

# 2019 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration 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 2019 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 24 March 2020 at 10:00 AM by Jillian Burt (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2020 at 01:02 PM by Jo Hardacre (School Council President)

## About Our School

### School context

At Forest Street Primary School, it is expected that our students will learn to high levels. Our school provides opportunities for strong collaboration with a focus on learning in a safe and supportive environment. Our vision stems from six critical questions, school-wide behaviour expectations and four positive learning behaviours. These critical questions, expectations and positive learning behaviours play an important role in developing a highly effective learning community to best meet the learning needs of our students.

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, Extending Mathematical Understanding (EMU), Reading Recovery and Reading Intervention.

Forest Street Primary School is situated in Wendouree and has a current enrolment of 290 students. Forest Street PS has 20.4 equivalent full-time staff, including 2.0 Principal class. There are 10.62 equivalent full-time Education Support staff.

### Framework for Improving Student Outcomes (FISO)

In 2019, Forest Street Primary School's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Empowering Students and Building School Pride.

This included:

- Building capacity of both students and teacher in developing the use of student voice in goal setting and providing reciprocal feedback
- Building teacher capacity to utilize a range of assessment strategies to teach to teach to student's point of learning to grow the top and move the middle
- Building a positive and trusting partnership and improving communication and reciprocal feedback between teachers, students and parents

To support the implementation of these KIS, a numeracy learning specialist was appointed with the school continuing to build practice with literacy coaching, shared planning and peer observations. In 2019 we participated in the PLC initiative, successfully strengthening our collaborative processes and practices. Forest Street Primary School was selected as a PLC link school in Ballarat for 2020.

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, and intervention.

The Professional Learning schedule focused on building staff capacity to teach readers, writers and mathematicians. We have developed a common school-wide approach to co-construction goals and providing feedback supported with Professional Learning with Andrea Hillbrick. Misty Andoniou worked with our staff on teaching of spelling. This PL provided insights into teaching spelling for meaning and also gaining an understanding of the history of words.

The school has used a variety of opportunities to gain student feedback and to share learning with our school community. The school appointed a Koorie educator further connecting with families and building relationships.

### 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 2019 indicate that Forest Street Primary School is performing at a similar level relative to other schools in Reading and above when compared to similar schools in Numeracy for Year 3. The results in Reading and Numeracy in Year 5 indicate the school is performing above similar schools.

Teacher assessments from the Victorian Curriculum indicate our school is performing above level relative to other schools in Mathematics and English.

85% of students funded under the Program for Students with a Disability showed satisfactory to excellent progress in achieving their individual goals. Support for our PSD funded students acknowledges their needs and goals.

Interventions include: ES staff, speech pathology, occupational therapy, psychological services, social work support, modifications to classroom programs to optimise engagement and success.

## Engagement

Forest Street Primary School students are engaged and connected to their school. We are proud of the programs that support students to build their resilience and develop their personal and social capabilities. The school ensures opportunities and provided for students to have a voice, with feedback acted upon to ensure student agency exists. The staff have been supported through Professional Learning to incorporate student voice in goal setting. School leaders have surveyed students to gauge the impact of our efforts in goal setting. This feedback has been presented to staff resulting in an ongoing focus on goal setting and a deeper look at conferencing with students to focus on their individual goals. Work around reciprocal feedback across the school will also compliment goal setting. The school has developed a leadership scope and sequence and consequently offers a range of leadership opportunities for students. The attendance at Forest Street is similar in relation to other schools given the background characteristics of students. 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.

## Wellbeing

The majority of students at Forest Street are connected to our school. The student survey data for Sense of Connectedness indicates our results are higher when compared to relative schools. The school has developed a school wellbeing team responsible for establishing school-wide expectations for positive behaviour support and management, and developing a teaching and learning plan for teaching the expected behaviours. 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. Several staff are trained in facilitating Restorative conferences and all staff are trained to facilitate restorative chats to assist students resolve social issues. 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 many students. Breakfast Club is held on four morning a week and is run by our student leaders. Trained volunteers provide a mentoring program for students within the school. 'Caught being Caring' has encouraged and rewarded positive student behaviour. The school provides a range of sporting opportunities after school, supervised by experienced teaching staff. Staff work with a range of service providers including occupational therapist and social worker to support students to self regulate, develop social skills and support staff to makes adjustments to the learning environment and accommodate students' preferred learning styles. Our school chaplain supports students and families to engage in therapeutic or other mental health and family services.

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 maintained a very sound financial position throughout 2019. The School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The School Council ensured thorough monitoring of the Equity Funding. This funding supported coaching, intervention, speech pathology and occupational therapy. The school dedicated funding to employ additional Education Support staff to work with students within classrooms. The school has a trust fund dedicated to support current and past students attending the Deaf facility. The Financial Performance and Position reports show an end of year surplus of \$125,119.

**For more detailed information regarding our school please visit our website at  
[foreststreetps.vic.edu.au](http://foreststreetps.vic.edu.au)**

## 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

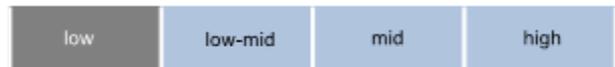
#### Enrolment Profile

A total of 276 students were enrolled at this school in 2019, 149 female and 127 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.



#### 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).

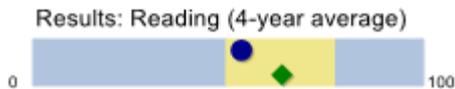
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## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Above </p>		
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		

## 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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>51%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>34%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>58%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>45%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>42%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	51%	16%	Numeracy	46%	34%	20%	Writing	32%	58%	11%	Spelling	39%	45%	16%	Grammar and Punctuation	42%	42%	16%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>89 %</td> <td>90 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	89 %	90 %	93 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	89 %	90 %	93 %	91 %	91 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## 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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,108,283	High Yield Investment Account	\$435,459
Government Provided DET Grants	\$797,312	Official Account	\$48,213
Government Grants Commonwealth	\$11,158	Other Accounts	\$9,456
Revenue Other	\$17,848	<b>Total Funds Available</b>	<b>\$493,128</b>
Locally Raised Funds	\$48,727		
<b>Total Operating Revenue</b>	<b>\$3,983,327</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$707,192		
<b>Equity Total</b>	<b>\$707,192</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,038,989	Operating Reserve	\$121,272
Books & Publications	\$1,753	Other Recurrent Expenditure	\$3,370
Communication Costs	\$7,761	School Based Programs	\$52,533
Consumables	\$56,025	Beneficiary/Memorial Accounts	\$178,905
Miscellaneous Expense <sup>3</sup>	\$123,959	Funds for Committees/Shared Arrangements	\$6,625
Professional Development	\$20,062	Asset/Equipment Replacement < 12 months	\$20,831
Property and Equipment Services	\$243,870	Capital - Buildings/Grounds < 12 months	\$59,363
Salaries & Allowances <sup>4</sup>	\$332,188	<b>Total Financial Commitments</b>	<b>\$442,898</b>
Trading & Fundraising	\$12,479		
Travel & Subsistence	\$205		
Utilities	\$20,917		
<b>Total Operating Expenditure</b>	<b>\$3,858,208</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$125,119</b>		
<b>Asset Acquisitions</b>	<b>\$16,800</b>		

- (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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').