



# ANNUAL REPORT 2016

## FOREST CRESCENT PRIMARY SCHOOL

In Learning We Grow





*"We have a distinctive learning environment providing quality teaching and equitable opportunities for all students to achieve."*

MR IAN ANDERSON | PRINCIPAL



## Introduction

It is a privilege to complete my last Annual Report as Principal of Forest Crescent Primary School. As I move to my new and exciting role as President of The Western Australian Primary Principals' Association, I reflect on my wonderful experiences as Principal over the last 14 years and the many colleagues, families, students and friends I have worked with. As we all move forward into 2017, I wish the Forest Crescent School community continued success as a "High Performance, High Care" public school.

As an Independent Public School with autonomy to make local decisions, Forest Crescent Primary School continues to offer academic, sporting and social excellence programs across a wide range of subjects. ***In Learning We Grow*** is our motto and is always at the forefront of our teaching and learning programs. Our staff, students and school community strive to provide the best possible learning opportunities for our students and 2016 has been another outstanding year at Forest Crescent Primary School.

The Annual Report provides parents and members of the wider community with information about Forest Crescents activities and student academic performance for 2016.

To gain a comprehensive understanding of the academic and social performance of students within the school during 2016 the Annual Report should be read in conjunction with other published school documentation such as the School Business Plan 2015 -17, student reports and school newsletters.

I would like to sincerely thank the teaching staff, specialist teachers and non - teaching staff that often have gone above and beyond to ensure that we provide the best possible teaching and learning opportunities for our students. Your efforts are greatly appreciated.

Thank you also to the School Board who finalised the Forest Crescent Business Plan 2015 – 2017, giving clear direction for the school over the next three years, working on the key areas of:

- Safe and Distinctive Learning Environments
- Successful Students
- Excellence in Teaching and Leadership
- School Community Partnerships

Finally, thank you to the P&C and School Community who continue to support our school making it a safe and inclusive environment, recognising each individual's diversity and strengths and working as one.

I hope you enjoy reading about our outstanding efforts in 2016 as Forest Crescent continues to embrace the Independent Public School initiative for the 2017 school year.

Best wishes for the future.

Ian Anderson  
Principal



## Contents

Page	
2	Introduction
3	About Our School
4	Our Vision / Our Shared Values / Our Self Assessment
5	Priority 1– Safe and Distinctive Learning Environments
5	Attendance
6	Enrolment/ Attitude / Behaviour / Effort (ABE) Analysis
7	Priority 2 – Successful Students / Literacy
10	Priority 2 – Successful Students / Numeracy
12	Priority 2 – Successful Students / Science
13	Priority 2 – Successful Students / HASS
14	Priority 3 – Excellence in Teaching and Leadership
15	Priority 4 – School Community Partnerships
16	Priority 4 – School Community Partnerships National Parent Opinions Survey 2016
18	Financial Information
19	Principal / School Board Chair Endorsement

## About Our School

Forest Crescent Primary School is an Independent Public School, operating within the Western Australian Government system, sitting in the locality of Forest Lakes, Thornlie. The school is a large primary school and part of a strong community which is supportive of its strategic directions. Our vision of “Success for All” is consistent with our belief that “In Learning We Grow” and builds upon student, staff and parent learning as we move forward as a collective.

There is a changing demographic within our local area and our staff value the diversity of our students and the inclusive practices employed within the school.

As a school, we have high expectations of our students and staff and this is supported by our school community which takes pride in “their” school. We are driven to do the best we can for our students; socially, emotionally and academically and we have embraced KidsMatter, ensuring that students, staff and parents are supported.

Our specialist programs (Music, Visual Arts, LOTE and Physical Education) have been highly successful over a number of years and help to define the overall educational experience students receive by attending Forest Crescent.

Early intervention is a key focus area of our school supported through effective relationships with parents.



## Our Vision

At Forest Crescent Primary School we have a distinctive learning environment providing quality teaching and equitable opportunities for all students to achieve.

*We provide support and opportunities for all students to realise their full potential, become lifelong learners, embed resilience through developing social and emotional skills, and promote positive relationships with the community with a global perspective. Our Staff value inclusivity, diversity and promote student success through a wide range of opportunities that enable every child to reach their academic potential and be a good world citizen.*

## Our Shared Values

Community, staff and students will strive to be confident, honest, respectful, caring, friendly and courteous, and will be guided by these five core values and create the best learning environment for all:

1. Endeavour to achieve one's potential through a commitment to the pursuit of knowledge and understanding.
2. Be self-respecting and develop a unique sense of personal meaning and identity.
3. Demonstrate respect, concern and acceptance of others, their rights and property.
4. Be socially and civically responsible.
5. Be environmentally aware and responsible.

