

2021 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 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 2021 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 04 April 2022 at 01:29 PM by Jillian Burt (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 12:09 PM by Bevan Sander (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Forest Street Primary School's vision is: Together we learn and grow'

At Forest Street Primary School students are supported in achieving continuous academic success, having a voice in what they learn and how they go about learning while reaching their individual goals. The school provides inclusive and challenging experiences with a focus on learning in a safe and supportive environment. The schools endeavours to encourage students to become motivated and creative lifelong learners who develop relationships and a capacity to work both independently and in collaboration with others.

Forest Street Primary School's values are reflected in our Positive Learning Behaviours and are also reflected in our school wide expectations.

Forest Street Primary School provides an engaging, data driven curriculum with a strong focus on literacy and numeracy. Lessons are structured for whole group instruction and learning and small explicit teaching groups.

In addition, the school provides learning experiences in: The Arts, Health and Physical Education, The Humanities, Science, Technologies and Languages. The Capabilities: Ethical Capability, Intercultural Capability, Critical and Creative Thinking and Personal and Social Capability. The Cross Curriculum Priorities are: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability.

Specialist teachers provide instruction and opportunities for all students to succeed in Health and Physical Education, The Arts and Language (Chinese).

We have a Learning Specialist for both our Literacy and Numeracy. These Learning Specialists lead staff to develop their capacity to respond to the learning needs of our students and continue to develop their craft. Tutoring and reading recovery has supported learning for students.

Power Hour is a scheduled weekly opportunity to consider the social emotional needs of our students and explicitly teach the skills needed to build personal and social skills. Power Hour is an integral part of our Personal and Social Capabilities and an opportunity to continue to build relationships across our school community.

To complement our curriculum a range of camps, excursions, incursions, sports and music are planned for each year. We are proud of our growing Koorie enrolment and our students with a language other than English. We integrate cultural studies within our curriculum.

A number of students are funded due to their disability. These students are fully immersed in the teaching and learning programs at Forest Street Primary School. Individual plans are developed for these students who are also supported by adjustments to their learning experiences and additional staff.

Forest Street Primary School is situated in Wendouree and in 2021 there was a total of 288 students enrolled, 144 female and 144 male. 4 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander. The school's socio-economic band value is high based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. Forest Street PS has 23.15 equivalent full-time staff, including 2.0 Principal class. There are 8.5 equivalent full-time Education Support staff. The school's Student Family Occupation and Education index band value is high.

Framework for Improving Student Outcomes (FISO)

In 2021, Forest Street Primary School's AIP focused on the implementation of Key Improvement Strategies related to Learning, catch up and extension and Happy, active and healthy kids priority.

This included:

- Re-establishing a school-wide instructional model with a focus on the high impact strategies of goal setting, feedback and differentiated teaching
- Establish and monitor our school-wide tutoring program
- Planning whole school professional on trauma-informed practice and implementing this school-wide

The school collaborated with Andrea Hillbrick with Professional Learning targetted in spelling, numeracy place value (renaming) and investigations. Teacher confidence and increased content knowledge has been evident in planning. The literacy and numeracy learning specialist collaborated in weekly planning with PLCs both on-site and throughout

remote and flexible learning.

The teachers set goals with students and provided regular feedback. Students developed a deeper understanding of their goals with most students able to regulate, plan and monitor their learning tasks. Remote learning enabled parents to develop more understanding of their children as learners and a greater appreciation and understanding of their goals.

Throughout remote and flexible learning staff ensured contact with parents and provided regular feedback on Google Classroom and Seesaw. This continued throughout remote learning. Student voice and surveys have been used to provide feedback to teachers.

The school employed 4 tutors who provided catch up and extension. In term 4, the tutors worked in the classrooms with the students focussing on their individual goals. A tutoring PLC was established enabling the tutors to discuss data and best practice.

Staff have a greater understanding of the impact of trauma on student lives. Strategies have been implemented in individual learning plans. Staff have also used the power hour to implement positive mental health approaches. The staff acknowledge the growing need for interventions.

