



# FORRESTFIELD PRIMARY SCHOOL ANNUAL REPORT 2013

*All Different All Valued*

### School Ethos

**To develop each child's academic, social and physical potential so that they may maximise employment opportunities, enjoy a full range of social and cultural activities and participate as responsible members of society.**

### Our Community

Forrestfield Primary School is situated approximately 15 kilometres south-east of Perth. The school's catchment area is between Hale Road to the north, the Darling escarpment to the east and Tonkin Highway to the west. The school serves a diverse and complex community with students coming from many cultural backgrounds including New Zealand, Africa, Afghanistan, India and Sri Lanka. Approximately 20% of our student population is Aboriginal.

### The School Structure

Forrestfield Primary School is a Level 4 Primary school with an enrolment of approximately 175 students. We have six mainstream classes, catering for students from Pre Primary to Year 7. Our Kindergarten program runs five days per fortnight. To cater for the different learning abilities of our students, selected students engage in support classes and district and school based talented and gifted programs in the morning. This year our specialist teaching areas were Visual Arts, Music, Science and Italian.

The teacher allocation for our school was 11.7FTE. A Specialist Garden Coordinator funded through SSPRA was employed two days a week to work with students and teachers in our Community Garden. School support staff, including our registrar, school officer, AIEO, teacher assistants, library officer, gardener and cleaning staff, brought total staff numbers to 18.1FTE. This includes full time and part time staff. Our school also has a Chaplain funded through DEEWA who supports children and their families and works on a Monday and Tuesday.

### School Events

This year our Community Garden and Sustainability programs featured strongly. Our Governor, His Excellency and Mrs McCusker visited with Young Australian of the Year, Mr Akrim Azimi, to launch their Kids Helping Kids program. We were proud to be recognised during the year by the Kids Who Give charity for our school programs.



Special assemblies and celebration days were held for Easter, ANZAC Day, TED's 4rd Birthday and Book Week. All students took part in Dance classes culminating in class performances at our end of year Christmas Concert.

As a part of the Darling Range Learning Community, our students also participated in Arts on Show where they performed Snow White and the Dreadful Dwarfs. Our senior student leaders participated in several forums as a part of the Community Youth Leadership Advisory Group. All students in Years 6 and 7 worked on the citizenship portfolio for the DRLC Citizenship Award. This year the award was won by Ebonie Kickett with Brian Richards as Runner Up.

A highlight of 2013 was the Year 6/7 Camp to Canberra and the NSW snowfields. This is the first time Forrestfield students participated in an interstate camp and it was made possible by extensive sponsorship, fundraising and support from our local politicians.



With a focus to improve school facilities and, with support from our P&C, this year we; added new shelving and a wide screen television in the library, installed iced drink fountains in the Junior Cluster, Pre Primary and Garden and resurfaced the cricket pitch.

### ACADEMIC ACHIEVEMENT - Literacy and Numeracy

NAPLAN is a standardized national testing program for Years 3, 5 and 7 which takes place in early May each year. Results provide the school with information of overall school performance and validates other forms of data collected about our students.

#### KEY TO ALL GRAPHS

- Above National Minimum Standard
- At National Minimum Standard
- Below National Minimum Standard

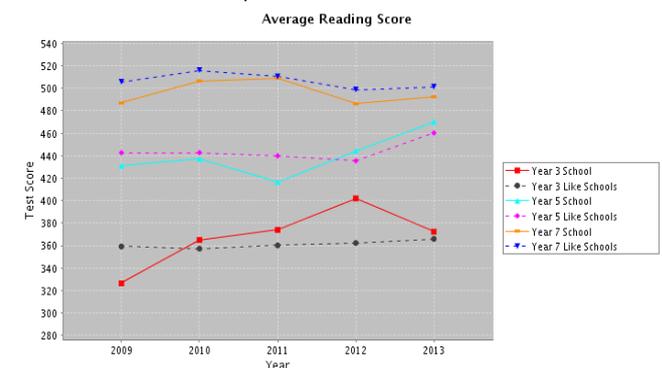
#### READING

Band	Reading											
	Year 3				Year 5				Year 7			
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013		
10												
9												
8					0%	2%	0%	3%	15%	11%	6%	12%
7					0%	9%	20%	10%	7%	22%	18%	19%
6	20%	9%	0%	10%	50%	16%	33%	27%	22%	24%	29%	31%
5	20%	16%	29%	10%	17%	28%	20%	32%	33%	26%	41%	23%
4	15%	17%	18%	21%	8%	19%	20%	22%	22%	14%	6%	14%
3	30%	21%	29%	25%	25%	25%	7%	6%				
2	15%	25%	18%	26%								
1	0%	19%	6%	8%								

The graph above compares the performance of our Year 3, 5 and 7 students in Reading to that of the previous year as well as comparing our performance to like schools. Although we have some children represented in bands at or below National Minimum Standards, it is pleasing to note;

- 76% of Year 3 students performed at or above standard
- The performance of our Year 5 students compared favourably with like schools.
- The performance of our Year 7 students continues to be a focus for us with 47% of students performing at National Minimum Standards and below.

