2018 Annual Report to The School Community

School Name: Forest Street Primary School (4936)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 03 April 2019 at 05:34 PM by Jillian Burt (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2019 at 05:55 PM by Jo Hardacre (School Council President)

About Our School

School context

At Forest Street Primary School, it is expected that our students are life long learners and will learn to high levels. Our school provides opportunities for strong collaboration with a focus on learning in a safe and supportive environment. We provide a range of opportunities for staff to collaborate and implement the Strategic Plan via Leadership, Professional Learning Communities, Learning Pairs and School Improvement Teams across the curriculum areas.

We promote student agency, voice and leadership in decision making. Included in our practice is ongoing reference to our Positive Learning Behaviours, school wide expectations and the Six Critical Questions to guide effective teaching, inclusive and engaging curriculum and respectful relationships across our community. These elements have been developed in response to a range of data sourced throughout our school community. Within our Professional Learning Communities we ensure decisions are made based on the six critical questions (What is it we want our students to know? How will we know if our students are learning? How will we respond when students do not learn? How will we enrich and extend the learning for students? How will we increase our instructional competence? How will we co-ordinate our efforts as a school?) and actions are implemented with a focus on moving the middle and growing the top.

The school follows a School Wide Positive behaviour approach. We expect to see respectful and safe learners by:
  -Allowing everyone to do their best
  -Using SLANT
  -Being kind
  -Speaking politely
  -Learning and playing co-operatively
  -Using equipment safely
  -Responding appropriately to active supervisors
 Our four positive learning behaviours, Having a go, Being organised, Staying determined and Working together, shapes the interactions both in classrooms and in the yard.

Our school provides a broad curriculum with an emphasis on the teaching of literacy, numeracy, creative, physical and social skills. The school provides specialist programs in Art, Music, Drama, Chinese and Physical Education. The school staff highly value the opportunities provided with equity funding that enable them to develop their capacity through shared planning, coaching, professional learning and peer observation. The school chaplain and our Koorie educator provide support for students to ensure students achieve their highest potential. The Ballarat Deaf facility supports deaf and hearing-impaired students in all areas of the curriculum supported by specialist Teachers of the Deaf and communication aides. The school offers a variety of intervention programs including QuickSmart Mathematics and Literacy, Reading Recovery and Reading Intervention.

Forest Street Primary School is situated in Wendouree and has a current enrolment of 272 students. Forest Street PS has 17.6 equivalent full-time staff, including 2.0 Principal class. There are 13 equivalent full-time Education Support staff.

Framework for Improving Student Outcomes (FISO)

The school focused on building practice excellence. The key improvement strategies were building the capacity of PLC facilitators to work collaboratively to implement and embed mathematical expectations, the planning process and to build staff capacity to teach writers. The school has well established Professional Learning Communities (PLCs) who meet weekly, planning and implementing a scope and sequence for teaching and learning of essential understandings and committing to a guaranteed and viable curriculum.

Weekly shared planning in literacy and numeracy has ensured a weekly focus on sharing data to inform learning and measuring impact, referring to the data wall.

The school has been committed to improving the learning growth of every student in literacy and numeracy, with

strategic decisions for the allocation of equity funding ensuring professional development, literacy coaching and intervention. The employment of a speech pathologist and an occupational therapist has provided valuable support for students and teachers.

The Professional Learning schedule focused on building staff capacity to use formative assessment to inform decisions on teaching readers, writers and mathematicians, implementing a gradual release of responsibility model. Consulting and planning with Andrea Hillbrick guided professional learning for staff and supported consistent shared approaches and language to teach writers. Further development of proficiency scales in mathematics and student goal setting has ensured greater consistency in teaching approaches.

The FISO initiatives of setting expectations and promoting inclusion and ensuring all members of the school community feel they are in a safe and supportive learning environment were used to focus our professional learning and practice. Our key improvement strategy was to ensure we included student voice and the voice of families in developing the direction of the school.
The school completed a school review in 2018 and the voice of our community has guided the development of our strategic plan.

 The School Wide Positive Behaviour team has implemented consistent school-wide expectations for positive behaviour support and management. The common shared expectations are consistently reinforced and monitored by all staff.

Achievement

The teachers at Forest Street Primary School are committed to ensuring our students learn to high levels, collaborating, sharing and supporting others to pursue and plan learning opportunities. We ensure evidence based decisions and data driven differentiated teaching and learning. Our achievement goal is to improve the learning growth of every student in literacy and numeracy.
The results from the National Assessment Program-Literacy and Numeracy (NAPLAN) tests in 2018 indicate that Forest Street Primary School is performing at a similar level relative to other schools in Numeracy and Reading for Year 3. The results in Reading and Numeracy in Year 5 over the 4 year-average indicate the school is performing at a higher level. The results in reading for Year 5 in 2018, indicated our students were achieving at a higher level.
The school can celebrate high relative growth in Naplan Year 3 to 5 with our school performing at a higher level in Numeracy, Reading and Writing.
Teacher assessments from the Victorian Curriculum indicate our school is performing at a higher level in Mathematics and English relative to other schools.
85% of students funded under the Program for Students with a Disability showed satisfactory to excellent progress in achieving their individual goals.

Engagement

The attendance at Forest Street is higher in relation to other schools given the background characteristics of students.This indicates we have less absences when compared to other schools.
The school has monitored attendance and worked closely with our parents and relevant services to develop plans and strategies to ensure children are attending school. The school monitors attendance daily with a daily message sent to parents. Non- attendance is addressed through regular phone contact with parents, letters outlining non-attendance sent home each month, and parent and student support groups established to discuss attendance concerns and strategies for improved attendance.