## Our Self Assessment

Strong self-assessment processes underpin the planning and review processes at Forest Crescent Primary School.

We value and use teacher judgement, standardised testing, surveys and system data to monitor and assess our progress as a school. Targets set within this plan focus on a range of assessment processes, including NAPLAN (National Assessment Program, Literacy and Numeracy), SAIS (Student Assessment Information System – semester reports), ABE (Attitude, Behaviour and Effort) as reported in semester reports, attendance and behaviour data.

## Our Business Plan is Founded on Four Priority Areas

Safe and Distinctive Learning Environments

Successful Students

Excellence in Teaching and Leadership

School Community Partnerships



## Safe and Distinctive Learning Environments

### REVIEW OF BUSINESS PLAN TARGETS 2015-2017

- Maintain a positive environment that allows students to optimise their learning and safely engage in a wide range of experiences.
- School culture where the school and classrooms are perceived as welcoming by students, staff, parents/carers and visitors.
- Increase attendance rate to 94% or above.
- 60% of students consistently displaying Attitude, Behaviour and Effort (ABE) attributes.

Throughout 2016 teachers provided regular experiences in social and emotional learning, many classes receiving lessons on a weekly basis. Student mental health and well-being was promoted through class activities as well as initiatives such as lunchtime chess and craft clubs, Buddy Benches, the Life Education Van and the NED (Never give up, Encourage others, Do your best) incursion. Physical Health was promoted through daily fitness, physical education and sporting opportunities, Crunch and Sip initiative encouraging students to have a healthy crunchy snack and to regularly drink water, the Healthy Food Policy, and SunSmart strategies as part of being a designated SunSmart School.

Specialised support was provided to students experiencing grief and loss through the Rainbows program and the School Chaplain, providing counselling and support through working with students, friendship groups and families. Support packages were also provided for families in need through local church groups.

The culture of the school is enhanced by:

- it's physical spaces that are aesthetically pleasing, conducive to play, exploration and learning; and
- inclusive practices and positive behaviour support, including incentive programs for students in class and across the school such as faction points and Aussie of the Month awards.

Student attendance, attitude, positive behaviour and effort are clear indicators of the success of the initiatives implemented to ensure a safe and distinctive learning environment.

### OVERALL ATTENDANCE TRENDS

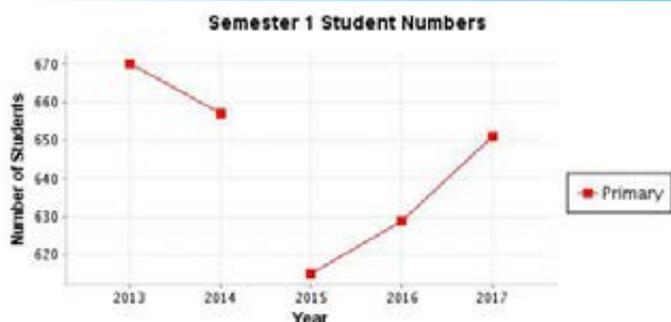
Collectively the tables below indicate that we have maintained an attendance rate above our target of 94% (94.7%) and also that of "Like" Schools (93.3%). Observation of data related to attendance categories also indicates an increase in "Regular Attendance" to 86.4%, however we are aware of the need to work with individual families in relation to them understanding the importance of regular attendance.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2014</b>	93.2%	93.2%	93.2%	80.6%	84.4%	80.4%	93.0%	92.8%	92.1%
<b>2015</b>	94.9%	93.9%	93.8%	91.2%	87.2%	81.2%	94.8%	93.7%	92.7%
<b>2016</b>	94.7%	93.6%	93.7%	93.7%	85.5%	80.7%	94.7%	93.3%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2014</b>	77.0%	18.9%	3.6%	0.2%
<b>2015</b>	85.1%	12.5%	1.9%	0.3%
<b>2016</b>	86.4%	10.8%	2.1%	0.6%
<b>Like Schools 2016</b>	79.1%	15.2%	4.5%	1.0%
<b>WA Public Schools</b>	77.0%	15.0%	6.0%	2.0%