Forest Street Primary School partially met the goals of the Annual Implementation Plan, however some of the associated actions and plans were modified and adapted to suit remote and flexible learning and to accommodate the on-site program.

Achievement

The teachers at Forest Street Primary School were committed to ensuring our students continued to learn to high levels, collaborating, sharing and supporting others to pursue and plan learning opportunities throughout the changes to learning in 2021. The shared planning for literacy, numeracy and our investigations continued throughout the year. The majority of students responded well to remote and flexible learning and engaged in the work provided. The school monitored the engagement of students and ensured opportunities were provided for on-site learning for students not engaging.

Teacher judgement of student achievement in English and Mathematics for Years Prep-6 indicated our school achieved above similar school with 77.9% of students achieving at and above expected standards in English and 78.3% achieving at or above in Mathematics.

Naplan for Year 3 students continues to be above the state and similar schools with 81.8% in the top three bands. In numeracy, 47.1% of students achieved in the top three bands in Year 3. The high learning gain from Year 3 to 5 was lower than similar schools. The high level of students not engaging in remote learning had an impact on achievement throughout the school.

In 2022 we will continue to build staff capacity in assessment and planning to identify, monitor and meet individual learning needs of students. Small group focus groups using a variety of teaching approaches will be implemented. A digital library will be established to build teacher knowledge of content. Rapid action plans will measure impact throughout the term. Students will be expected to self regulate using rubrics, worked examples and bump it up walls. Tutoring will focus on numeracy for Semester 1. Students in need of targetted academic support will be identified and tutored. Tutoring of students of high academic standard will be supported through student excellence funding and social disadvantage.

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. The interventions of ES staff, speech pathology, psychological services and Koorie support continued using Webex.

Engagement

Forest Street Primary School students are engaged and connected to their school. The school used a range of feedback and data to develop strategies and programs that supported students to build their resilience and develop their personal and social capabilities. Power Hour provided explicit teaching of skills and strategies to support this development and our teachers ensured regular contact with parents and students throughout the lockdowns. The attendance data for 2021 indicated that the average number of absence days Years Prep-6 was considerably higher than similar schools. The 4-year average was also higher than similar schools and the state. This data was influenced by COVID-19.

In remote and flexible learning, the teachers marked students attending if they completed the tasks set and engaged in the conferences. In some cases parents indicated students were completing work but there was nothing submitted. A staff member was allocated to contact families where students were not engaging to provide support and offer assistance. In these cases it was recommended students attended the on-site program. The school monitored attendance and worked closely with our parents and relevant services to develop plans and strategies to ensure children were engaging in learning.

The school monitors attendance on a daily basis. The school offers Koorie ES and Chaplain support and uses equity funding to provide additional ES staff to support students to engage in learning. Regular student support groups and learning and behaviour plans are developed for students with disabilities and students living in out of home care.

Wellbeing

The majority of students at Forest Street are connected to our school. 83% of students like the school and 74% feel like they belong. 81% of students perceive learning to be stimulating with 76% of students in 4-6 indicated the teacher makes the work in class interesting and 85% indicated the teacher makes learning fun. 71% of students indicated they have a voice in learning.

71.7% of students in Year 4-6 indicated teachers manage bullying.

The wellbeing school improvement 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. 'Caught being Caring' has encouraged and rewarded positive student behaviour. Staff work with a range of service providers, including occupational therapists, a speech pathologist and our social worker, to support students to self regulate, develop social skills and support staff to make 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.

The school will:

- Continue professional learning focusing on inquiry based learning (Investigations)
- Adopt an "Asking more than we tell" approach to develop student independence
- Provide of authentic inquiry based teaching and learning approaches across the school
- Make reference to the Learning Pit and explicitly teaching and reassuring students that taking risks, questioning, trying new things helps develop their abilities over time
- Teach students how to have a growth mindset so they are confident learners who value opportunities to be challenged
- Set up flexible learning spaces conducive to individual, small group and whole class learning tasks

A multi tiered response model will be established to support students' mental health embedding positive mental health approaches in staff professional practice.

We will further develop our whole school approach to explicitly model and teach social emotional learning by using the

RRRR and trauma based practices.

