



FORRESTFIELD PRIMARY SCHOOL ANNUAL REPORT 2015

VISION

A harmonious innovative environment nurturing excellence.

Our Community

Forrestfield Primary School is located approximately 15 kilometres south-east of Perth in the Kalamunda foothills. We serve a diverse and complex community with students from many cultural backgrounds.

The School Structure

Forrestfield Primary School is a Level 4 Primary school with an enrolment of approximately 190 students. We have six mainstream classes, catering for students from Pre Primary to Year 6 and a Kindy Program. This year Kindy enrolments increased enabling us to form two Kindy classes. In addition to classroom programs which cater for the different learning abilities of our students, selected students attend school based support classes as well as district and network based talented and gifted programs. This year our specialist teaching areas were Visual Arts, Music, Science and Physical Education.

This year the teacher allocation for our school was 12.5 FTE. Our Specialist Garden Coordinator continued to coordinate our Sustainability focus, working two days a week with students and teachers in our Community Garden. A teacher was also employed one day a week to run the cooking program for students in Years 3 to 6. School support staff, including our registrar, school officer, AIEO, teacher assistants, library officer, gardener and cleaning staff, brought total staff numbers to 24.5 FTE. This includes full time and part time staff. A new school Chaplain, funded by the Australian Government Department of Education under the National School Chaplaincy and Student Welfare Programme, joined us in Term 2 and provided ongoing support to students and their families during the year.

School Events

Working closely with our community we introduced our new school polo shirt this year to complement our existing school uniform. We also announced our three factions – Hawtin (Red), Hale (Gold) and Forrest (Green) and the new faction polo shirts. The response from parents and families alike has been outstanding with the majority of children proudly wearing their new school uniform. A graduate polo shirt was also designed for Year 6 students.



In Term 4 we celebrated our cultural diversity through Multicultural Week. A survey of our families identified our students come from twenty different countries. Our families shared their cultural knowledge through Aboriginal Day, New Zealand Day and Indonesian Day with all cultures coming together at the end of the week to celebrate what it means to be Australian with a lavish multicultural lunch and bush dance. We thank all our families for giving of and sharing aspects of their culture with us.



Term 4 also saw EduDance returning to the school, culminating in class performances at our end of year Christmas Concert and Book Award Night.

Forrestfield Primary School is a member of the Darling Range Learning Community (DRLC), our network of local schools who share a common vision of educational excellence, collaboration and enriched learning opportunities for students. A key program is the Darling Range Learning Community's Citizenship Award which focuses on students demonstrating outstanding citizenship both in school and also in the wider community. This year the award was won by Year 6 student Katika Criddle with Chaana Plese (Runner up), Kahlan Fernie-Keep (Commendation) and Dustin Brown (Participation).



Selected students in Year 6 also attended that DRLC Primary ACES Program a thirteen week Forensic Science course. Students also took part in the DRLC My School Rules Competition.

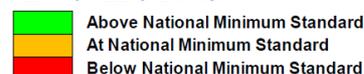
ACADEMIC ACHIEVEMENT – LITERACY

Literacy has always been a priority at Forrestfield Primary School. The ongoing culture of reflective teaching and planning practices and school improvement was further complemented by a School Review this year. Invaluable feedback was provided to the school and it enabled all stakeholders to contribute to and participate in the area of school wide literacy improvement.

NAPLAN is a standardized national testing program for Years 3 and 5 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.

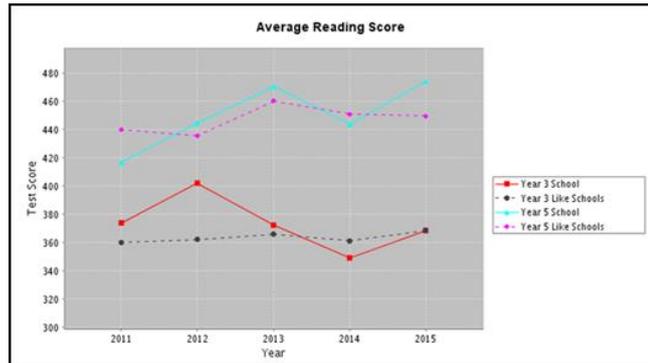
READING

KEY TO ALL GRAPHS



The following graphs shows this year's band distribution and average reading score on NAPLAN tests of Year 3 and 5 students in Reading over the last five years with comparisons to like schools.