## SCHOOL ENROLMENT PROFILE

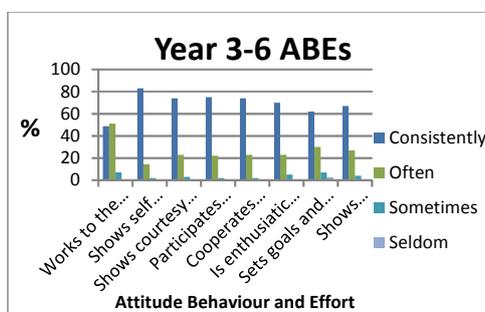
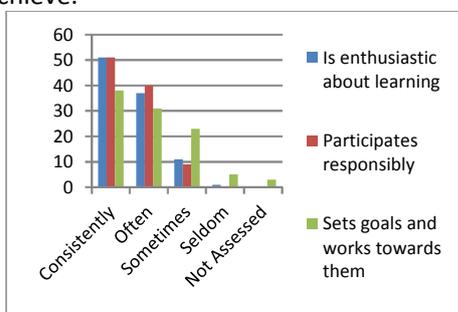


This graph indicates the steady increase in student numbers after the move of Year 7 students to High School in 2015. Consequently planning for 2017 included another primary class. Forward planning for 2018 and beyond will depend on the impact of the new school opening in Southern River (Kindergarten and Pre-Primary students in 2018 and then Years 1-6 in 2019)

	2013	2014	2015	2016	2017
Primary (Excluding Kin)	670	657	615	629	651

## TARGET - 60% OF STUDENTS CONSISTENTLY DISPLAYING ATTITUDE/BEHAVIOUR/EFFORT (ABE)

The Attitude, Behaviours and Effort (ABE) Attributes are split into two groups Lower Primary Attributes (P-2) and Primary Attributes (3-6). The graph below left indicates the percentage of students in Pre Primary – Year 2 demonstrating the particular attribute. The graph below right shows the breakdown across years 3 – 6. The increase in the number of students able to achieve a consistent ABE gradually increases through the years indicating this is an area that requires greater maturity for the students to achieve.



## ABE RESULTS ANALYSIS

- For most year levels the ABE results were as expected.
- Several year levels have found ABE 1- Works to the best of his/her ability is significantly impacted by specialist subject effort results.
- The number of students achieving consistently in ABE 1 decreases as the students get older.
- There were concerns in several year levels regards ABE 4- Participates responsibly in social and civic activities.



## Successful Students

### REVIEW OF BUSINESS PLAN TARGETS 2015-2017

- Students achieve at or above similar schools as measured through data lifted from reports across all curriculum areas.
- 85% of students achieving at or above C in Year 1-6 through Student Achievement Information System (SAIS) data across all curriculum areas.
- 100% of students achieving above the National Minimal Standards in Literacy and Numeracy NAPLAN.
- Students and staff utilise accessible technology to support teaching and learning across a range of learning areas in a responsible manner.
- High levels of student engagement and participation across all learning areas.

### LITERACY TARGET- STUDENTS ACHIEVE AT OR ABOVE SIMILAR SCHOOLS AS MEASURED THROUGH DATA LIFTED FROM REPORTS ACROSS ALL CURRICULUM AREAS

All staff participated in a series of three Talk 4 Writing Workshops beginning in Term 2. These workshops were delivered by S.Holyer, a trained Talk 4 Writing teacher, and K.Wybenga supported by the English Committee. Talk 4 Writing was then implemented across all year levels using a range of technology to differentiate learning. Talk 4 Writing will continue in 2017 with staff requesting more support and a Whole School Scope & Sequence Framework for K-6.

All staff were given a copy of "Critical Learning Path a Guide to English – Oral Grammar – Phonics – Spelling – Written Grammar" which was developed by West Coast Language Services. This document was to support classroom teachers in teaching oral and written grammar K-6. The document provided a framework and sequence of skills which needed to be taught and revised at different year levels. Feedback from teachers was that the document was a useful tool that teachers could link to classroom reading, writing and spelling programs.

This year in literacy 40 students across Years 1 and 2 were targeted in early literacy using the Diana Rigg Program and the students involved made varying degrees of progress. It is evident that improvement for these students can be measured by Semester 2 SAIS data and school literacy profiling data which shows growth.

