



FORRESTFIELD PRIMARY SCHOOL

2017 ANNUAL REPORT



OUR VISION

A harmonious innovative environment nurturing excellence.

OUR MORAL PURPOSE

The qualities we want Forrestfield Primary School students to have now, and in the future:

*Our students are **resilient, caring, respectful** contributors within the community who have a **positive sense of self-worth**. They are **motivated, lifelong learners** who strive for **academic and personal excellence**.*

PRIORITY AREAS 2017

LITERACY - Writing

NUMERACY - Number

PASTORAL CARE - Attendance

SCHOOL FOCUS— Sustainability

PRINCIPAL'S MESSAGE

It gives me great pleasure to present our 2017 School Report which celebrates the achievements of our students, staff and school community.

As a small, student focused school, we have worked together to provide engaging learning activities to cater for the diverse abilities and varied learning styles of our students. In line with our prescribed improvement strategies, we have continued to develop our whole school approach to literacy and numeracy, providing differentiated programs based on direct instruction and targeted learning strategies.

With our ongoing focus to lift student performance in Literacy and Numeracy, we refined our whole school writing program, strengthening the collaborative approach implemented in 2016 to support students in their writing. The school's sustainability program and our garden's stimulating learning environment became a catalyst for rich language and vocabulary development, as well as a source of abundant ideas for reports, procedures and persuasive writing.

Programs based on direct instruction, such as Minilit, Spelling Mastery and Stars and Cars were maintained to ensure a whole school focus to spelling, phonemic awareness and comprehension strategies. A refocus on guided reading was commenced during Semester 2 and this instructional approach will continue to be strengthened in 2018.

Implementing a whole school approach to lesson structure in Numeracy – lesson warm ups, explicit teaching of concepts, differentiated group work and lesson reflections continued to be a focus, as well as ensuring students knew what they were learning and why they were learning it: We Are Learning To - WALT, What am I Looking For - WILF and This Is Because - TIB. As a part of the Fogarty Edvance Expert Engagement Program, all teachers took part in Numeracy Professional Learning and worked with a numeracy expert to improve student understanding and recall of basic facts. The Expert Engagement Program, focusing on automaticity in recalling basic number facts, will continue in 2018.

High Care is an ongoing school priority. We continue to pride ourselves in working closely with our school community, providing a safe, inclusive and caring learning environment in which each child feels special and achieves to their potential. Many whole school celebratory activities were held during the year—family nights, special days and assemblies and all were well attended by parents and family members. To celebrate our cultural diversity, a Multicultural Week was held in Term 4. We thank all our families for giving of and sharing aspects of their culture with us again this year.

As a member of the Darling Range Learning Community (DRLC), our network of local schools, senior students participated in enriched learning opportunities during the year including Primary



Academic and Challenge Extension Studies (PACES) and the DRLC Citizenship Award. This award focuses on students demonstrating outstanding citizenship both in school and also in the wider community. This year the award was won by Ella McIntosh, with second place awarded to Atiya Rohulla and third place to Jason Bai. My congratulations to all students.

Our School Council met regularly and provided valuable support and guidance during the year, while our P&C worked in partnership with us to support school events and fundraise for the school. We hope to have the new playground equipment installed in Semester 1, 2018.



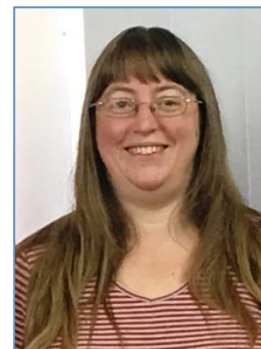
I trust that our 2017 School Report showcases our achievements, outlines our priorities for improvement and highlights the year's celebrations and special events. As a small school community, we have so much to be proud of and I thank you all for being a part of our journey.

Diane Greenaway
Principal

SCHOOL COUNCIL REPORT

It is my pleasure to endorse the School Report on behalf of the School Council.

2017 was another busy year for the school, as we worked hard on continuing improvement. We completed the school performance review conducted by the Expert Review Group after 24 months. The Director General of the Department of Education said "**Forrestfield Primary School is to be congratulated for its professional commitment to implementing the ERG improvement agenda and as such achieving an important milestone in its quest for sustained improvement**". We also worked with the Fogarty EDvance team, with an emphasis on improving our maths - starting by ensuring all students had a good command of basic maths facts, to give them a strong foundation for further learning.



I would like to thank the staff, both teaching and non-teaching, for their efforts during the year - they are the real strength and heart of our school. This was confirmed by the results of the "Tell Them From Me" parent survey, where the parents scored the school highest in the categories "parents feel welcome", "I can easily speak to teachers", and "teachers expect my child to pay attention in class".

I would also like to thank the members of the School Council for contributing their time and ideas, and all parents and community members who have contributed their time to help the school.

Mrs Jennifer Kelly
School Council Chairperson

STUDENT LEADERSHIP

Students Councillors are elected each semester by their peers. In order to nominate for Student Council, students must be in Year 6, display a high standard of behaviour, be positive role models, support younger students and participate actively in school activities. School councillors perform a variety of duties including; representing the school at official events, welcoming new students, parents and visitors to the school, hosting school assemblies and organising school activities.

Councillors for Semester 1 were;
Oliver Gilbert, Jay Cato, Harley Jarosz,
Bradley Little, Alexis Duffy, Ella McIntosh,
Jonah Capewell and Atiya Rohullah.