Band	Reading							
	Year 3				Year 5			
	2014		2015		2014		2015	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					0%	5%	5%	4%
7					7%	10%	16%	11%
6	0%	11%	18%	13%	20%	19%	26%	18%
5	17%	10%	5%	12%	40%	27%	16%	27%
4	28%	23%	32%	22%	13%	22%	32%	29%
3	17%	20%	23%	25%	20%	17%	5%	12%
2	22%	20%	0%	13%				
1	17%	17%	23%	18%				



Forrestfield Primary School has continued to make positive gains in the area of reading reflected in the upwardly trending NAPLAN data. 2015 has been a strong consolidation and reflection year with teachers developing improving proficiency in the use and implementation of explicit teaching strategies and programs. As students become more accustomed to these new styles of learning we are confident that we will experience ongoing improvements in student results which will be mirrored in improved NAPLAN results.

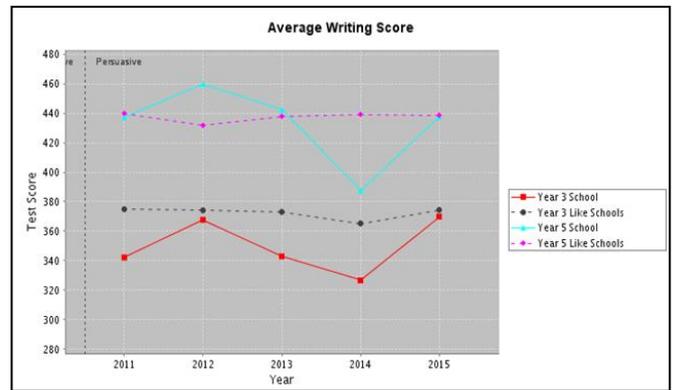
Currently research supports our shift into a more explicit teaching model with well-structured programs in areas of synthetic phonics, phonemic awareness, spelling and comprehension. The school has recognised the need for a more systematic and consistent transition of student learning and the inclusion of these whole school strategies are already resulting in improved engagement and outcomes. These structured approaches also allow new staff to seamlessly and efficiently deliver high quality programs in accordance with the school priorities.

Data collected through our Pre Primary On Entry Testing suggests that our students arrive at school with a significant lack of core abilities and skill in the area of Literacy learning. We have recognised the need for early intervention in order to better prepare our future students to ready them for school. In 2016, the school will invest in a pre-school intervention program to engage parents with the learning process and to provide them access to key professional and agency support.

WRITING

The following graphs shows this year's band distribution and average reading score on NAPLAN tests of Year 3 and 5 students in Writing over the last five years with comparisons to like schools.

Band	Writing							
	Year 3				Year 5			
	2014		2015		2014		2015	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					0%	2%	0%	1%
7					0%	6%	5%	5%
6	0%	3%	6%	4%	19%	18%	11%	20%
5	0%	22%	22%	24%	25%	43%	50%	45%
4	0%	25%	17%	26%	12%	15%	11%	16%
3	65%	25%	32%	24%	44%	17%	21%	12%
2	29%	12%	17%	12%				
1	6%	11%	6%	6%				