The following longitudinal data compares our school average reading scores over time and compares them to the results of like schools.



It is pleasing to see students in Year 3 continuing to perform better than like schools and the continued improvement in our Year 5 data. It must be remembered that with small numbers of children, different cohorts of children can be stronger and we will continue to monitor the progress of our students. It must also be remembered that as new students come to our school and others leave the importance of tracking our stable cohort as well as ensuring that all students make good progress.

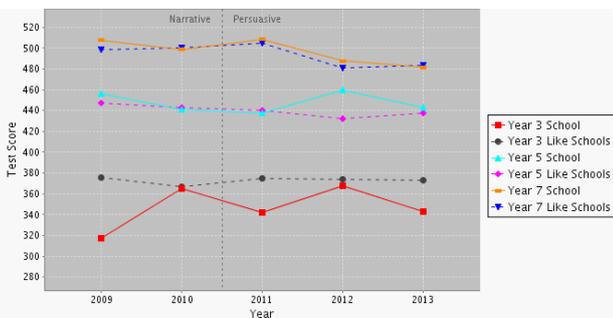
Reading will continue to be a priority in 2014 with a focus on improving student performance, especially in the top proficiency bands, in Years 5 and 7.

### WRITING

The performance of our Year 3, 5 and 7 students in Writing compares favourably with that of like schools.

Band	Writing											
	Year 3				Year 5				Year 7			
	2012		2013		2012		2013		2012		2013	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10												
9												
8					4%	2%	7%	1%	3%	8%	6%	8%
7					8%	5%	0%	6%	28%	16%	12%	17%
6	0%	2%	0%	3%	40%	16%	14%	18%	10%	24%	24%	28%
5	5%	23%	6%	20%	20%	39%	50%	39%	38%	34%	47%	30%
4	55%	27%	29%	29%	20%	17%	7%	16%	17%	16%	12%	16%
3	25%	30%	41%	30%	8%	21%	21%	20%				
2	5%	10%	12%	12%								
1	10%	6%	12%	6%								

The following longitudinal data compares our school average writing scores over time and compares them to the results of like schools.

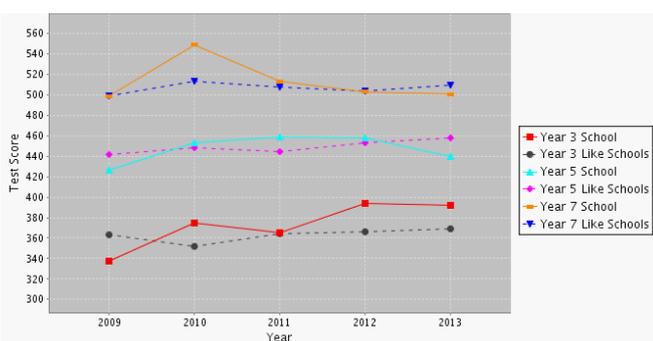


### SPELLING

The performance of our Year 3, 5 and 7 students in Spelling compares favourably with that of like schools. It is pleasing to note the continued sound performance of our Year 3 students.

Band	Spelling											
	Year 3				Year 5				Year 7			
	2012		2013		2012		2013		2012		2013	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10												
9												
8					4%	5%	0%	2%	10%	11%	6%	13%
7					24%	12%	14%	15%	24%	25%	18%	26%
6	5%	12%	18%	9%	20%	22%	14%	25%	24%	26%	24%	24%
5	30%	12%	12%	16%	24%	25%	29%	28%	17%	18%	29%	18%
4	30%	24%	18%	20%	12%	22%	21%	15%	21%	17%	18%	15%
3	15%	19%	41%	27%	16%	14%	21%	15%				
2	10%	17%	6%	11%								
1	10%	15%	6%	17%								

The following longitudinal data compares our school average spelling scores over time and compares them to the results of like schools.