Students elected in Semester 2 were;
Oliver Gilbert, Jay Cato, Harley Jarosz, Ella McIntosh, Mitchell Petersen, Isaac Arnold and Sariah Hulton



IMPROVEMENT PRIORITY 1

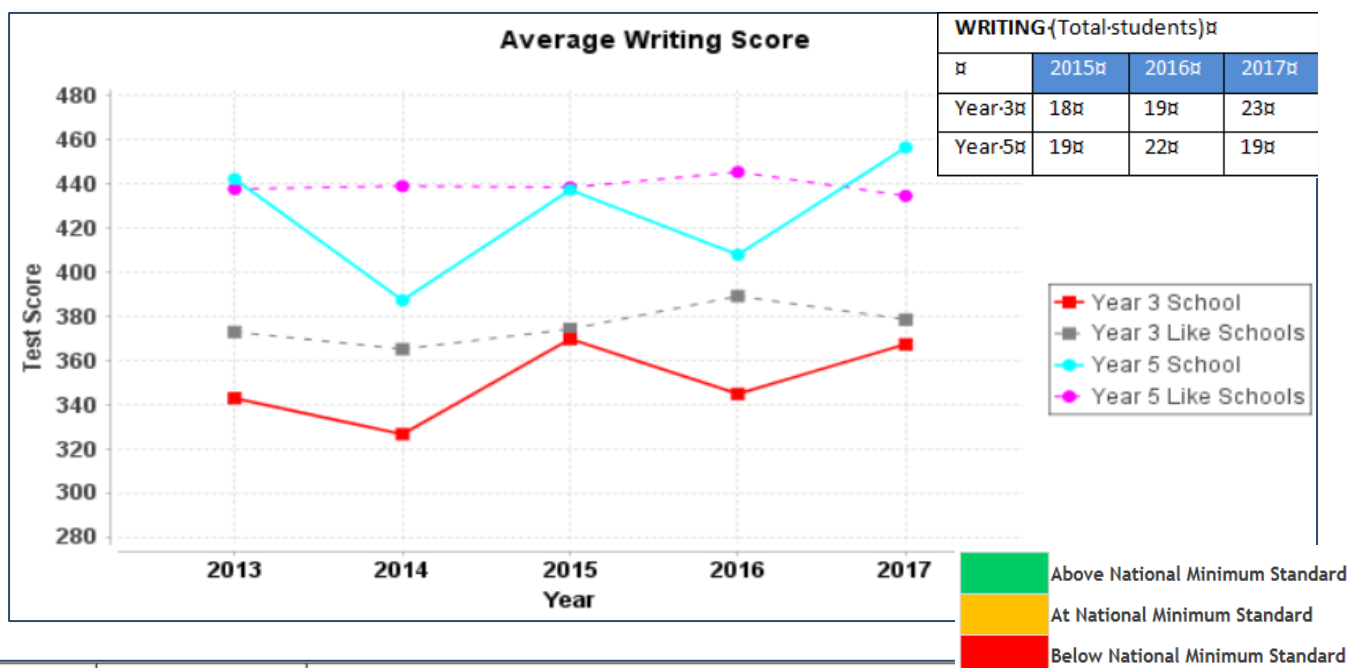
WRITING

2017/18 TARGETS

1. Improve student performance in Writing to that of like schools as evidenced by Year 3 and 5 NAPLAN Data
2. Increase the percentage of Year 5 students achieving writing scores in the top three proficiency bands in NAPLAN to better than Like Schools in 2018
3. Raise the proficiency bands of the current 2016 Year 3 cohort by at least 3 proficiency bands in Year 5 2018 NAPLAN results by adopting a Whole School focus on explicitly teaching the elements of writing.

IMPROVEMENT STRATEGIES

- Source high quality professional learning to improve teacher capacity and knowledge of curriculum content, writing strategies and assessment and moderation
- Create a whole school writing schedule, writing frameworks and assessment rubrics
- Provide writing coaches to work shoulder to shoulder with teachers to support differentiation
- Provide staff with collaborative DOTT sessions to plan and reflect on student tasks
- Provide internal and external moderation activities to ensure consistency of assessment
- Targeted writing outcomes to become a key priority of the sustainability program



Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	1%	0%	2%
7	530 - 581					5%	6%	11%	4%
6	478 - 529	0%	6%	0%	5%	9%	23%	26%	17%
5	426 - 477	11%	27%	13%	24%	32%	39%	47%	38%
4	374 - 425	37%	34%	43%	25%	32%	18%	0%	20%
3	322 - 373	16%	19%	30%	30%	23%	12%	16%	19%
2	270 - 321	32%	10%	4%	9%				
1	Up to 269	5%	5%	9%	7%				

Our 2017 Writing data validated school data and anecdotal evidence that student writing across the school is improving. Our 2017 Year 5 cohort performed better than like schools and just under the WA Schools mean. In both Year 3 and 5 the percentage of students achieving in the top three bands increased and there was a noticeable increase in the percentage of students working above National Minimal Standard and decrease in the percentage of children working at National Minimum Standard.