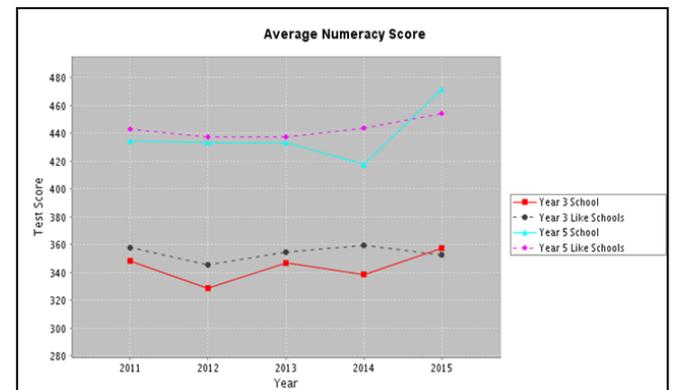
Our school prides itself on its whole child approach and the need for a direct link sustainability and literacy program has been recognised as a priority. Moving into 2016 the school's garden will be a catalyst for the newly revised writing program. Writing was identified as an area of concern during the recent school review. The Literacy Committee have developed and revised our whole school writing program with a heavy emphasis on like tasks, student centred assessment and whole school moderation. The garden will provide our students with the opportunity to write about shared experiences in a structured and evolving program with strong links to the WA English Curriculum.

MATHEMATICS

The Mathematics Learning Area is divided into three content strands – Number and Algebra, Measurement and Geometry and Statistics and Probability. NAPLAN includes test items from all strands.

The graphs below shows the improved performance of our Year 3 and 5 students in Numeracy and compares favourably with that of like schools.

Band	Numeracy							
	Year 3				Year 5			
	2014		2015		2014		2015	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					0%	3%	5%	3%
7					0%	7%	11%	8%
6	0%	6%	5%	6%	23%	23%	37%	20%
5	11%	12%	11%	11%	23%	24%	16%	32%
4	6%	24%	26%	22%	23%	28%	26%	31%
3	44%	27%	26%	25%	31%	16%	5%	6%
2	28%	24%	16%	26%				
1	11%	8%	16%	10%				



In 2015 our school has further solidified and developed its strong focus on number and mathematical reasoning and reasonableness. Staff continued to engage in high quality professional learning and realignment on teaching practice and a more reflective approach to the learning area has continued to demonstrate a positive improvement in student outcomes.

The school's 2015 Performance Review highlighted the need to further examine and develop the Numeracy Operational Plan with particular emphasis on the area of measurement where the school has experienced a decline consecutive testing phases.

The school has invested in the PAT M testing program to track student results in within all cohorts with a look to develop a base line to both

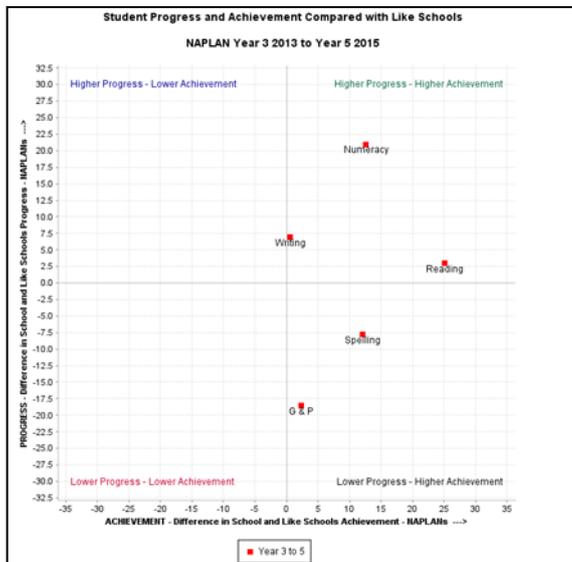
measure student results and to create a culture of evidence based decision making within the Numeracy learning area.

The link between the sustainability program and numeracy provides students the opportunity to make tangible and comparable links to mathematics both theoretically and practically and the school is looking to further enhance these valuable opportunities within the cooking and garden programs. The ability to reinforce classroom learning with concrete learning opportunities gives our school the opportunity to make considerable gains within the area of measurement.

The school review suggested the need for systematic and coordinated planning to ensure continuity and consistency within the learning area and a decision has been made to form and fund collaborative learning teams with an explicit focus on planning and reflecting within the mathematics learning area to improve student outcomes. We look forward to engaging with Statewide Services in 2016 and are confident that this realignment will result in significant and measurable improvements within the learning area.