Finance performance and position

Forest Street Primary School maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 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, interventions, speech pathology and occupational therapy. Additional Education Support assisted student learning within classrooms. As a result of remote and flexible learning the school allocated equity funding to purchase additional Chromebooks ensuring all students had access to a device. In 2021 swimming was completed in Term 1 and Year 5/6 enjoyed a school camp. Unfortunately all other excursions and activities were cancelled as a result of COVID-19.

The Financial Performance and Position reports show an end of year surplus. The school has maintained a managed staffing deficit for 2021 which will be repaid in 2022 from this surplus.

For more detailed information regarding our school please visit our website at
<http://foreststreetps.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 288 students were enrolled at this school in 2021, 144 female and 144 male.

4 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

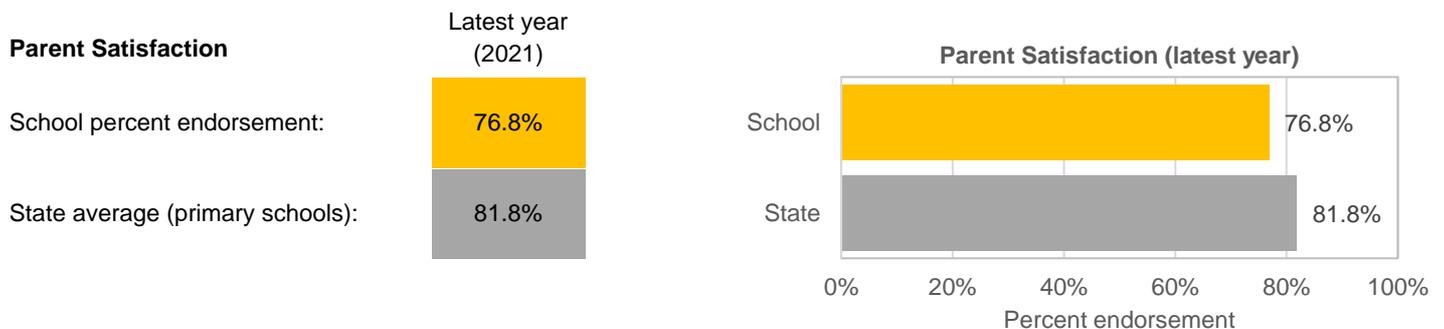
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