FOCUS ON IMPROVEMENT

- Maintain writing as a whole school priority
- Refine and maintain focus on current improvement strategies
- Writer in Residence Program
- Continue to monitor and review writing progress



IMPROVEMENT PRIORITY 2 NUMBER AND PLACE VALUE

2017/18 TARGETS

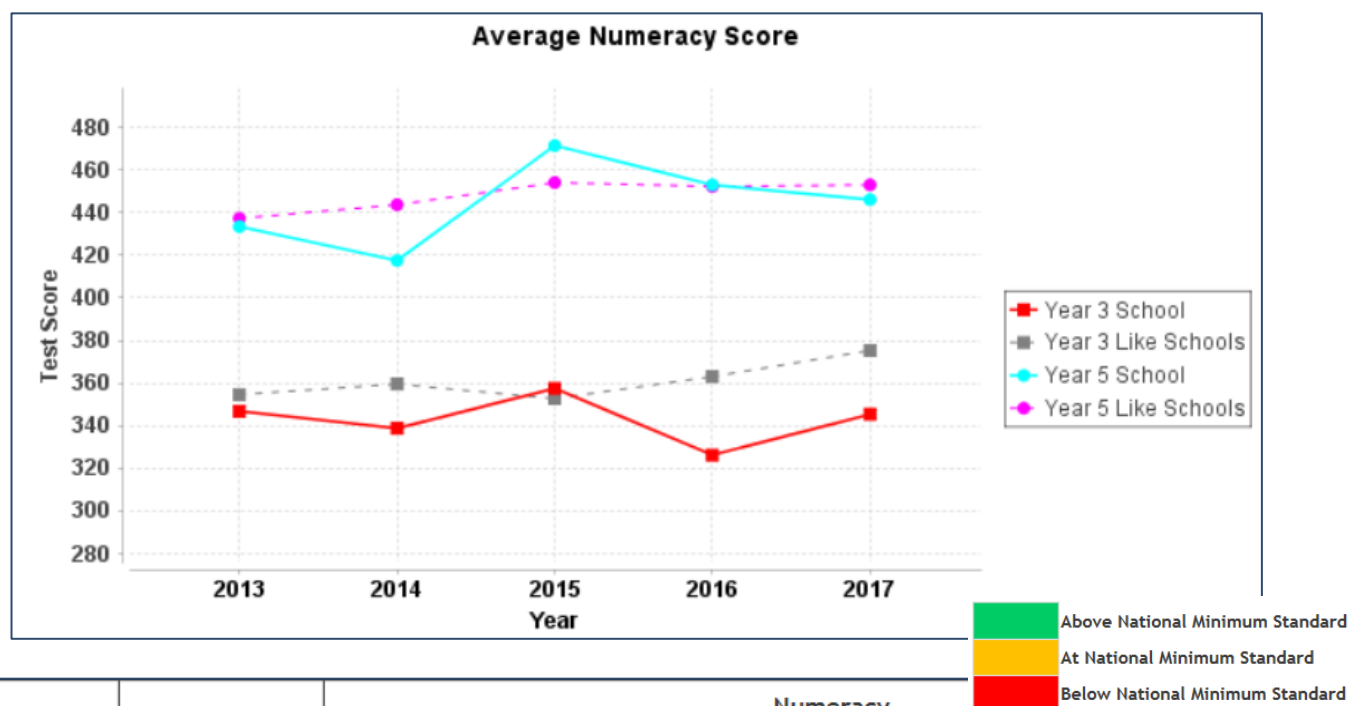
The Year 3 and Year 5 Numeracy mean will increase to above Like Schools by 2018
Increase the percentage of Year 3 students achieving Numeracy scores in the top three proficiency bands in NAPLAN to better than Like Schools in 2018

IMPROVEMENT STRATEGIES

- Engage high quality professional learning to improve teacher understanding in the Number and Place Value strand.
- Consolidate a whole school approach to lesson structure
- Provide staff with fortnightly collaborative DOTT sessions to plan and reflect on student tasks.

- Provide internal and external moderation activities to ensure standards and consistency of assessment.
- Implement a tracking tool based on available data to monitor student's progress quarterly across the phases of learning.
- Provide opportunities for parents to support numeracy learning at home

RESULTS



Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633								
7	530 - 581								
6	478 - 529	0%	6%	9%	9%	38%	22%	37%	24%
5	426 - 477	16%	12%	4%	14%	24%	32%	11%	32%
4	374 - 425	0%	22%	17%	30%	19%	26%	42%	25%
3	322 - 373	37%	30%	26%	22%	14%	10%	5%	8%
2	270 - 321	26%	22%	30%	19%				
1	Up to 269	21%	8%	13%	6%				

Although Year 3 Numeracy results improved as did the percentage of students in the top three bands, we have not made the expected gains at Year 5. We still have a significant number of our Year 3 and 5 students performing at National Minimum Standard and this needs to be a greater focus next year.

All teachers took part in professional learning with Dr Paul Swan and Paul Woodley. Through the Fogarty Edvance Expert Engagement Program, a program to improve student recall of basic facts was commenced. This program will continue next year.

We introduced a maths games activity during Open Night with families taking home a game pack. Parents have been invited to help with Junior Cluster maths activities and Class Dojo has been used to inform parents of classroom activities. We encourage parents to talk to their children about their learning and practice the skills at home.

FOCUS ON IMPROVEMENT

- Maintain current improvement strategies
- Continue Fogarty Edvance Expert Engagement mentor to coach and support teachers to improved automaticity with basic facts
- Numeracy Block to be extended and a whole school structure implemented



IMPROVEMENT PRIORITY 3 ATTENDANCE

2017 TARGETS (Semester 1 SAM Data)

1. To increase regular attendance K-3 to 92% and whole school attendance to 70%
2. To decrease the percentage of unauthorised absences at all year levels to 30%.

