



Forrest Primary School

Annual School Board Report 2022



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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 write on behalf of the Forrest Primary School Board for the 2022 school year. Since participating in Forrest's Board, I've observed the hard work, collaboration and values-based approach adopted by the School's Executive and Teachers as they support our students in our busy school environment. Similarly, our Board, supports our school's mission to help our children to achieve their potential while focussing on safety and inclusion for everyone.

As a new Board, we wish to acknowledge and thank the outgoing Board who completed in 2021, and particularly former Chair, Dr Cameron Bowles, for its work over the last years and for the assistance you have shown the new Board.

2022 has been a year of re-establishment for us all. Finally, and towards the end of the year, we can see that the disruptions caused by the pandemic begin to diminish. The entire Forrest Primary School community has done an impressive job in supporting each other through this challenge. We have needed to adapt to a virtual learning environment, then hybrid, and then to restore a new 'business as usual.' I honour the efforts of our teaching staff most of all during this time, and the appreciation that parents and carers have shown for our teachers has been wonderful to see.

With the return of NAPLAN testing, we saw very pleasing averages across our learning cohorts. The data demonstrated that across the school our children are out-performing (sometimes significantly), national averages. The quality of the learning environment has clearly translated to outcomes. The Board noted that English skills appear particularly strong although spelling, grammar, punctuation and numeracy will continue to be areas for focus into 2023.

Mathematics results fell behind those attained in English and the Board discussed approaches to this subject with the Executive. In 2022, a Maths Leadership Team was established to support better student outcomes in maths. The team is working towards implementing the Balanced Maths Programme and is taking other steps to support the subject. We will watch NAPLAN results carefully in 2023 to see if the school's attention and investment has yielded even stronger results.

To understand how our school has changed post pandemic, and to receive views from the community, we supported the delivery of a large school satisfaction survey. 49 randomly selected community members were asked for views on all aspects of the school. The average satisfaction score across the school was found to be 7.9/10 (compared with an average of 8.3/10 in 2016 and 8.2/10 in 2017). The

Board accounts for the slight decline in scores based on disruptions caused by COVID-19 and the consequences of teacher absences, split classes and irregular learning arrangements. Overwhelmingly however, the community is clearly pleased with the work of the school, and satisfaction is high.

Challenges identified in the survey were either COVID related or certain aspects of the whole school program were noted for comment. The community for example seeks a greater focus on 'the basics', i.e. homework; attention to core subjects; and identifying and working with individual children's needs, including the needs of high performing students). The Board recognises these concerns, and is committed to working with school leadership, the P&C and other relevant stakeholders to address these areas of concern. I also noted, with some sadness, that further attention is needed in fostering and developing respectful relationships between all elements of our school community. At times communication styles and the engagement approaches adopted by some members of our community towards teachers and the Executive lack balance and are distressing. I look forward to engaging with the school community so that communication with teachers and the Executive is respectful and appropriate as a minimum standard. I know the community will strongly support the Board in its efforts here as the vast majority of our community are naturally positive and respectful contributors to the life of the school.

The school has made progress towards our strategic priorities in 2022. Our aims to improve student performance in writing across all year levels; improve the percentage of students making expected growth in numeracy; and improve the wellbeing of students at school have received great focus. To name a few key achievements, Forrest established a Literacy Champions team; a Maths Leadership Team (as mentioned), and finally the school developed a whole school approach to wellbeing, to ensure both staff and student morale is maintained. We will continue to track initiatives associated with these foci into the next 12 months.

I would like to extend my thanks to the Board, the Executive and the whole community for your continued support and hard work for Forrest Primary School. I look forward to working with you all as we progress into the 2023 school year. We have a wonderful school and community, and the more we invest and get behind it, the more we will observe positive results impacting on the outcomes for our children and those around them.

Best wishes

Rob Nicol

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 (Pol) 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 542 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	266
Gender - Female	276
Aboriginal and Torres Strait Islander	28
LBOTE*	253
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** 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.

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	89.0
2	88.0
3	88.0
4	89.0
5	86.0
6	88.0

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, 153 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	28.68
Teaching Staff: Full Time Equivalent Temporary	4.20
Non Teaching Staff: Full Time Equivalent	11.87

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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, 81.0% of parents and carers, 95.0% of staff, and 79.6% 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 40 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	
Staff are well supported at this school.	68
Teachers at this school expect students to do their best.	98
Teachers give useful feedback	91
Teachers at this school treat students fairly.	95
This school is well maintained.	83
Students feel safe at this school.	93
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	80
Students like being at this school.	100
This school looks for ways to improve.	93
This school takes staff opinions seriously.	75
Teachers at this school motivate students to learn.	95
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	98
Staff get quality feedback on their performance	69

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 126 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.	86
Teachers give useful feedback	79
Teachers at this school treat students fairly.	78
This school is well maintained.	80
My child feels safe at this school.	88
I can talk to my child's teachers about my concerns.	90
Student behaviour is well managed at this school.	67
My child likes being at this school.	87
This school looks for ways to improve.	71
This school takes parents' opinions seriously.	65
Teachers at this school motivate my child to learn.	77
My child is making good progress at this school.	78
My child's learning needs are being met at this school.	80
This school works with me to support my child's learning.	78

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 216 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	
My teachers expect me to do my best.	91
Teachers give useful feedback	82
Teachers at my school treat students fairly.	78
My school is well maintained.	73
I feel safe at this school	76
I can talk to my teachers about my concerns.	55
Student behaviour is well managed at my school.	55
I like being at my school.	76
My school looks for ways to improve.	78
Staff takes students' concerns seriously	69
My teachers motivate me to learn.	82
My school gives me opportunities to do interesting things.	75

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 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	68	127	39	55
ACT	65	122	40	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, 2.44 % of year 3 students and 0.00 % 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	452	450	526	522
Writing	423	427	499	492
Spelling	414	420	507	510
Grammar & Punctuation	432	439	497	503
Numeracy	397	409	498	496

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	363303.31
Contributions and Donations	64433.29
Subject Contributions	0.00
Hire of Facilities	56281.77
External Revenue	900.18
Sale of Assets	0.00
Interest Received	7738.47
Other School Revenue	441.68
TOTAL INCOME	493098.70
EXPENDITURE	
Utilities and General Overheads	95200.09
Security and Caretaking	2636.46

Maintenance	97220.38
Administration	40296.18
Staffing Expenditure	476.01
Communication	3697.58
Assets & Leases	62163.40
General Expenses	55950.10
Educational Resources	55884.62
Subject Consumables	480.30
Directorate Funded Payments	3980.16
Other Payments	1410.73
TOTAL EXPENDITURE	419396.01
OPERATING RESULT	73702.69
Accumulated Funds	103234.26
BALANCE	176936.95

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 ageing building	\$25,000	2023
IT 2023 Upgrade IT for students/staff	\$25,000	2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Rob Nicol,	Lucy Clynes,	Vaughn Melano.
Community Representative(s):	Bill Maiden.		
Teacher Representative(s):	Kay Farrant-Durnin,	Erin Palisi.	
Board Chair:	Rob Nicol		
Principal:	Christine Pilgrim		

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

2022 Board Chair Signature: Rob Nicol

Date: 26/05/2023

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: 20/05/2023