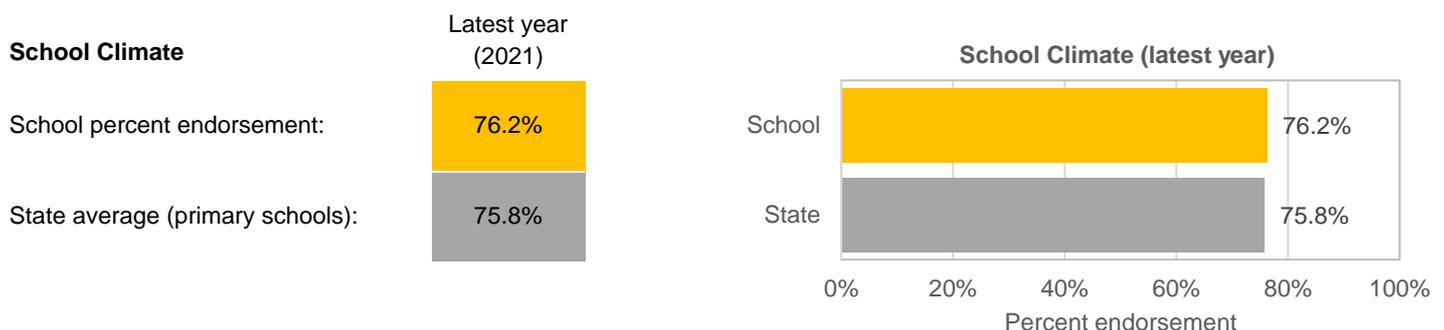


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

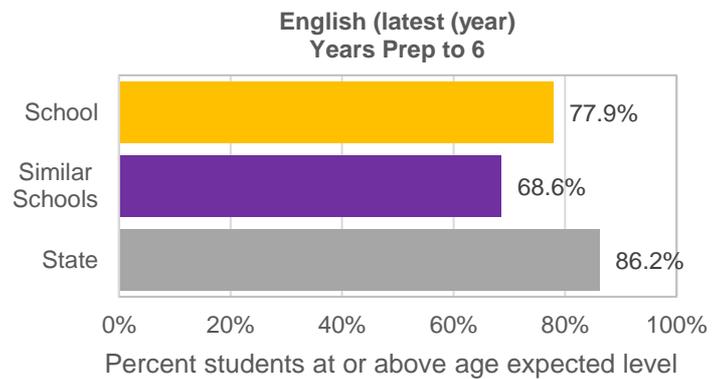
77.9%

Similar Schools average:

68.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

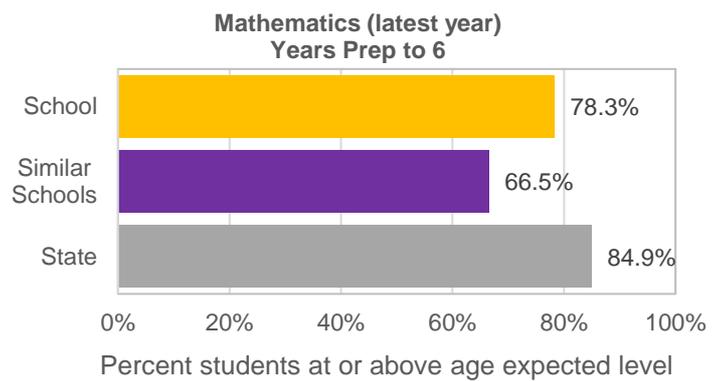
78.3%

Similar Schools average:

66.5%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

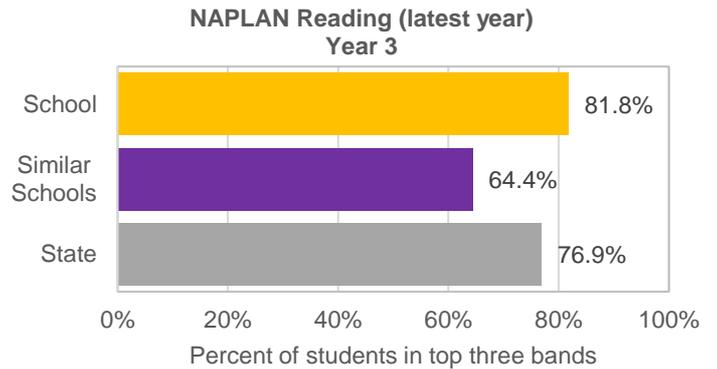
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

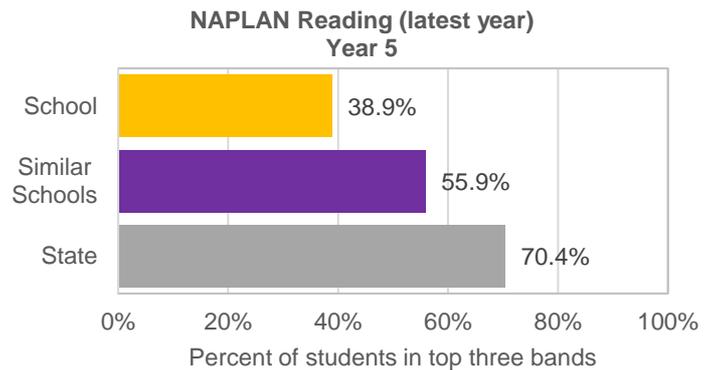
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	71.7%
Similar Schools average:	64.4%	62.6%
State average:	76.9%	76.5%