IMPROVEMENT STRATEGIES

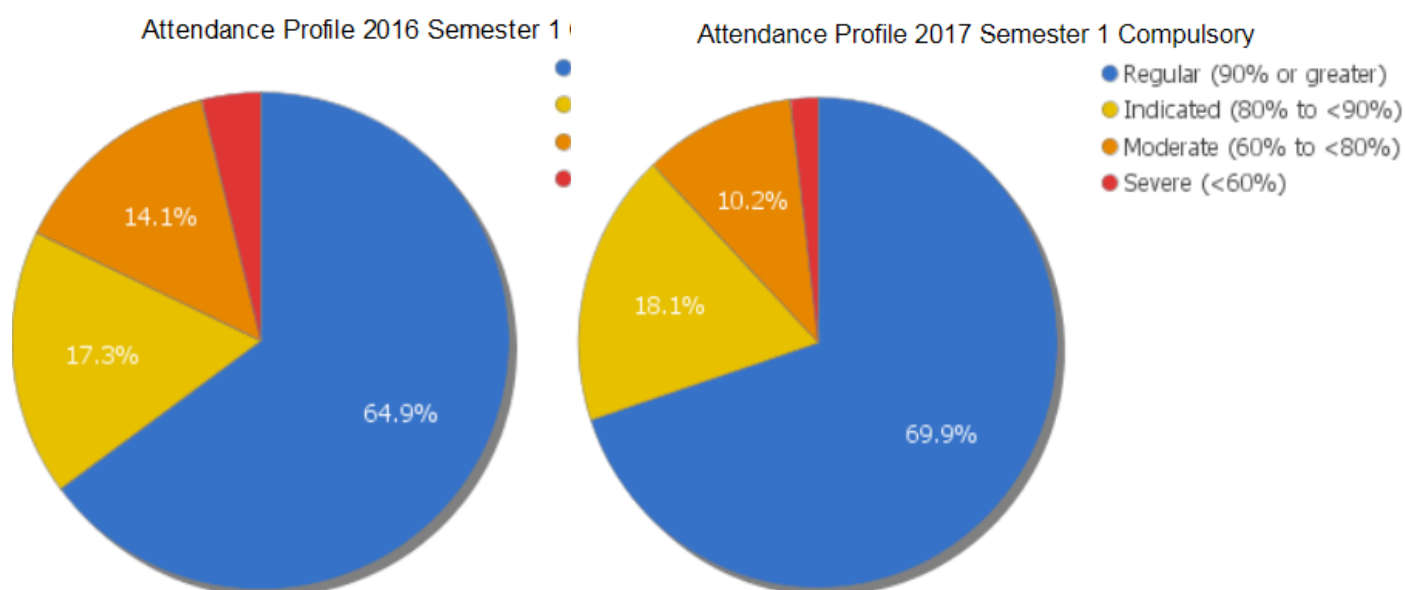
- Research and develop learning delivery models that improve participation.
- Regularly communicate the importance of regular attendance and its impact on student learning and the teaching program to parents.
- Collect and analyse student attendance data every 5 weeks in monitoring the attendance rates of individuals and the overall performance of the school
- Implement agreed strategies based on data.

RESULTS

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	93.1%	92.6%	93.8%	79.4%	83%	81.2%	89.9%	91.2%	92.7%
2016	92.4%	91.9%	93.7%	78.7%	84.3%	80.7%	89.8%	90.9%	92.6%
2017	93.9%	92.9%	93.8%	86%	83.2%	81.2%	92.9%	91.4%	92.7%

Overall attendance improved in 2017 with improved attendance for students at all year levels. It is pleasing to note that our 2017 attendance was comparable to WA Public Schools.



In 2017 regular school attendance improved and our target of 70% was achieved. Celebrating this improvement, our ongoing focus is to lift school attendance to **90% or greater for all children**. With a High Achievement, High Care focus, every day matters!

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	86.7%	14	5	5	1	81%	19%
PPR	95.2%	18	1	2		85%	15%
Y01	92.1%	22	6	3	1	87%	13%
Y02	94.3%	12	2	2		94%	6%
Y03	95.1%	20	3	1		64%	36%
Y04	92.3%	15	5	2	1	58%	42%
Y05	92.9%	17	6	2		67%	33%
Y06	89.3%	12	7	5	1	75%	25%
Compulsory	92.9%	116	30	17	3	75%	25%

The table above details the percentage rates for each year level and the percentage of authorised absences. With K to 3 attendance rates at 92.7%, we achieved our target to increase regular attendance K-3 to 92%.

With our ongoing aim to have all student absences authorised, percentage of unauthorised absences is of concern in Years 3 to 5.