### Recommendations for Improvement

- Continue refining and building upon the Whole School Literacy Policy with a focus on assessment
- Integrate Sustainability and Kitchen programs across literacy
- Whole school promotion of the Lexile Reading Program, with a focus on engaging parents
- Continuation of Diana Rigg Spelling Program with emphasis on the explicit teaching of phonemic awareness and phonics in the Junior School
- Developing a whole school grammar and punctuation focus as detailed in the Australian Curriculum
- Continue focus on raising the performance of high performing students through targeted programs such as Stars and Cars
- Continue tracking Students at Educational Risk (SAER students) with a focus on Support Programs for students not achieving the National Minimum Standards and those in the top 20%. (TAGS Program).
- Continue to strengthen links with our parents; developing Case Management Plans for SAER students

### MATHEMATICS

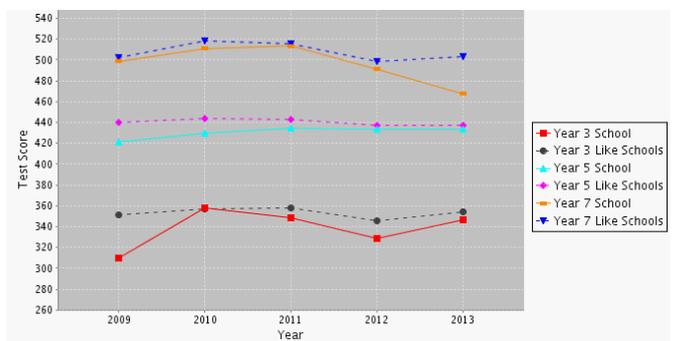
The Mathematics Learning Area is separated into five strands – Number, Working Mathematically, Space, Measurement and Chance and Data.

NAPLAN includes test items from all strands. The graph below compares the performance of our Year 3, 5 and 7 students in Numeracy to that of the previous year as well as comparing our performance to like schools.

Band	Numeracy											
	Year 3				Year 5				Year 7			
	2012		2013		2012		2013		2012		2013	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10												
9												
8												
7												
6	5%	3%	0%	2%	0%	7%	0%	3%	11%	8%	0%	8%
5	0%	10%	6%	10%	41%	19%	13%	14%	30%	29%	29%	35%
4	5%	22%	18%	26%	27%	27%	40%	38%	37%	30%	71%	33%
3	45%	27%	41%	36%	14%	16%	7%	11%				
2	35%	24%	29%	18%								
1	10%	13%	6%	6%								

- 94% of our Year 3 students and 93% of our Year 5 students are performing at or above National Minimum Standards.
- The performance of our Year 3 and 5 students in Numeracy compares favourably with that of like schools.
- Although students in Year 5 are tracking just under the performance of like schools, our focus will be on extending our top students to improve their performance.
- Of concern is our Year 7 data with 71% of students performing a National Minimum Standards. Further investigation as to the possible reasons and targeted programs to improve performance will be implemented.

The following longitudinal data compares our school average numeracy scores over time and compares them to the results of like schools.



### Recommendations for Improvement

- Numeracy to continue to be a whole school priority
- Continue uninterrupted Numeracy Block in the morning
- Reorganisation of existing resources and purchasing of targeted resources to support teaching programs
- Integrate Sustainability and Kitchen programs across numeracy
- Continue targeted use of Mathletics
- Whole school Professional Learning focus to consolidate Australian Curriculum implementation

## SCHOOL PRIORITIES 2013

### LITERACY

Our school attracted funding through the Improving Literacy and Numeracy National Partnership (ILNPP) in 2013. With a focus on improving student performance, especially in the top proficiency bands in Years 5 and 7, we introduced the Stars and Cars program to explicitly teach comprehension skills. Our literacy resources were reorganised and new reading resources purchased to complement our Sustainability program.

The school received an Early Years Grant for the specific purpose of improving student readiness for formal schooling. This funding was invaluable and the following targeted strategies were implemented;

- A speech therapist was employed to assist and guide teachers to assess students
- An intensive language skills program was implemented
- All Kindy children took part in a Perceptual Motor Program
- Take Home Learning Packs were provided to parents
- A Positive Parenting Program was attended by parents as was several "Reading with your Children" activities

Utilising our SSPRA funding a Junior Primary Education Assistant was employed to work with students at risk in Years 1, 2 and 3.

A further collection of Lexile library books were purchased to encourage Year 4 to 7 students to read for enjoyment. We also continued to develop our library to make it an engaging learning environment for students.