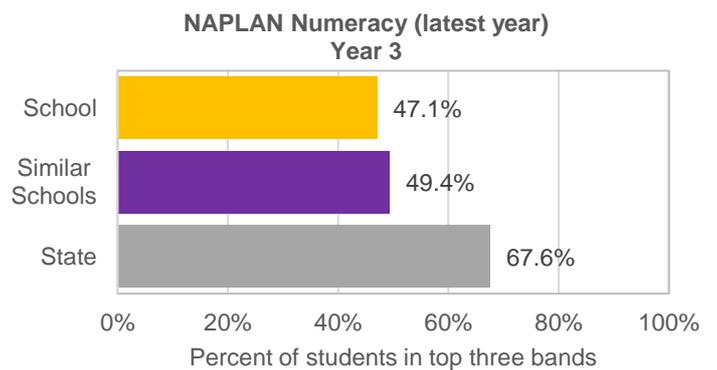
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.9%	56.8%
Similar Schools average:	55.9%	54.3%
State average:	70.4%	67.7%



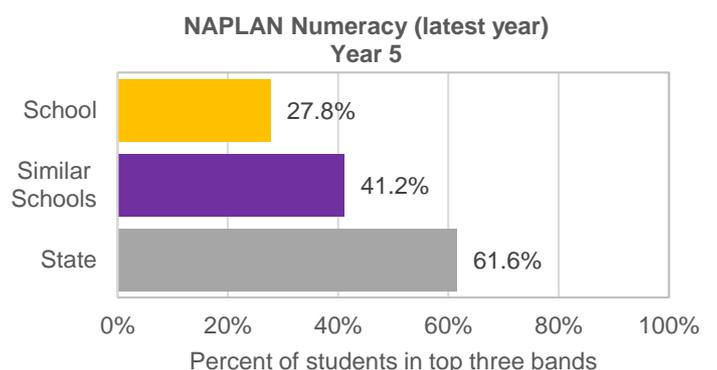
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.1%	56.1%
Similar Schools average:	49.4%	50.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.8%	44.5%
Similar Schools average:	41.2%	41.0%
State average:	61.6%	60.0%



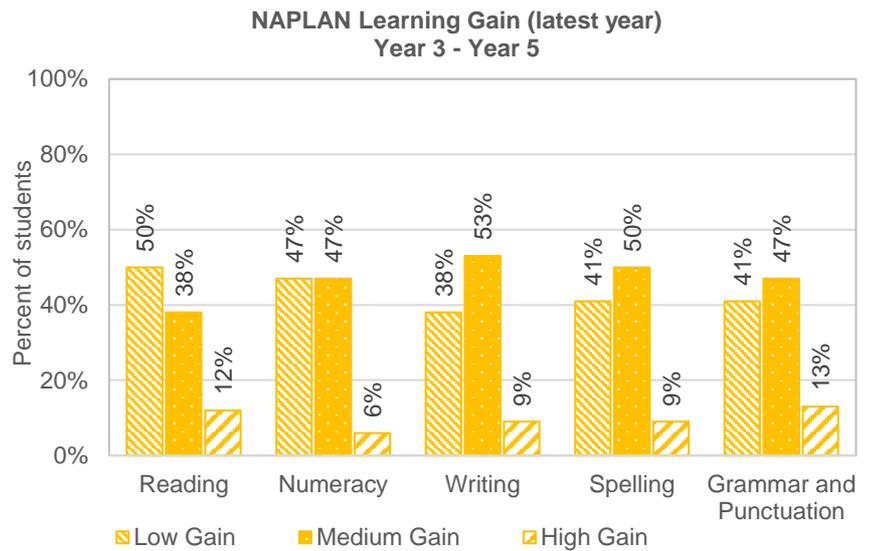
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	50%	38%	12%	21%
Numeracy:	47%	47%	6%	21%
Writing:	38%	53%	9%	15%
Spelling:	41%	50%	9%	19%
Grammar and Punctuation:	41%	47%	13%	16%