FOCUS ON IMPROVEMENT

- Maintain attendance as a whole school priority
- Refine and maintain focus on current improvement strategies
- Continue to monitor and review attendance and work with parents and guardians to lift attendance rates



READING

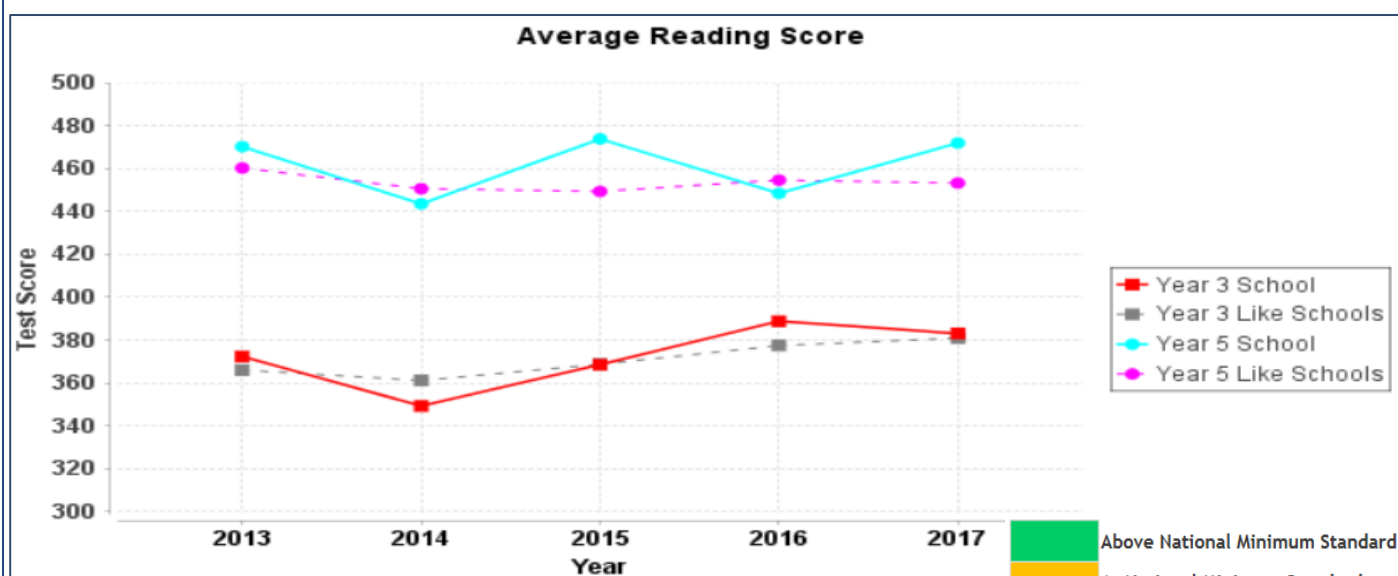
2017/18 TARGETS

1. Increase the percentage of Year 5 students achieving Reading scores in the top three proficiency bands in NAPLAN to better than Like Schools by 2018
2. The Year 3 and Year 5 Reading mean will increase to above Like Schools by 2018

2017 IMPROVEMENT STRATEGIES

- Collaborative planning approach using the WA English Curriculum
- Whole school timetabled Literacy Block
- Implementation of specific lesson components including clearly stated lesson intentions and warm ups
- Guided reading approach to teaching reading utilising whole school basal reading series
- Explicit teaching of comprehension strategies
- Refining whole school assessment schedule and focus on data informing planning and teaching
- Evidenced based direct instruction programs to support students working below level
- Employment and training of a .4FTE Education Assistant to target students at risk in Years 1 to 2
- AIEO to deliver a targeted reading program to support students at risk in Years 3 to 6

RESULTS



Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	5%	11%	6%
7	530 - 581					10%	16%	11%	11%
6	478 - 529	17%	10%	13%	11%	29%	18%	32%	22%
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4	374 - 425	6%	20%	22%	25%	14%	22%	21%	26%
3	322 - 373	28%	24%	30%	25%	10%	16%	16%	14%
2	270 - 321	11%	19%	17%	12%				
1	Up to 269	17%	9%	9%	12%				

Although care must be taken when interpreting data based on small cohorts of children, it is pleasing to note improved reading results in Year 3 and 5 and positive comparisons to like schools. It is also pleasing to note that, in this cohort of children, there has been an increase in the percentage of Year 5 students achieving reading scores in the top three proficiency bands.

FOCUS ON IMPROVEMENT

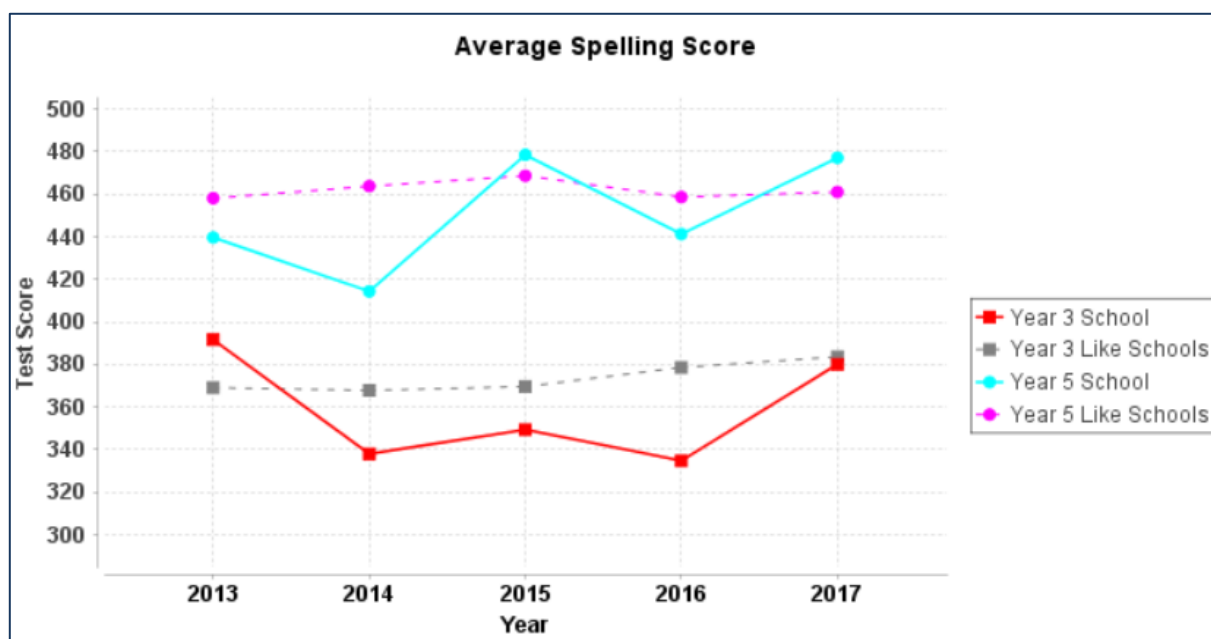
- Maintain current improvement strategies
- Refine whole school literacy block format
- Whole school focus on guided reading
- Training of a Special Needs Education Assistant to deliver a targeted reading program to support students at risk in Years 3 to 6