Middle and Senior Years visited the Fremantle Literature Centre to work with authors in residence. Book Week is an integral part of the literacy framework at FPS and the theme for 2013 was "Read Across the Universe". During August students participated in a range of activities to celebrate the joy of reading including; visits to our local library to see guest authors, lunchtime parent reading activities, teachers sharing their favourite books, and a whole school fancy dress day to reflect their favourite space book character while attending the Space Jump Show.

### PASTORAL CARE

The Friendly Schools Program was introduced across the school with all staff engaging in professional learning and then implementing the program with their classes. Our school wide positive behaviour program and explicit teaching of acceptable behaviour and virtues continued to be a focus. This year we celebrated TED's 4th Birthday.

Our School Chaplain taught the BUZ Program to our middle and senior classes, coordinated the Breakfast, Lunch Club and the School Volunteer Program as well as supporting individual children and their families across the school.

### SUSTAINABILITY

Our Sustainability programs continued to feature strongly across the school with our senior children being responsible for recycling paper and food scraps. They also took part in the Airport Tree Planting Program. Year 5/6 children took part in the Energy Smart for Air program and monitored energy usage across the school in Term 4.



Our school hosted Waste Wise Professional Learning sessions for teachers and administrators from schools across the state to share our Community Garden and sustainability journey.

All students took part in a Spineless Wonders and SERCUL Frog Incursion and various special days including Clean Up Our School Day.

This year we achieved a Highly Commended in the Waste Authority's Infinity Awards recognising our Waste Wise and Sustainability programs. Our Community Garden continued to grow and flourish with the installation of a shade house purchased through a community donation.



### SCIENCE

In 2013 Science was introduced as a Specialist Program with a focus on Chemical Sciences. All students took part in hands on experiments and investigations with a focus on physical and chemical properties and changes. A whole school incursion by Scitech complimented and reinforced our focus.

### THE ARTS

This year children from Pre Primary to Year 7 took part in weekly art classes where they completed projects using a variety of media. Our TAG Art Students entered the prestigious Silk Cut Lino Competition with the work of one of our students reaching the finals and being awarded a Highly Commended.

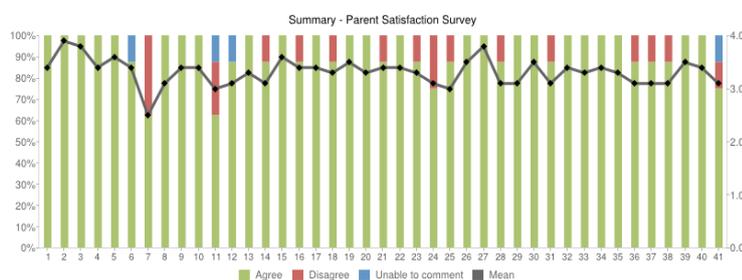


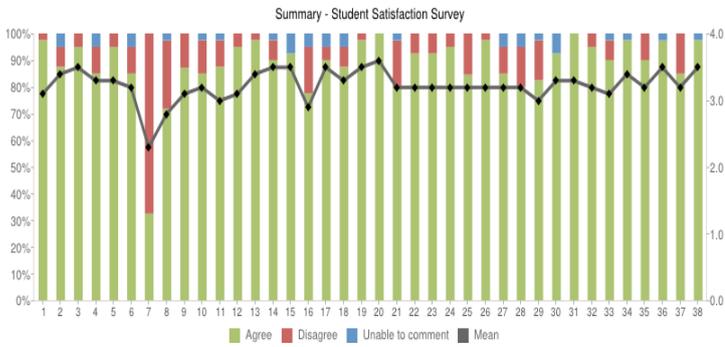
The School of Instrumental Music (SIM) electric guitar program continued to be popular with our students with six Year 6 students commencing the program. This year, the Australian School of Dance taught all students jazz, cultural and hip hop routines. This culminated in all classes demonstrating their dance skills in our end of year concert.