IMPROVING STUDENT RESULTS

The following graph shows student progress and achievement on all NAPLAN assessments from Year 3 2013 to Year 5 2015.



This graph confirms the quality of our teaching programs and the effectiveness of our whole school improvement strategies.

PASTORAL CARE

Our school motto, "All Different, All Valued" underpins our school Pastoral Care Programs. Our ongoing focus is to provide a caring, supportive and safe place for all children to learn. Our approach to behaviour management is based on a positive behaviour model and the explicit teaching of acceptable behaviour reinforcing our school rule **Treat Everyone Decently** by being **Respectful Responsible and Safe**. The **TED** program teaches and reinforces our eight focus virtues – Respect, Responsibility, Courtesy, Tolerance, Perseverance, Self Discipline, Honesty and Kindness. TED was a regular visitor to assemblies and reinforced our school virtues through his sense of humour. This year our school community celebrated TED's 6th Birthday with a teddy bears picnic. The Friendly Schools Program continued to be implemented in all classrooms.

Developing leadership continued to be a focus with our Student Councillors attending the National Youth Leaders Forum.



Student Councillors ran a number of whole school fundraisers including an "animal onesie" dress up day for Kanyana Wildlife Sanctuary and a Pink Bun Day in partnership with one of our local businesses.



Our School Chaplain coordinated the Breakfast, Lunch Club and the School Volunteer Program as well as supporting individual children and families across the school.

SUSTAINABILITY

We are proud to be a Stephanie Alexander Kitchen Garden School. The school community garden and kitchen continued to feature strongly across the school as well as becoming the venue for school and community events. The Welcome Back to Forrestfield Family Event was successfully held in February with many families joining us in the evening for a barbecue.

Over the year all children spent time planting and nurturing healthy seasonal fruit and vegetables in the garden and then harvesting produce to cook delicious meals. Senior students took an active role in recycling paper and food scraps and also took part in the Airport Tree Planting Program.



Yirra Yaakin Theatre Group visited our school to perform *Kep Kaatijin— Understanding Water*, a collection of stories based on traditional Noongar knowledge and storytelling. This event was funded through PALS funding.

SCIENCE

Science continued as a Specialist teaching area with all students in Year 1 to 6 taking part in activities, experiments and investigations based on the Primary Connections Program. Junior Cluster staff developed a Space cross curricular focus culminating in a K to Year 3 visit to Scitech.

THE ARTS – Visual Arts and Music

The arts learning area at Forrestfield Primary offers an outstanding program in art and music for all students.

This year all students from Kindergarten to Year 6 engaged in a challenging and rewarding music programme which included singing moving and playing a variety of instruments. Through collaboration with Madjital Moorna, a local choir made up of indigenous and non-indigenous singers all students learnt to sing in Noongar and the songs were performed at a number of school assemblies and gatherings.

Forrestfield Choir students participated in the Massed Choir Festival. This included intense rehearsals, off campus gatherings with the culmination of singing in a collective group of 600 students at Winthrop Hall in UWA. Forrestfield Primary School performed brilliantly, with many positive comments from parents and the community being received.

Members of the school choir also attended the Kalamunda Zig Zag Festival performing with a collective group of approximately 400 students and Madjtil Moorna in the festival finale.



Our School of Instrumental Music students engaged in weekly guitar lessons and performed at assemblies and our end of year concert.

Talented and Gifted (TAGS) art classes provided challenging extension activities for students.



INFORMATION AND COMMUNICATION TECHNOLOGIES

This year a further class set of iPads were purchased, networked and incorporated in class learning programs to complement our existing devices and those purchased through the Bendigo Bank Technology Project. Teachers introduced Connect to engage students and enhance learning.

Our new kitchen boasts live recording of cooking demonstrations on a 60 inch TV screen and a digital media projector has been installed in the Covered Assembly area to enhance class productions and assemblies.