SPELLING

2017 IMPROVEMENT STRATEGIES

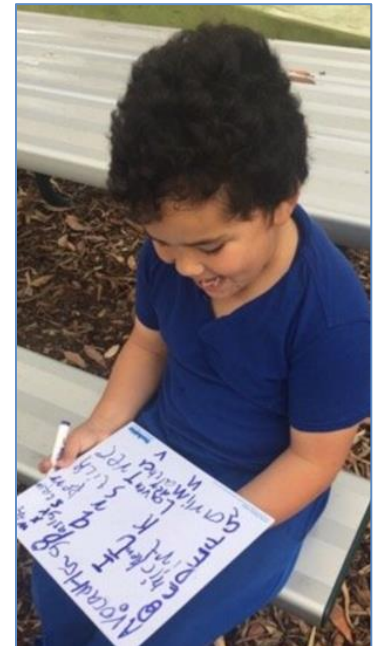
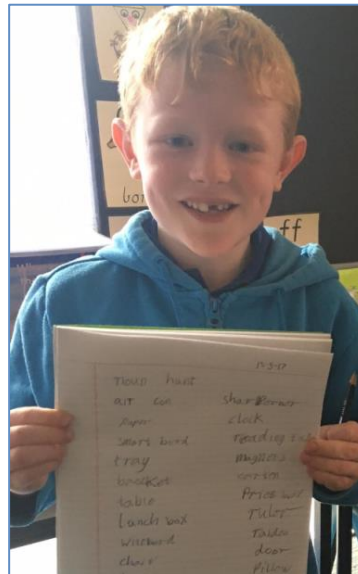
- Explicit teaching of phonemic awareness in Kindergarten and Pre Primary
- Whole school differentiated direct instruction spelling program from Years 1 – 6 to explicitly teach students spelling rules and morphemic approaches to word building.



NAPLAN results support anecdotal evidence that explicitly teaching phonemic awareness, high frequency words, spelling rules and a morphemic approach to spelling is impacting positively on spelling results.

FOCUS ON IMPROVEMENT

- Continue to monitor the effectiveness of spelling programs
- Ensure links to Writing program



STUDENT PROGRESS

The following graph shows the progress and achievement of students at Forrestfield Primary School from Year 3, 2015 to Year 5 2017. Over a period of two years our students made high progress and higher achievement across all NAPLAN tests, confirming the progress we are making on our journey to High Performance for all students.

Student Progress and Achievement Compared with Like Schools

NAPLAN (2015 to 2017)



THE ARTS

VISUAL ARTS

Celebrations/Achievements

The art program at Forrestfield Primary School exposes students to a range of different artistic experiences. Through this experience they are able to take their experiences of the world and transform them by creating pictures, sculptures, collages and drawings.

Art enables children to express ideas and feelings, both as a means of self-expression and to communicate to others. Looking at the work of other artists encourages them to think about and respond to the world as seen by professional artists.

A child's art work is his or her own. It has worth in its own right, without having to be measured or judged by others as right or wrong. The child has the authority to say what the art work is, or what it communicates, building up their confidence and self-esteem.

Mr Robert Gear, Art Specialist



MUSIC

Celebrations/Achievements

Forrestfield Primary continued to offer a comprehensive Music Programme across the school in 2017. Students received a weekly one hour lesson covering relevant theory, singing, moving and playing. Students performed at assemblies, special services and end of year concerts.

Students from Year 4-6 were invited to participate in the school choir. The choir successfully performed at the Massed Choir Festival held at the Perth Concert Hall. We received high praise from parents, community members and special invited guests, including Mr Stephen Price MLA. The students revelled in the experience and derived great personal satisfaction in performing at such a distinguished venue.



The choir also performed for the residents at Donovan Retirement Village. They were very well received and appeared in the local paper, including a special commendation from our Federal Member Mr Ken Wyatt for their efforts.

Selected senior students in Year 6 continued to pursue guitar as part of the School of Instrumental Music programme. The pupils performed successfully as a group at a whole school assembly.