### SURVEYING THE SCHOOL COMMUNITY

Three surveys were undertaken in 2013 using the Department of Education's "Surveying the School Community" questionnaires to ascertain parent, teacher and student satisfaction with our;

- **School environment** (Questions 1 to 12)
- **Quality of teaching** (Questions 13 to 21)
- **Communication** (Questions 22 to 29)
- **Curriculum outcomes and responsiveness** (Questions 30 to 40)
- **Working relationships** (Questions 41 to 49)





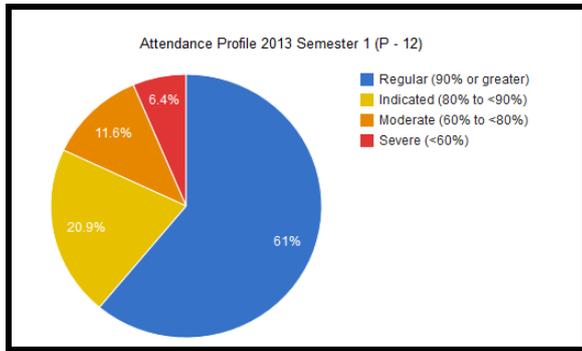
This year's survey was unanimously positive. The majority of questions scored a mean of 3 or above which indicates that parent and student perceptions of how the school is performing are positive.

**Item 7** (This school does not have a bullying problem) was rated lower a mean of approximately 2.5 (Parents) and 2.2 (Students).

Our focus will be to continue implementation of our Friendly Schools Plus Program and refine our Bullying Policy to develop a shared understanding of what is bullying, and clear expectations as to actions/consequences for the person being bullied, the bystanders and the person doing the bullying.

### STUDENT ATTENDANCE

Our ongoing goal is to lift the attendance of all students to 90% or better. The following graph and tables summarise the overall attendance of our students in Semester 1 2013.



	K	PP	Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2011			90%	87%	94%	86%	93%	91%	89%
2012			87%	84%	87%	86%	89%	95%	92%
2013	82%	85%	87%	92%	91%	93%	79%	90%	92%

Although the overall attendance in some year levels is pleasing, our total percentage rate of regular attendance continues to be a concern especially when linked to the average attendance rates for the Early Childhood years, as can be seen in the table below. It is in these years that the essential foundation skills essential for success in later years are learnt.

We will continue to liaise closely with our school community with an aim to lift regular attendance to 90% or better for all students.

### DESTINATION SCHOOLS

The following table shows the secondary school of choice for our Year 7 students.

Secondary School	Male	Female	Total
Darling Range Sports College	9	4	13
Other destinations	2	1	3

**Diane Greenaway**

**Principal**

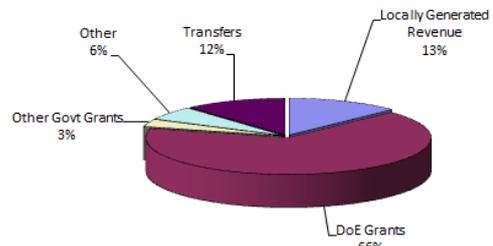
## BUDGET 2013

### Summary of Income and Expenditure

The following tables are a summary of our revenue and expenditure for the 2013 financial year.

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 3,630.00	\$ 3,590.00
2	Charges and Fees	\$ 27,830.00	\$ 27,828.87
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 17,241.00	\$ 17,241.42
6	DoE Grants	\$ 256,121.00	\$ 251,560.20
7	Other State Govt Grants	\$ 10,772.00	\$ 10,771.84
8	Commonwealth Govt Grants	\$ 1,887.00	\$ 1,886.50
9	Trading Activities	\$ -	\$ -
10	Other	\$ 23,386.00	\$ 23,053.89
11	Internal Transfers	\$ 43,909.00	\$ 43,908.81
	<b>Total</b>	<b>\$ 384,776.00</b>	<b>\$ 379,841.53</b>
	<b>Opening Balance</b>	<b>\$ 48,063.00</b>	<b>\$ 48,063.23</b>
	<b>Total Funds Available</b>	<b>\$ 432,839.00</b>	<b>\$ 427,904.76</b>

### Current Year Actual Revenue Sources



	Expenditure	Budget	Actual
1	Administration	\$ 9,601.00	\$ 9,436.63
2	Leases	\$ -	\$ -
3	Utilities	\$ 70,475.00	\$ 51,291.00
4	Repairs/Maintenance/Grounds	\$ 30,652.00	\$ 29,636.69
5	Building Fabric and Infrastructure	\$ 5,870.00	\$ 5,870.00
6	Assets and Resources	\$ 12,972.00	\$ 12,969.36
7	Education Services	\$ 106,921.00	\$ 105,666.04
8	Other Specific Programs	\$ 34,808.00	\$ 34,741.32
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 87,472.00	\$ 87,472.00
11	Other	\$ 10,720.00	\$ 10,406.97
12	Transfers to Reserves	\$ 44,323.00	\$ 44,323.00
	<b>Total</b>	<b>\$ 413,814.00</b>	<b>\$ 391,813.01</b>