### NAPLAN COMPARATIVE PERFORMANCE SUMMARY

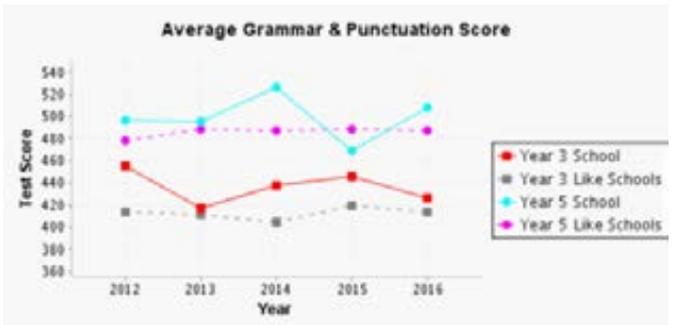
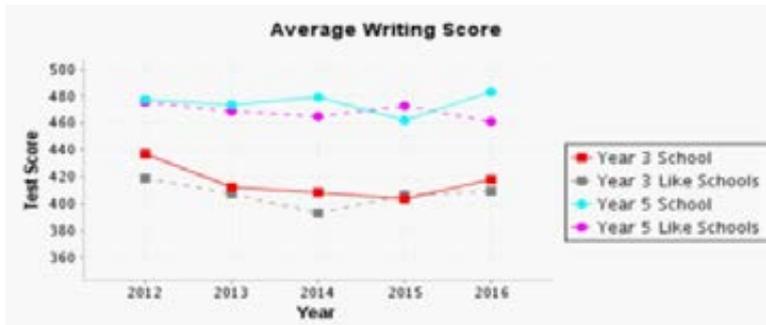
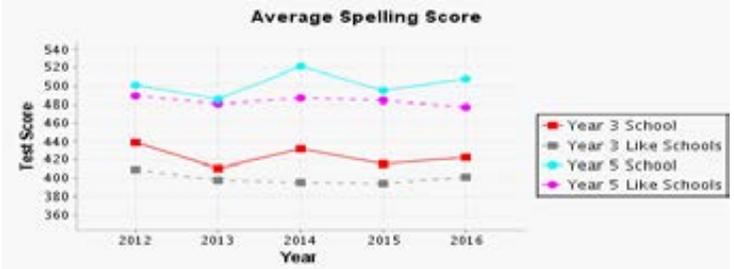
	YEAR 3			YEAR 5		
	2014	2015	2016	2014	2015	2016
Reading	1.4	0.4	0.4	0.2	-1.6	-0.1
Writing	0.6	-0.4	0.4	0	0.5	0.7
Spelling	1.3	0.6	0.6	0.5	0	0
Grammar & Punctuation	1	0.7	0.1	0.7	-1	0.2
Above Expected						
Expected within one standard deviation of the predicted school mean						
Below Expected						
If blank, then no data available or number of students less than 6						

These results indicate that Forest Crescent students perform at a similar level, within one standard deviation, to students in "Like" schools. Both in Year 3 and Year 5 we are above "Like" schools in all areas tested.

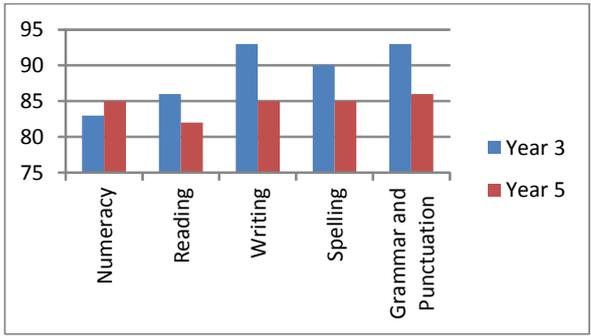
It is pleasing to note that there has been continual improvement from Year 3 to 5 in writing (the gap widens from 2014 – 2016) with the focus on writing in 2016 through Talk 4 Writing.



### NAPLAN LITERACY



### TARGET - 100% OF STUDENTS ACHIEVING ABOVE THE NATIONAL MINIMUM STANDARDS IN LITERACY AND NUMERACY NAPLAN ASSESSMENTS



Our “aspirational” target of having 100% students above the NAPLAN National Minimum Standard was not achieved, as can be seen in the adjacent table with Year 5 Reading and Year 3 Numeracy being the lowest scoring areas.

Students who are achieving below the national minimum standard, or who have made limited progress have been identified and will be on Individual Education Plans for 2017.

It is pleasing to note that the initiatives targeting numeracy and literacy in the early years, is having a positive impact on the Year 3 results. Our target is to sustain this achievement through to Year 5 in 2018.



## TARGET - 85% OF STUDENTS ACHIEVING AT OR ABOVE C IN YEAR 1-6 THROUGH SAIS DATA

Based on annual assessments conducted in Semester 1, 82% of students were classed as achieving at or above C in English. This was slightly below the school's targeted 85%.