Music continues to be an integral part of the curriculum at Forrestfield Primary School. Music and the collective Arts programme value add to our terrific school.

Mr Paul Borbas, Music Specialist

PHYSICAL EDUCATION/SPORT

Celebrations/Achievements:

- Clontarf Academy incursion ran football skills and drills with middle to upper primary students.
- West Coast Eagles incursion to demonstrate hard work, team work, kicking to target and coordination skills.
- Kalamunda Hockey Club came to our school to run hockey clinics with our middle to upper primary students.
- Implementation of a Perceptual Motor Program to cater to the physical education needs of our junior primary.
- Our interschool soccer team won first place at the DRLC Winter Carnival.



FOCUS FOR IMPROVEMENT 2018

Phys Ed/Sport Teacher to be appointed

- Year 1 to 6 Phys Ed and Sport Program to be implemented focusing on developing the knowledge and skills to participate in summer and winters sports and athletics
- Kindy and Pre Primary students to participate in the Perceptual Motor Program (PMP)
- Access specialist support and coaching through the Sporting Schools Program

SUSTAINABILITY

The school's sustainability program has played an integral role in the 2017 writing program. It has acted as a catalyst for writing by exposing students to real life contexts enabling them to broaden their vocabulary and create a common focus and dialogue for writing tasks.

All students participate in a forty five minute weekly "hands on" Sustainability/Garden lesson investigating a wide variety of topics. Topics such as water and where it comes from, re-cycling at school and at home, seeds, parts of plants and flowers, pollination, photosynthesis, earthworms, snails, butterflies and bees have been investigated by students from Year 1 to Year 6.

Following their Sustainability/Garden lesson students participate in a forty five minute writing session focussing on establishing a positive culture for writing. Sustainability and garden topics are investigated further through short writing activities known as "Quick Writes". Quick Writes are popular with the students. They relate directly to the different writing genres outlined in our Literacy policy and importantly Quick Writes support reluctant or underachieving students by making them feel successful as writers.

Students have also cared for their garden and grown beautiful organic produce which they have been happy to take home to share with their family. All students are encouraged to recycle their waste. Senior students have been responsible for re-cycling all of our food and paper scraps once it has been placed in the appropriate bins.

Mr Robert Gear, Sustainability Coordinator



SURVEYING THE SCHOOL COMMUNITY

As a part of the Fogarty Edvance Program, parents completed the Tell Them From Me (TTFM) survey. Our School Council and Fogarty Edvance mentor Mrs Rose Moroz reviewed the results.

The highest responses were;

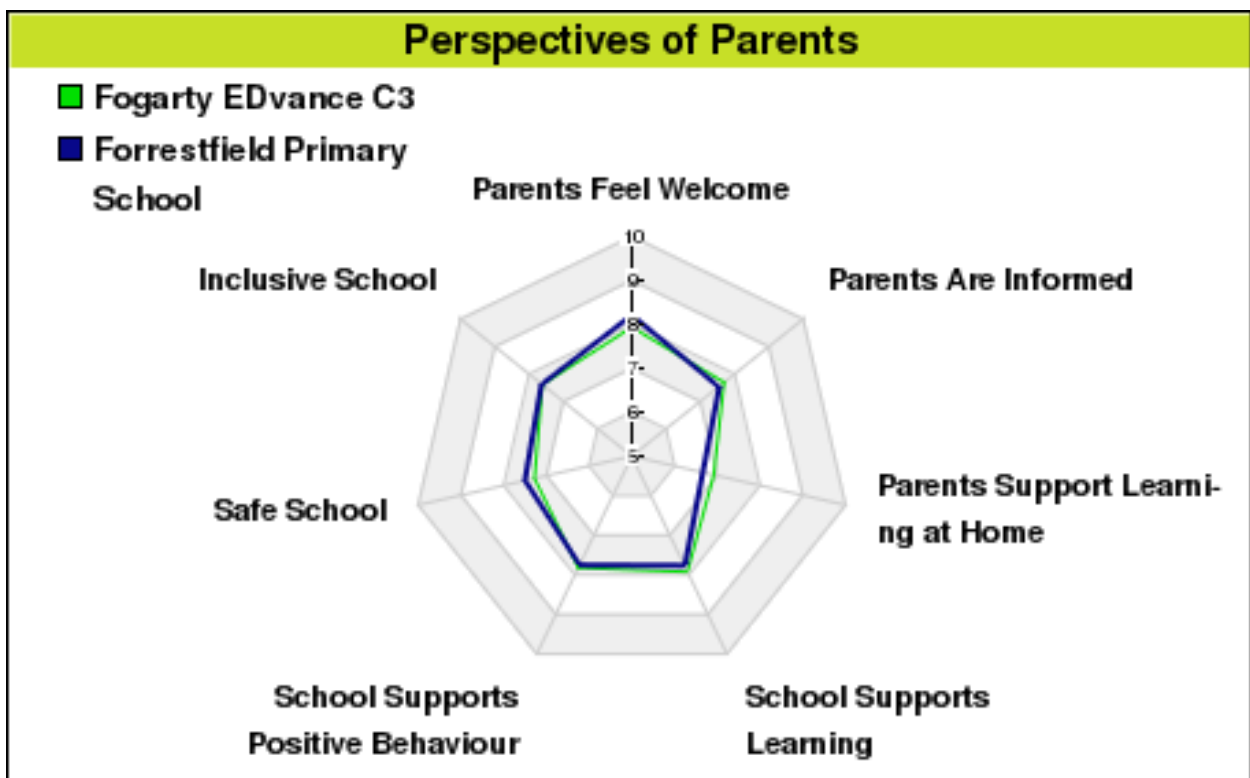
- I feel welcome when I visit the school
- I can easily speak with my child's teachers
- My child feels safe at school
- My child is clear about the rules for school behaviour
-

The lowest responses were centred around parents supporting learning at home;

Does someone in your family do each of the following?

