



Forrest Primary School

Annual School Board Report 2021



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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

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

I am pleased to write this report for the 2021 school year on behalf of the Forrest Primary School 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.

It was another challenging year for Forrest Primary school, having to manage education through COVID lockdowns, remote learning and then through the “staying COVID-safe” plans when school returned.

The ACT went through a remote learning period in Term 3 and 4 which is an especially challenging time for teachers, parents, and students alike. The teachers were well prepared and implemented lessons they had learnt from 2020. It was a testament to the teachers that they were able to implement a remote learning plan that supported the student’s academic and pastoral development throughout this challenging time. The Principal and the School Executive set a great example for the staff and school community throughout the entire lockdown period and return to school.

As part of its governance role, the School Board worked collaboratively during 2021 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.

The School Executive and Board were able to manage the finances throughout the year, and again thank the Parents and Community (P&C) and wider cohort of parents and family for their generous contributions throughout the year. These contributions continue to provide support to the school to ensure the students have a wide range of resources to support their education through the International Baccalaureate Primary Years Program.

Forrest Primary School was able to continue to be a leader in the community with Indigenous education and awareness programs. It was a great pleasure to see the opening of the new Indigenous Garden with an Indigenous smoke ceremony and support of the Forrest Primary School culture club members. The garden supports both cultural awareness and imaginative play for all school students. The School Board again recognises the very generous contributions from the P&C and grants obtained by the Forrest Primary School’s Indigenous Liaison Officer.

The Board would like to acknowledge the efforts of the school to implement several initiatives aimed at improving the students’ performance in writing across all levels, their growth in numeracy and an improvement in their wellbeing at school. The School Board would also like to acknowledge the

leadership and work undertaken by the Principal, the School Executive Team, teachers, and all staff. Without their efforts, we would not have made it through 2021 as successfully as we did. Forrest Primary continues to be a wonderful environment for all our children.

Finally, I would also like to thank all the 2021 Board Members for their time and efforts that they volunteer on top of everyday life in helping our school community continue to grow and prosper. I know it is greatly appreciated by the entire school community.

Kind regards,
Dr Cameron Bowles
Forrest Primary School Board Chair

School Context

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 45% of enrolments from diverse linguistic and cultural backgrounds, and it sits in the heart of the Canberra diplomatic community. The school currently educates 550 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 students 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 is able to be observed in the school foyer, balances the short term and long term knowledge needs of each child and it helps them make considered choices and take positive actions to make the world a better place.

In all of 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.

Student Information

Student enrolment

In this reporting period there were a total of 530 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	265
Gender - Female	254
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	21
LBOTE**	224

Source: ACT Education Directorate, Analytics and Evaluation Branch

* If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

** 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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
1	96.0
2	93.0
3	94.0
4	93.0
5	95.0
6	95.0

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, 135 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	29.96
Teaching Staff: Full Time Equivalent Temporary	1.00
Non Teaching Staff: Full Time Equivalent	12.32

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

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.

Our school was reviewed in 2020. A copy of the Report of Review 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 75.9% of parents and carers, 94.6% of staff, and 88.1% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 37 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	
Parents at this school can talk to teachers about their concerns.	100
Staff get quality feedback on their performance.	97
Student behaviour is well managed at this school.	89
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	100
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	95
Teachers give useful feedback.	97
This school is well maintained.	81
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	84

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 137 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

National opinion item	
My child feels safe at this school.	89
My child is making good progress at this school.	78
Student behaviour is well managed at this school.	73
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	74
Teachers give useful feedback.	77
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	84
This school is well maintained.	81
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	53
This school works with me to support my child's learning.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 210 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

National opinion item	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	62
I feel safe at this school.	80
I am happy to be part of this school.(Replaces 'I like being at my school')	91
I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	82
My school is well maintained.	80
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	96
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	96
Staff take students' concerns seriously.	76
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	87
Teachers give useful feedback.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

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 BASE 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 BASE 2021 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	59	143	36	59
ACT	58	125	38	56

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, no 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	457	437	531	515
Writing	427	418	518	475
Spelling	419	409	521	502
Grammar & Punctuation	455	426	525	497
Numeracy	413	404	510	492

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

INCOME	January-December
Directorate Funding	381644.92
Contributions and Donations	32794.73
Subject Contributions	9450.00
Hire of Facilities	13069.66
External Revenue	17768.52
Sale of Assets	0.00
Interest Received	2455.57
Other School Revenue	2533.24
TOTAL INCOME	459716.64
EXPENDITURE	
Utilities and General Overheads	88143.49
Security and Caretaking	240.00
Maintenance	103259.74
Administration	31883.19
Staffing Expenditure	7253.00
Communication	5727.64
Assets & Leases	44000.80
General Expenses	53096.03
Educational Resources	73747.54
Subject Consumables	597.78
Directorate Funded Payments	20334.37
Other Payments	0.00
TOTAL EXPENDITURE	428283.58
OPERATING RESULT	31433.06
Accumulated Funds	56293.99
BALANCE	87727.05

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

Name and Purpose	Amount	Expected Completion
Upgrades 2023 Maintenance upgrades on an aging building	\$25,000	2023
IT 2023 Upgrade IT for students/staff	\$25,000	2023

Endorsement Page

Members of the School Board

Parent Representative(s): Catherine White Simone Alabaster

Community Representative(s): Bill Maiden

Teacher Representative(s): Kay Farrent-Durnin Sarah Bauer

Board Chair: Cameron Bowles

Principal: Chris Pilgrim and
Renee Berry

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

2021 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD / MM / YYYY

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: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD / MM / YYYY