### REPORT GRADES - ENGLISH, SEMESTER ONE, 2016

Year	A	B	C	D	E	N/A
1	1	23	52	15	1	9
2	9	28	47	10	1	5
3	6	24	49	15	2	4
4	1	23	67	8	1	1
5	8	29	51	13	0	0
6	1	17	55	20	3	3
<b>Total</b>	26 (5%)	144 (24%)	321 (53%)	81 (13%)	8 (1%)	22 (4%)

#### SEMESTER 1, 2016 ACHIEVING AT OR ABOVE C GRADE IN ENGLISH:

Year 1 75% C grade or above

Year 2 84% C grade or above

Year 3 90% C grade or above

Year 4 89% C grade or above

Year 5 91% C grade or above

Year 6 76% C grade or above

There are considerably less A, B and C grades in Years 1, 4 and 6 which are areas for further enquiry and review in 2017.



## NUMERACY TARGET- STUDENTS ACHIEVE AT OR ABOVE SIMILAR SCHOOLS AS MEASURED THROUGH DATA LIFTED FROM REPORTS ACROSS ALL CURRICULUM AREAS

In 2016 Forest Crescent Primary School focussed on implementation of the whole school numeracy plan, through the provision of collaborative planning time and the development of an instructional framework.

In order to meet our focus for improvement, the school has continued supporting the development of mathematics through the ongoing implementation of the Western Australian Curriculum. Teachers (K-Year 6), collaboratively developed rich tasks for the assessment of student learning, applying and moderating them throughout the year.

Diagnostic information continues to inform planning for student improvement, drawing from a range of assessments to provide corroboration and direction for differentiated teaching and learning. These assist staff to identify benchmarks of progress and make comparative judgements against national achievement standards. Assessments include NAPLAN, Progressive Achievement Test (PAT) Maths, Mathematics Attitudinal Survey, On-Entry Assessment and diagnostic tasks as mandated by the whole school numeracy plan.

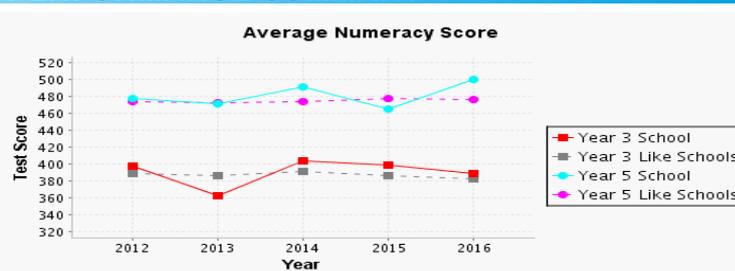
The Numeracy Specialist, J.Hart, has continued her involvement with the Junior Primary in supporting Pre-Primary Numeracy groups and in her capacity as a Numeracy learning support co-ordinator across the school. The school's focus on financial literacy was augmented by the Start Smart incursion, based on money management, during Numeracy Week.

Opportunities for mathematical enrichment for students across the school years were provided through differentiated learning activities to accommodate the learning requirements of extension students with emphasis on real life problem solving, calculating and operating strategies involving multi-tiered problem solving.

Further supporting this improvement, most of the school staff have integrated various IT platforms, including iPad & Interactive White Board (IWB) resources, to assist with individualised learning in the classes.

### NAPLAN COMPARATIVE PERFORMANCE SUMMARY

	YEAR 3			YEAR 5		
	2014	2015	2016	2014	2015	2016
<b>Numeracy</b>	0.7	0.4	-0.2	0.2	-0.2	0.5
Above Expected						
Expected within one standard deviation of the predicted school mean						
Below Expected						
If blank, then no data available or number of students less than 6						



These results indicate that Forest Crescent students perform at a similar level, within 1 standard deviation, to students in "Like" schools. Both in Year 3 and Year 5 we are above "Like" schools in areas tested.

It is pleasing to note that there has been continual improvement from Year 3 to 5 (the gap widens from 2014 – 2016).



## TARGET - 85% OF STUDENTS ACHIEVING AT OR ABOVE C IN YEAR 1-6 THROUGH SAIS DATA

Based on annual data collected in Semester 1, 88% of students were achieving at or above C in Numeracy. This was slightly above our target of 85% of students achieving at or above a C.

