



Forrest Primary School

Annual School Board Report 2018



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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

School 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/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

School Board Chair Report 2018

This is the result of committed individuals working collaboratively together towards common goals. I am very pleased to provide this report on behalf of the 2018 Forrest Primary School Board.

Throughout 2018, the Board has strived to support the school at every opportunity. The Board well recognises that the collective achievements across all parts of our school community

2018 saw the school celebrate its 60th Anniversary. The Board acknowledges the many and varied celebratory events throughout the year, which would not have occurred without the dedication of the 60th Birthday Anniversary Committee. It is clear that the lofty ambitions set for Forrest Primary School back in 1959 remained equally relevant and prevalent in 2018.

In its role of the governance body, the Board has worked closely with Ms Pilgrim and the School Executive to ensure budgets were well managed, planned facilities' upgrades were undertaken, learning resources were provided and the Board contributed to on-going staff professional development.

In August 2018, a number of Board Members took leave from their 'day jobs' to spend the whole day at Forrest Primary, working in classrooms, doing playground duty and attending a staff meeting. This gave the Board Members an opportunity to see, and to experience, first-hand a day in the life of Forrest Primary School. Board Members were made to feel very welcome by staff and students alike.

Throughout the whole of 2018, the Board has sponsored the implementation of the "Stronger, Smarter" professional leadership program by teaching and Executive staff, which has enabled new skills to be learned and new approaches to be adopted in many areas of school life, all to the benefit of students and staff alike (and for the benefit of the broader community also). At the heart of the Stronger Smarter Leadership Program is the premise that fundamental strategies are essential to support success for all children including:

- Acknowledging, embracing and developing a positive sense of Aboriginal and Torres Strait Islander identity in schools;
- Acknowledging and embracing Aboriginal and Torres Strait Islander leadership in schools and school communities;
- Setting and achieving high expectations leadership to ensure high expectations classrooms, with high expectations teacher and student relationships;

- Ensuring innovative and dynamic school staffing models; and
- Deeply understanding and leading innovative and dynamic school models in complex social and cultural contexts.

Long may the Forrest Primary School community continue to challenge itself to find improved and better ways of enhancing learning outcomes for all of our school's children.

The Board acknowledges, and greatly appreciates, the leadership demonstrated by the School Principal Chris Pilgrim and the work and contributions of the entire school staff, including the Executive Team, the teaching staff and all administration and other support staff. Thank you for everything you have done, individually and collectively throughout 2018, to help Forrest Primary School achieve its school community goals.

Finally, I pay thanks and appreciation to the Board Members who all have busy jobs and lives away from Forrest Primary School too! Your dedication and willingness to be part of the Forrest School community as a Board Member is greatly, greatly, appreciated. Thank you.

Kind regards,


Michael Nobelen
Chairperson
Forrest Primary School Board 2018

School 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 2018 there were a total of 507 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	261
Female	246
Aboriginal and Torres Strait Islander	17
LBOTE*	200

*Language Background Other Than English
 Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

Year level	Attendance rate
1	91.0
2	92.0
3	92.0
4	91.0
5	93.0
6	92.0

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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 year of reporting 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	27.10
Teaching Staff: Full Time Equivalent Temporary	3.90
Non Teaching Staff: Full Time Equivalent	6.93

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

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'*. 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. In 2016 this changed to a five-year cycle with an External 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. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 87% of parents and carers, 100% of staff, and 95% 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	
Teachers at this school expect students to do their best.	100
Teachers give useful feedback.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	91
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.	94
Students like being at this school.	100
This school looks for ways to improve.	100
This school takes staff opinions seriously.	97
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	97
This school works with parents to support students' learning.	100
Staff get quality feedback on their performance	97
Staff are well supported at this school.	97

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 215 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	
Teachers at this school expect my child to do his or her best.	91
Teachers give useful feedback.	88
Teachers at this school treat students fairly.	91
This school is well maintained.	83
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	84
My child likes being at this school.	93
This school looks for ways to improve.	90
This school takes parents' opinions seriously.	79
Teachers at this school motivate my child to learn.	90
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	81
This school works with me to support my child's learning.	86

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 147 students responded to the survey. Please note that not all responders answered every question.

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.	100
Teachers give useful feedback.	93
Teachers at my school treat students fairly.	80
My school is well maintained.	88
I feel safe at this school.	88
I can talk to my teachers about my concerns.	94
Student behaviour is well managed at my school.	74
I like being at my school.	90
My school looks for ways to improve.	95
Staff take students' opinions seriously.	88
My teachers motivate me to learn.	93
My school gives me opportunities to do interesting things.	93

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

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 (or School Improvement 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. Below are the results for this school.

Table: Forrest Primary School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	51	125	40	52
ACT	49	124	39	54

Source: Analytics and Evaluation

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 mean scores achieved by students at this school compared to the ACT for this reporting period.

Table: Forrest Primary School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	486	441	545	518
Writing	445	411	494	460
Spelling	427	410	520	494
Grammar & Punctuation	467	438	541	510
Numeracy	430	416	525	494

Source: Analytics and Evaluation

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-June	July-December	January-December
Self-management funds	235082.29	212092.88	447175.17
Voluntary contributions	22340.00	3820.00	26160.00
Contributions & donations	10290.00	4851.94	15141.94
Subject contributions	9810.00	0.00	9810.00
External income (including community use)	22402.73	23629.30	46032.03
Bank Interest	4693.25	5021.37	9714.62
TOTAL INCOME	304618.27	249415.49	554033.76
EXPENDITURE			
Utilities and general overheads	38442.09	86117.87	124559.96
Cleaning	61984.58	65631.75	127616.33
Security	490.00	320.00	810.00
Maintenance	31795.54	33824.84	65620.38
Administration	31450.88	23839.27	55290.15
Staffing	-574.49	0.00	-574.49
Communication	8312.88	1978.65	10291.53
Assets	0.00	1757.38	1757.38
General office expenditure	30324.89	22947.83	53272.72
Educational	40539.12	21165.86	61704.98
Subject consumables	6445.01	523.69	6968.70
TOTAL EXPENDITURE	249210.50	258107.14	507317.64
OPERATING RESULT	55407.77	-8691.65	46716.12
Actual Accumulated Funds	157607.38	158022.88	158022.88
Outstanding commitments (minus)	-145616.68	0.00	-145616.68
BALANCE	67398.47	149331.23	59122.32

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Floor coverings to replace worn carpet in corridors outside classrooms. This will significantly reduce safety hazards, and enhance our school's physical environment.	\$30,000	December 2019
Painting of walls in corridors outside classrooms. This will enhance our school's physical environment.	\$20,000	December 2019

Endorsement Page

Members of the School Board

Parent Representative(s):	Michael Nobelen	Catherine White	Fabian Harding
Community Representative(s):	Bill Maiden		
Teacher Representative(s):	Nikki Tegg	Belinda Kowalski	
Board Chair:	Michael Nobelen		
Principal:	Chris Pilgrim		

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



Board Chair Signature:

August 2019
Date: 16/05/2019

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:

Date: 16/05/2019