governance role, the Board worked collaboratively during 2019 with Principal Ms Pilgrim and the school Executive to influence and guide the strategic direction of FPS, endorse planning, and oversee the overall performance of the school. Central to this work was monitoring budgetary allocations and spending for additional facility upgrades, the provision of learning resources, and support of ongoing professional development for staff.

Staff prepared for the 2020 School Review process with the Leadership Team participating in workshops to better understand the process, including how the National School Improvement Tool (NSIT) frames the reflection. This learning was shared with staff who actively engaged in reflection exercises using the NSIT over a few weeks. The Leadership Team have strategically planned for 2020 to ensure that whole school priorities continue to be the focus of the staff and Leadership Team.

In preparation for the IB evaluation in October 2020, staff reflected on progress against the IB Standards and Practices, incorporating recommendations from the 2016 IB Authorisation report, student data, staff meetings and collaborative planning. Along with significant strengths, it was agreed that particular areas of practice could be enhanced. Staff subsequently identified goals and mapped professional learning to address these.

Board Members undertook some preliminary preparatory work for the upcoming School Review and IB Evaluation and will continue working and supporting the staff as required in 2020.

The Board recognises and applauds the valuable contributions, dedication and diligence of the teaching, administrative, and support staff under the judicious direction of Principal Chris Pilgrim and the Executive Team. We offer our heartfelt thanks and salute your individually and collective efforts in helping the school achieve its identified goals and ensure the school's readiness for the review year ahead and, most importantly for making FPS such an engaging and empowering learning experience for our students.

Our wonderful staff are supported by FPS's broader community, whose spirit is second to none. With the tireless efforts of our dedicated fundraising committee, and the generous support from the Forrest Parents & Citizens (P&C) Association and our community sponsors, FPS hosted a number of fabulous fund-raising and social events in 2019 kicking off with a retro Family Movie Night in Term 1 and culminating in the Big Night Out Term 3. Bringing everyone together at these events strengthens

our sense of belonging and consolidates our community cohesiveness. It was wonderful to see what can be achieved when we all work together towards a common goal with the funds raised from these events being used to create an indigenous/sensory garden which has promoted engagement with the natural environment, encouraged explorative skills and provided a calming space for the children.

A BIG thank you also to the P&C for financially supporting the erection of two shade sails over play equipment in the school grounds. These changes in the physical environment of the School have fostered levels of safe play and inclusion amongst our students.

We are indebted to the P&C for the ongoing supplementary funding they provide each year to support and enhance the educational experience for our children. In 2019, this also included the purchase of literacy resources for the staff to support the new spelling programme which was introduced in 2019.

Community collaborations were also highlighted in 2019, with FPS partnering with Sydney-based company CrazyArms (CA) who sponsored a competition to support the school's Sun Smart policy. Students were invited to design a pattern for a pair of sun protective arm sleeves, with the CA team visiting the school in September to present year winners and announce the overall winning design which was used as the inspiration for a limited edition CA release (they were a sell out and went into a second print run). It was a wonderful opportunity for the children to hear firsthand the CA story about three dads who saw a problem, wanted to make a difference and identified an environmentally friendly solution and experienced a few examples of resilience along the way. The ACT Cancer Council and Sid the mascot also came along to reiterate the Sun Smart message.

At the start of the year, the innovative and inspirational program at Forrest Out of Hours School Care (FOOSHC), was awarded an excellent rating under the ACECQA National Quality Framework. The Board would like to formally acknowledge this wonderful P&C operated service, led by Ali Sewter, Executive Director extraordinaire and her amazing team. With only three school services in Australia receiving this rating and FOOSHC being the first OOSHC recipient in the ACT, it was a fabulous achievement!