### REPORT GRADES - NUMERACY, SEMESTER ONE, 2016

Year	A	B	C	D	E	N/A
1	4	19	68	6	0	3
2	4	31	53	11	0	1
3	7	31	52	9	0	1
4	2	27	63	7	2	0
5	10	25	56	9	0	0
6	1	19	57	20	3	1
<b>Total</b>	28 (5%)	152 (25%)	349 (58%)	62 (10%)	5 (1%)	6 (1%)

#### SEMESTER 1, 2016 ACHIEVING AT OR ABOVE C GRADE IN NUMERACY:

Year 1 91% C grade or above

Year 2 88% C grade or above

Year 3 90% C grade or above

Year 4 92% C grade or above

Year 5 91% C grade or above

Year 6 77% C grade or above

There are considerably less A, B and C grades in both Year 4 and 6 which is an area for further enquiry and review in 2017.



## SCIENCE

In 2016 the students at Forest Crescent were provided with opportunities to participate in a range of inquiry based science investigations throughout the year. The students were able to showcase their knowledge and understanding of science through assembly items, newsletter entries, a science week incursion and various inquiry based investigations in the classrooms. An after school Science Club for girls was introduced to allow the students an opportunity to participate in more inquiry based learning to improve their engagement, understanding and confidence in science.

The students at Forest Crescent utilise various forms of Information and Communications Technology (ICT) to support their science learning in the classroom. Some of the types of technology used include interactive whiteboards, online websites with scientific clips and interactive features, e-books, electronic microscopes, robotics (STEM workshop and Scitech incursion), iPads and Studyladder.

### TARGET - 85% OF STUDENTS ACHIEVING AT OR ABOVE C IN YEAR 1-6 THROUGH SAIS DATA

Based on the 2016 Semester 1 data, 91% of students were achieving at or above C in Science. This was slightly above our target of 85% of students achieving at or above a C.

### REPORT GRADES - SCIENCE, SEMESTER ONE, 2016

Year	A	B	C	D	E	N/A
1	0	10	88	2	0	0
2	0	5	91	4	0	0
3	4	27	60	7	0	2
4	1	13	78	7	1	0
5	3	25	53	18	0	1
6	0	26	62	11	1	0
<b>Total</b>	8 (1%)	106 (18%)	432 (72%)	49 (8%)	2 (0.5%)	3 (0.5%)

### SEMESTER 1, 2016 ACHIEVING AT OR ABOVE C GRADE IN SCIENCE:

- Year 1 98% C grade or above
- Year 2 96% C grade or above
- Year 3 91% C grade or above
- Year 4 92% C grade or above
- Year 5 81% C grade or above
- Year 6 88% C grade or above

There were considerably less A's given to students in Semester 1 which is an area for further enquiry and review in 2017 given that a large majority of students are achieving at or above the expected level.



## HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences (HASS) focus for 2016 involved teachers planning, teaching, assessing and reporting in the History component of the curriculum. Collaborative time allowed staff to unpack and plan for Phase 2 Humanities and Social Sciences: Geography, Economics and Business, Civics and Citizenship with the move to full implementation and reporting in 2017.

The students were involved in a number of excursions and special assemblies to further develop their skills in the areas of questioning and researching, analysing, evaluating and communicating and reflecting.

Excursions included Wilkinson Homestead, Kalamunda Historical Village, Health of our Lake, Mundaring Weir and CY O'Connor, Maritime Museum Fremantle, Indigenous Walk Point Walter.

Special assemblies to celebrate and acknowledge historical events and cultural diversity included ANZAC Day, Remembrance Assembly and Harmony Day.

### TARGET - 85% OF STUDENTS ACHIEVING AT OR ABOVE C IN YEAR 1-6 THROUGH SAIS DATA

Based on Semester 1 reported data, 90% of students were achieving at or above C in HASS. This was slightly above our target of 85% of students achieving at or above a C.

### REPORT GRADES - HASS, SEMESTER ONE, 2016

Year	A	B	C	D	E	N/A
1	1	17	74	7	1	0
2	4	23	65	8	0	1
3	7	21	64	7	0	1
4	1	9	78	12	1	0
5	8	32	57	4	0	0
6	3	21	61	13	2	0
<b>Total</b>	24 (4%)	123 (20%)	399 (66%)	49 (8%)	4 (1%)	2 (1%)

### SEMESTER 1, 2016 ACHIEVING AT OR ABOVE C GRADE IN HASS:

Year 1 92% C grade or above

Year 2 92% C grade or above

Year 3 92% C grade or above

Year 4 88% C grade or above

Year 5 97% C grade or above

Year 6 85% C grade or above

Teacher grading in HASS was consistent across the grades, however there were less A grade scores given in Semester 1.