Our focus for 2016 is to further develop our IPAD Program, ensuring that all children have access to devices in their classrooms. The opportunity to be a part of the Department of Education's Primary School Device Program next year will ensure a student to device ratio of 1:2.

STUDENT ATTENDANCE

TARGET – to raise student attendance to 90% or better for all students

The following tables summarise the overall attendance of our students in Semester 1 2015.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2013	91%	92.5%	93.7%	79.9%	83.6%	80.7%	88.7%	91.3%	92.6%
2014	91.2%	92.1%	93.2%	70.2%	82.1%	80.4%	87.4%	90.6%	92.1%
2015	93.1%	92.6%	93.8%	79.4%	83%	81.2%	89.9%	91.2%	92.7%

	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2013		86%	92%	91%	93%	79%	90%	92%
2014	90%	85%	89%	89%	89%	84%	88%	86%
2015	91%	91%	90%	87%	93%	88%	90%	
WA Public Schools 2015	92%	93%	93%	93%	93%	93%	93%	

The results above continue to show overall improvement and confirm that our engagement strategies are impacting positively on attendance.

DESTINATION SCHOOLS

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

Destination Schools	Male	Female	Total
4116 Darling Range Sports College	4	9	13
4005 Belmont City College	1		1
4131 Dongara District High School	1		1
1102 Mazenod College	1		1

COMMUNITY SATISFACTION

The Parent Online Survey is conducted every second year. Results from this survey were published in our last school report.

Our recent School Review reported that:

"Parents feel welcome at the school and appreciate its focus on the 'whole child'. Their satisfaction was evident in the National School Opinion Survey conducted in 2014, in which the average rating on most items against a five-point scale was over 3.9."

"Together with staff, they acknowledge significant success by the school in recent years in achieving a positive, calm and orderly learning environment."

To further develop our partnership with our community in 2016, we have been accepted in to the Fogarty EDvance Program, an intensive school leadership mentoring project.

BUDGET 2015

Summary of Income and Expenditure

The School Budget is authorised by the Finance Committee and School Council. The following tables are a summary of our revenue and expenditure for the 2015 financial year.

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 4,336.00	\$ 4,103.20
2	Charges and Fees	\$ 13,822.00	\$ 13,759.05
3	Fees from Facilities Hire	\$ 5,935.00	\$ 5,934.56
4	Fundraising/Donations/Sponsorships	\$ 9,315.00	\$ 7,314.36
5	Commonwealth Govt Revenues	\$ 3,499.00	\$ 3,498.53
6	Other State Govt/Local Govt Revenues	\$ 6,825.00	\$ 6,825.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,832.00	\$ 2,831.63
8	Other Revenues	\$ 11,198.00	\$ 10,198.32
9	Transfer from Reserve or DGR	\$ 37,189.20	\$ 37,189.20
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 94,951.20	\$ 91,653.85
	Opening Balance	\$ 15,423.00	\$ 15,422.88
	Student Centred Funding	\$ 170,748.00	\$ 170,748.19
	Total Cash Funds Available	\$ 281,122.20	\$ 277,824.92
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 281,122.20	\$ 277,824.92

	Expenditure	Budget	Actual
1	Administration	\$ 7,991.00	\$ 7,964.69
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 86,290.00	\$ 69,922.78
4	Buildings, Property and Equipment	\$ 29,276.20	\$ 26,785.92
5	Curriculum and Student Services	\$ 135,783.00	\$ 106,303.14
6	Professional Development	\$ 3,509.00	\$ 2,869.26
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,840.00	\$ 1,837.18
9	Payment to CO, Regional Office and Other Schools	\$ 4,412.00	\$ 4,486.42
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)	\$ -	\$ -
15	Unallocated	\$ 12,021.00	\$ -
	Total Goods and Services Expenditure	\$ 281,122.20	\$ 220,169.39
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 281,122.20	\$ 220,169.39

Diane Greenaway

Principal