The Board has strived to support all facets of the school community, recognising our collective efforts are greater than the sum of our individual ones. Moving forward we recognise the need to continually strive for excellence by reflecting upon our practices, challenging the status quo and cultivating new ideas. It is important to embrace change and be ready to meet those challenges which undoubtedly will arise; despite the best of planning. We would like to see a stronger nexus between the Board and the P&C and will be actively looking at ways to work smarter and more collaboratively to achieve our common goals. Lastly, we need to continue to nurture our relationships within the school community to ensure FPS remains the school of choice for all families in our catchment area.

In closing, I would like to extend my gratitude to my fellow Board Members who have given willingly of their time, whilst balancing their own competing work and life demands. Your support, comradery and keen insights have been greatly appreciated.

Thank You

**Cath White on behalf of the 2019 FPS Board**

## School Context

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Forrest Primary School, an international Baccalaureate (IB) World school, is well-situated in the National Parliamentary Triangle with the iconic flagpole dominating the landscape. The school has an international feel with 40% of enrolments from diverse linguistic and cultural backgrounds, and it sits in the heart of the Canberra diplomatic community. The school is growing with an increasing number of enrolments year on year and currently educates 537 students.

Forrest responds to our community by providing an international style of education whereby we bring hearts and minds together to develop global citizens who will make a difference in the world. In order to develop learners who are knowledgeable and compassionate we provide an inspiring, challenging, significant and relevant educational programme.

The Preschool to Year 6 programme uses an inquiry model in which student question, research, think and reach their own conclusions, showing their understanding in a variety of ways. We celebrate students who take action to make a difference in our world. The programme uses Australian Curriculum outcomes to explore big concepts, driving deep-thinking and helping students make connections. A Pre-6 Programme of Inquiry (PoI), which can be observed in the school foyer, balances the short term and long term knowledge needs of each child and helps them make considered choices and take positive actions to make the world a better place.

In all our endeavours we maintain the integrity of an individualised programme that is tailored to the needs of every child. This has the effect of providing both extension and remediation as appropriate. Forrest offers support to learners of English as necessary. This includes a Reading Recovery programme for individual children in Year One, Learning Assistance (also called Response to Intervention or RTI ) to children across the school, extension curriculum for Gifted and Talented students, English as an Additional Language or Dialect (EALD), an Indigenous Culture Club and a range of interest clubs at lunch times. The school has strengthened its Restorative Practice approach to both student welfare and staff cohesion. This approach focuses on developing and maintaining healthy, thriving relationships that underpin effective learning. From this approach we cultivate a strong staff culture and we develop students who are confident, emotionally literate and resilient.

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 this reporting period there were a total of 537 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Male	282
Female	255
Aboriginal and Torres Strait Islander	21
LBOTE*	215

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

### *Student attendance*

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages**

Year level	Attendance rate
1	93.0
2	94.0
3	93.0
4	94.0
5	93.0
6	92.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.



## Staff Information

### *Teacher qualifications*

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### *Workforce composition*

Workforce composition for the current reporting period is provided 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	28.22
Teaching Staff: Full Time Equivalent Temporary	2.20
Non Teaching Staff: Full Time Equivalent	13.42

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school will be reviewed in 2020. A copy of the most recent Validation Report can be found on our school website.

## School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

## Overall Satisfaction

In this period of reporting, 83% of parents and carers, 94% of staff, and 93% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 32 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Students like being at this school.	94
Parents at this school can talk to teachers about their concerns.	91
Staff are well supported at this school.	88
Staff get quality feedback on their performance.	83
Student behaviour is well managed at this school.	88
Students at this school can talk to their teachers about their concerns.	91
Students feel safe at this school.	91
Students' learning needs are being met at this school.	88
Teachers at this school expect students to do their best.	91
Teachers at this school motivate students to learn.	94
Teachers at this school treat students fairly.	94
Teachers give useful feedback.	90
This school is well maintained.	78
This school looks for ways to improve.	94
This school takes staff opinions seriously.	88
This school works with parents to support students' learning.	94
Teachers give useful feedback.	90

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 141 parents responded to the survey. Please note that not all responders answered every question.