## Excellence in Teaching and Leadership

- Teachers will demonstrate improvement in professional development in teaching, learning and leadership as measured by the Australian Institute for Teaching School Leadership (AITSL) Standards for Teachers.
- Administrators will demonstrate improvement in professional development and leadership as measured by the AITSL Standards for Administrators.
- Leadership, teaching and learning will result in improved student performance as measured in English, Maths and Science.
- Regular collaborative planning and practise is evident to achieve excellence in teaching and learning.

Forest Crescent Primary School is led by a stable long-term leadership and teaching team that understand the students and community well. The leadership ensures that teaching and learning results in comprehensive improvement in student performance. This is achieved through high standards of professional expertise, collaboration and the implementation of evidence-based, age appropriate instruction.

In 2016, staff engaged in reflective practices to improve self, teaching and learning and whole school practices. These included performance development as part of the performance management process against the AITSL Standards and the National Quality Standard K-2. This year, baseline data has been collected in personal rating scales and is being used to measure growth over the duration of the Business Plan (2018).

The Forest Crescent Primary School staffing profile includes a number of highly skilled "Lead Teachers" who are responsible for leading the implementation of improvements across a variety of initiatives including Students at Educational Risk, Literacy, Social Emotional Learning and Health and Well-Being, Information and Communication Technologies and Sustainability. Teachers implemented strategies for improvement as articulated in the Western Australian Curriculum, the School Business Plan, operational plans and the National Quality Standard. This was achieved through a variety of collaborative structures including year level and phase of school teams, committees and the Maths Learning Community. These teams used reflective practices, peer observation and collaborative planning to evaluate and share successes to improve performance. Particular focus was placed on lesson design, age appropriate curriculum delivery and elements of the National Quality Standard.



## School Community Partnerships

- Parents have confidence in their local school.
- Parent participation is valued and supports the school in enhancing the learning experiences of and well-being of our students.
- Community relationships are strategic and developed to positively enhance learning opportunities and well-being for students.

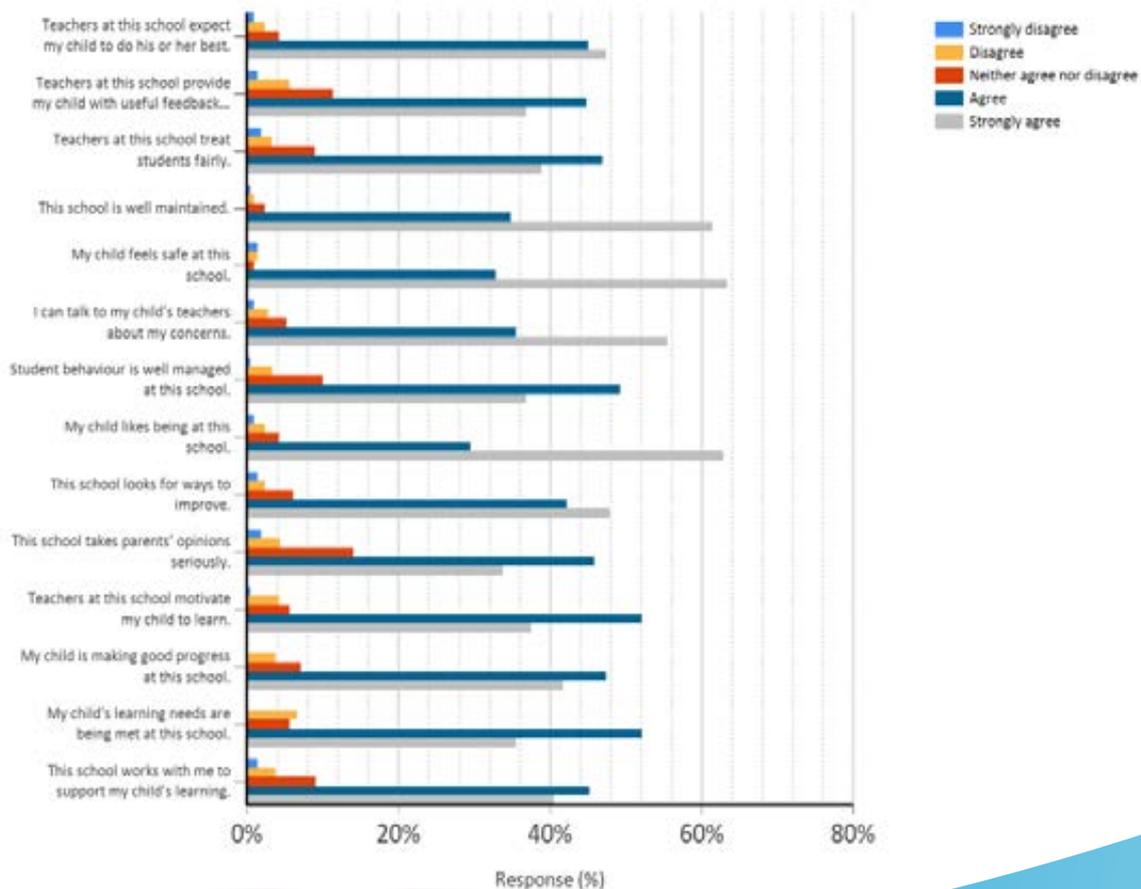
The table below indicates the number of after school activities the Forest Crescent Primary School and its facilities are used for to support community partnerships.