The school outlines the importance of attendance through newsletter articles, student attendance awards and certificates and the promotion of 'Every Day Counts.'

Wellbeing

The majority of students at Forest Street indicate they have a sense of connectedness to our school. The student survey data indicates the results are higher when compared to relative schools. The students attitudes to school also indicate that we address and adequately manage bullying to a high level.

The school wide positive behaviour team continues to oversee and be responsible for our school-wide expectations. The acknowledgement system that supports our expectations and Positive Learning Behaviours has been sustained school wide. We attribute this to: the school community working collaboratively to develop the expectations, the ease of the system, reviewing the processes twice a year, students taking ownership of collecting the expectokens, and celebrations and acknowledgments at every assembly to support the expectations.

Student voice has been gained in a variety of ways and covering a range of focus areas. These include: Attitudes to School Survey (ATSS), Social Emotional Wellbeing (SEW) data, small surveys conducted by students, developing our conference approach to include student feedback. Along with feedback gained through the review process we initiated various responses as follows.

Staff responded to the SEW and ATSS data by developing the Power Hour, including students in term planning and we started conversations about goal setting, student voice, student agency and leadership.

We have made constant reference back to our Student Engagement triangle that monitors interventions some students require to support their engagement and wellbeing, indicates student growth both as individuals and as cohorts.

The School Wide Positive Behaviour team focused on developing a student leadership scope and sequence from F-6. This ensures a school wide structure exists to guide planning and support goal setting so students develop a range of leadership capabilities throughout their time at Forest Street.

Feedback was sought and actioned from the school community to develop the scope and sequence and ensure it would be ready for 2019.

The school provides several programs and approaches to ensure a happy and safe learning environment and to assist students with their social and emotional development. The positive learning behaviours are explicitly taught with students using these behaviours to reflect on their learning. Buddies, Junior School Council and leadership programs have engaged students. Buddy time provides opportunities for students to work in house and buddy groups. Breakfast Club is held four times a week and is run by our student leaders. Kid's Hope provides a mentoring program for students within the school. 'Caught being Caring' has encouraged and rewarded positive student behaviour. In 2018, the school established partnerships with the Blue Light disco and the Smith family. The school provides a range of sporting opportunities after school, supervised by experienced teaching staff.

Forest Street Primary School is committed to child safety. All children have a right to feel safe and to be safe. Our school staff have a duty of care to protect and preserve the safety, health and wellbeing of children in our care.

Financial performance and position

Forest Street Primary School remains in a surplus budget with the School Council monitoring expenditure throughout the year. The equity funding has enabled coaching in English, peer observations and a range of intervention and extension opportunities resulting in improvements in teaching and learning. The school successfully gained grants for music instruments which will enhance the new outdoor learning area.

**For more detailed information regarding our school please visit our website at
http://www.foreststreetps.com**

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Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 272 students were enrolled at this school in 2018, 143 female and 129 male.

3 percent were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |
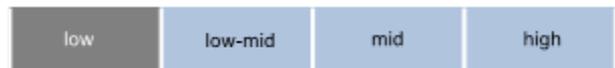
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬●◆ 100 Results: Mathematics 0 ▬▬▬▬●◆ 100	● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Higher Similar Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 15 % / 53 % / 32 % Low / Medium / High **Numeracy** 30 % / 33 % / 37 % Low / Medium / High **Writing** 29 % / 32 % / 38 % Low / Medium / High **Spelling** 24 % / 53 % / 24 % Low / Medium / High **Grammar and Punctuation** 21 % / 50 % / 29 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 50 Few absences <------> Many absences	● Higher ● Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	89 %	94 %	94 %	92 %	92 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ‑ 100 Results: 2017 - 2018 (2-year average) 0 ‑ 100	● Higher ● Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ‑ 100 Results: 2017 - 2018 (2-year average) 0 ‑ 100	● Higher ● Higher

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$2,861,007
Government Provided DET Grants	$747,876
Government Grants Commonwealth	$9,455
Revenue Other	$19,281
Locally Raised Funds	$67,066
Total Operating Revenue	**$3,704,684**

Equity[1]	
Equity (Social Disadvantage)	$679,418
Equity Total	**$679,418**

Expenditure	
Student Resource Package[2]	$2,848,257
Books & Publications	$2,133
Communication Costs	$6,476
Consumables	$68,978
Miscellaneous Expense[3]	$108,754
Professional Development	$25,057
Property and Equipment Services	$154,282
Salaries & Allowances[4]	$363,050
Trading & Fundraising	$18,045
Travel & Subsistence	$626
Utilities	$21,467

Total Operating Expenditure	**$3,617,127**
Net Operating Surplus/-Deficit	**$87,557**
Asset Acquisitions	**$57,211**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$196,802
Official Account	$55,454
Other Accounts	$192,072
Total Funds Available	**$444,328**

Financial Commitments	
Operating Reserve	$122,701
Other Recurrent Expenditure	$2,529
Funds Received in Advance	$14,109
School Based Programs	$59,418
Beneficiary/Memorial Accounts	$192,072
Funds for Committees/Shared Arrangements	$7,261
Capital - Buildings/Grounds < 12 months	$46,238
Total Financial Commitments	**$444,328**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
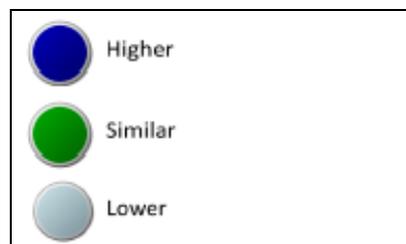
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').