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

<b>National opinion item</b>	
I can talk to my child's teachers about my concerns.	97
My child feels safe at this school.	87
My child is making good progress at this school.	85
My child likes being at this school.	92
My child's learning needs are being met at this school.	79
Student behaviour is well managed at this school.	79
Teachers at this school expect my child to do his or her best.	87
Teachers at this school give useful feedback.	85
Teachers at this school motivate my child to learn.	89
Teachers at this school treat students fairly.	85
This school is well maintained.	78
This school looks for ways to improve.	84
This school takes parents' opinions seriously.	78
This school works with me to support my child's learning.	83

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

A total of 213 students responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of students in agreement with each national opinion item**

<b>National opinion item</b>	
I can talk to my teachers about my concerns.	79
I feel safe at this school.	82
I like being at my school.	84
My school gives me opportunities to do interesting things.	93
My school is well maintained.	86
My school looks for ways to improve.	96
My teachers expect me to do my best.	98
My teachers motivate me to learn.	92
Staff take students' concerns seriously.	79
Student behaviour is well managed at my school.	77
Teachers at my school treat students fairly.	67
Teachers give useful feedback.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Data derived from annual School Satisfaction Survey

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit 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. Below are the results for this school for the current reporting period.

**Table: Forrest Primary School PIPS 2019 mean raw scores**

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	55	115	39	50
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

#### *NAPLAN*

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 this reporting period, 0.00 % of year 3 students and 2.30 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

**Table: NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	447	438	538	516
Writing	444	418	485	474
Spelling	429	408	511	497
Grammar & Punctuation	452	440	509	500
Numeracy	411	411	505	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

## 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.

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	270033.35	151817.20	421850.55
Voluntary contributions	17180.00	5806.70	22986.70
Contributions & donations	20090.00	31050.00	51140.00
Subject contributions	13380.00	275.00	13655.00
External income (including community use)	8144.45	29463.63	37608.08
Bank Interest	4576.72	3062.68	7639.40
<b>TOTAL INCOME</b>	<b>333404.52</b>	<b>221475.21</b>	<b>554879.73</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	34156.45	81585.55	115742.00
Cleaning	43453.08	21831.28	65284.36
Security	436.80	282.24	719.04
Maintenance	176151.20	85624.01	261775.21
Administration	22786.71	25187.89	47974.60
Staffing	0.00	-2054.50	-2054.50
Communication	4735.98	2293.86	7029.84
Assets	14860.00	26510.36	41370.36
General office expenditure	16062.69	22991.63	39054.32
Educational	67536.36	26125.17	93661.53
Subject consumables	8078.25	784.24	8862.49
<b>TOTAL EXPENDITURE</b>	<b>388257.52</b>	<b>291161.73</b>	<b>679419.25</b>
<b>OPERATING RESULT</b>	<b>-54853.00</b>	<b>-69686.52</b>	<b>-124539.52</b>
<b>Actual</b> Accumulated Funds	200906.58	200257.82	200257.82
Outstanding commitments (minus)	-38956.97	0.00	-38956.97
<b>BALANCE</b>	<b>107096.61</b>	<b>130571.30</b>	<b>36761.33</b>

## 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 this reporting period.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Floor covering to replace worn carpet in corridors outside classrooms. This will significantly reduce safety hazards, and enhance our schools's physical environment.	\$30,000	January 2020
Painting of walls in corridors outside classrooms. This will enhance our school/s physical environment.	\$20,000	January 2020

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Cath White	Fabian Harding	Bethany Lamond
<b>Community Representative(s):</b>	William Maiden		
<b>Teacher Representative(s):</b>	Sarah Bauer	Belinda Kowalski	
<b>Board Chair:</b>	Bethany Lamond		
<b>Principal:</b>	Christine Pilgrim		

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

Board Chair Signature: Bethany Lamond

Date: 29 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Christine Pilgrim

Date: 29 / 06 / 2020