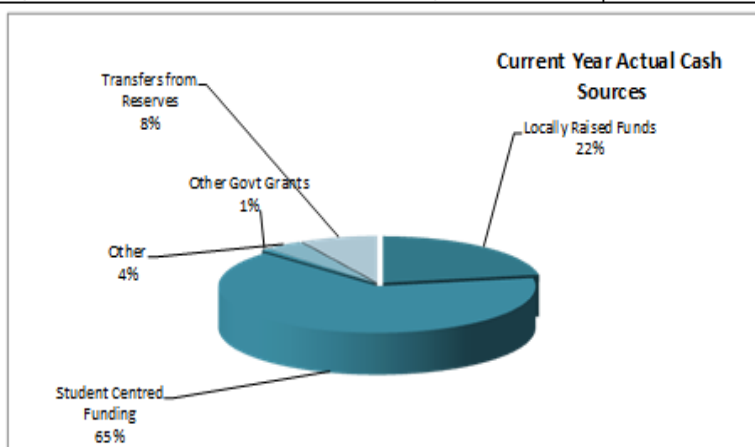
- Ask about any challenges your child might have at school
- Talk about how important schoolwork is
- Discuss how well your child is doing in his or her classes

School Council discussed ideas to help parents support learning at home including an Open Night Parent activity and using Class Dojo to talk to children about what they are learning in class.

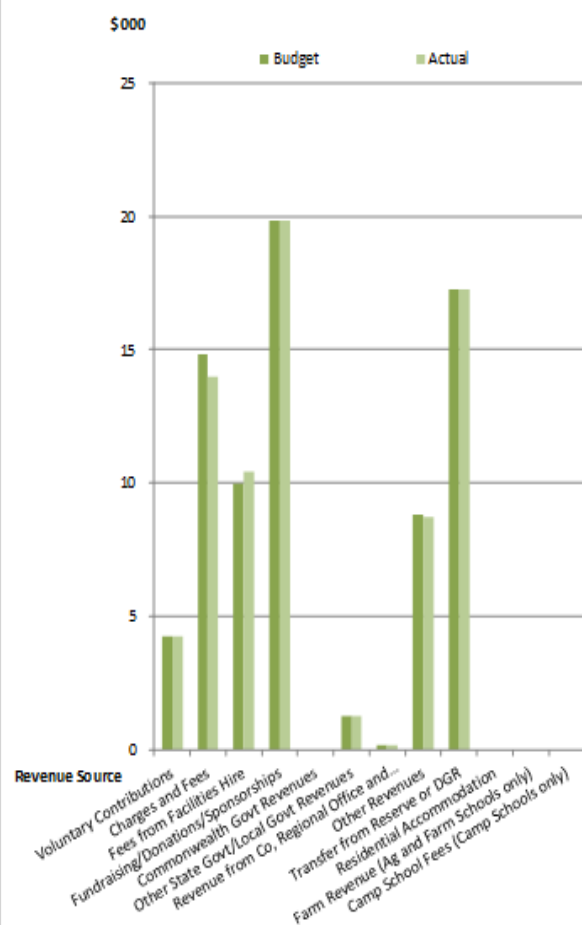


2017 FINANCIAL SUMMARY

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,250.00	\$ 4,260.00
2	Charges and Fees	\$ 14,811.80	\$ 13,981.80
3	Fees from Facilities Hire	\$ 10,000.00	\$ 10,415.23
4	Fundraising/Donations/Sponsorships	\$ 19,845.65	\$ 19,845.65
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,275.65	\$ 1,275.65
7	Revenue from Co, Regional Office and Other Schools	\$ 156.92	\$ 156.92
8	Other Revenues	\$ 8,807.10	\$ 8,737.78
9	Transfer from Reserve or DGR	\$ 17,258.00	\$ 17,258.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 76,405.12	\$ 75,931.03
	Opening Balance	\$ 46,511.56	\$ 46,511.56
	Student Centred Funding	\$ 142,410.26	\$ 142,410.26
	Total Cash Funds Available	\$ 265,326.94	\$ 264,852.85
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 265,326.94	\$ 264,852.85



Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 5,982.59	\$ 8,587.69
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 82,800.00	\$ 66,283.48
4	Buildings, Property and Equipment	\$ 9,758.00	\$ 7,629.89
5	Curriculum and Student Services	\$ 101,265.81	\$ 92,410.58
6	Professional Development	\$ 12,500.00	\$ 11,760.31
7	Transfer to Reserve	\$ 17,500.00	\$ 17,500.00
8	Other Expenditure	\$ 13,106.41	\$ 7,120.19
9	Payment to CO, Regional Office and Other Schools	\$ 10,234.57	\$ 1,374.02
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 253,147.38	\$ 212,666.16
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 253,147.38	\$ 212,666.16
	Cash Budget Variance	\$ 12,179.56	

Goods and Services Expenditure - Budget vs Actual