ENGAGEMENT

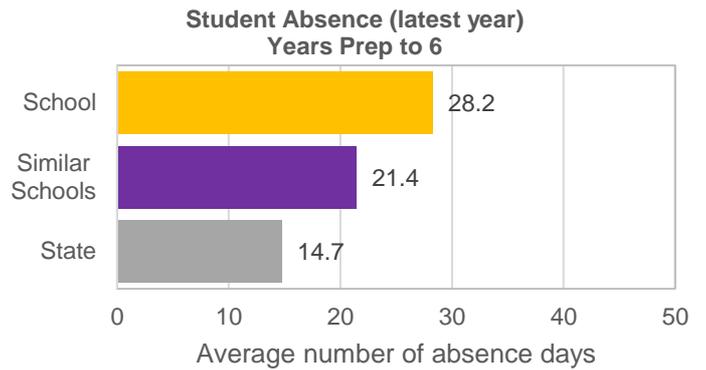
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	28.2	22.1
Similar Schools average:	21.4	18.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	87%	86%	87%	89%	84%	83%	86%

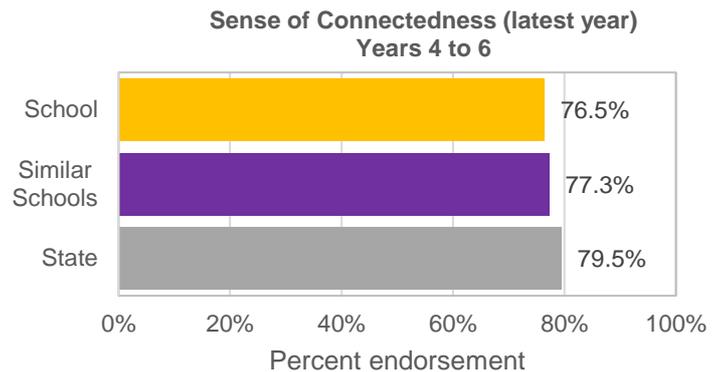
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.5%	84.3%
Similar Schools average:	77.3%	78.1%
State average:	79.5%	80.4%

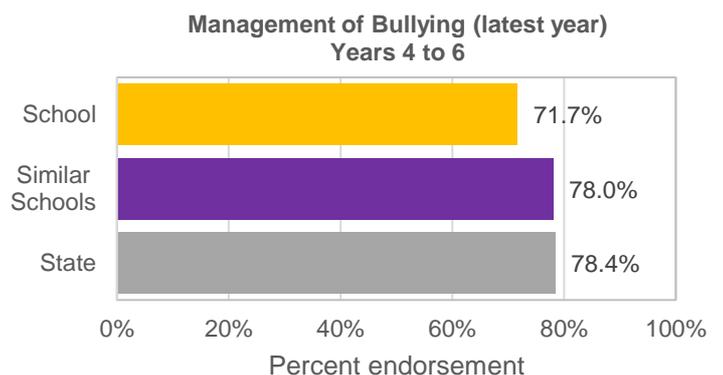


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	71.7%	80.4%
Similar Schools average:	78.0%	78.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,166,344
Government Provided DET Grants	\$844,742
Government Grants Commonwealth	\$13,374
Government Grants State	\$10,000
Revenue Other	\$14,228
Locally Raised Funds	\$27,472
Capital Grants	\$0
Total Operating Revenue	\$4,076,159

Equity ¹	Actual
Equity (Social Disadvantage)	\$794,107
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$794,107

Expenditure	Actual
Student Resource Package ²	\$3,192,928
Adjustments	\$0
Books & Publications	\$2,047
Camps/Excursions/Activities	\$43,992
Communication Costs	\$7,717
Consumables	\$58,130
Miscellaneous Expense ³	\$6,212
Professional Development	\$20,311
Equipment/Maintenance/Hire	\$106,140
Property Services	\$170,498
Salaries & Allowances ⁴	\$333,307
Support Services	\$48,719
Trading & Fundraising	\$27,522
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,714
Total Operating Expenditure	\$4,043,239
Net Operating Surplus/-Deficit	\$32,920
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$541,889
Official Account	\$82,028
Other Accounts	\$0
Total Funds Available	\$623,917

Financial Commitments	Actual
Operating Reserve	\$134,908
Other Recurrent Expenditure	\$2,795
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$189,279
Beneficiary/Memorial Accounts	\$107,043
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,625
Repayable to the Department	\$30,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$153,266
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$623,916

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.