Organisation	Activity	Benefit to the School	Benefit to the Community
<b>Camp Australia</b>	Before/After school care	Before and afterschool care for F.C.P.S. students	Convenient location of care for F.C.P.S. parents
<b>Forest Crescent Netball Club</b>	Use of netball courts for training	Safe local training Improves physical skills of F.C.P.S. students	Provides local facilities to train
<b>Forest Crescent T-Ball Assoc.</b>	Use of school oval for training	Safe local training Improves physical skills of F.C.P.S. Students	Provides local facilities to train
<b>Australian Electoral Commission</b>	Use of classrooms/wet area as a polling place	Exposure to community	Facility for A.E.C. to hold elections
<b>MPT Bootcamp</b>	Personal Training on school oval	Exposure to community	Suitable well maintained oval. Attended by parents of F.C.P.S
<b>Fitness Australia</b>	Personal Training on school oval	Exposure to community	Suitable well maintained oval Attended by parents of F.C.P.S
<b>Grasshopper Soccer</b>	Soccer Clinics	Safe local training Improves physical skills of F.C.P.S. students	Provides a service for students from ours and other local schools.
<b>Phil Soulis Tennis</b>	Tennis Clinics	Exposing our students to tennis skills	Availability of tennis clinics in the local area
<b>Yamaha</b>	Keyboard Lessons	Students are able to use the key-boards during lessons	Lessons available for community members and students



### 2016 NATIONAL PARENT OPINION SURVEY

The school community was surveyed using the Department endorsed survey tool to gauge feedback on several aspects of our school. The responses received indicate that the perceptions of parents towards Forest Crescent Primary School and their views about school and parent co-operation, have been positively shaped by the present culture, historical background and the schools' current practices. These include a number of well-established supports and programs which are integral elements to the school's inclusive approach towards all students' learning, reinforced by the school community through a healthy dialogue, transparent accountability and a shared belief in educational practices at Forest Crescent Primary School.





More than 80% of the community respondents to the 2016 Parent Survey, agreed or strongly agreed that parents and Forest Crescent Primary worked together to support their children’s learning. This was important acknowledgement of the provision of developmentally appropriate and positive learning environments, characterised by higher teacher efficacy, opportunity for meaningful student participation in classroom learning and positive teacher-student relationships.

From the same survey, around 80% of the community believed that the school valued and supported parents by taking their opinions seriously. 94% of staff and 81% of parents believed there was a strong relationship with the community.

### 2016 SCHOOL SURVEY REVIEW

	Areas of Strength	Positive %	Neutral %	Negative %	Areas in Need of Review	Positive %	Neutral %	Negative %
<b>PARENTS</b>	Teachers at this school expect students to do their best.	92.0%	4.0%	3.0%	Teachers at this school provide my child with useful feedback.	82.0%	11.0%	7.0%
	The school is well maintained.	96.0%	2.0%	1.0%	Student behaviour is well managed at this school.	86.0%	10.0%	3.0%
	My child feels safe at this school.	96.0%	1.0%	2.0%	Teachers at this school treat students fairly.	86.0%	9.0%	5.0%
	The school looks for ways to improve.	90.0%	6.0%	3.0%	The school takes parents’ opinions seriously.	80.0%	14.0%	6.0%
	My child likes being at this school.	93.0%	4.0%	3.0%	Teachers at this school motivate my child to learn.	89.0%	6.0%	4.0%
					This school works with me to support my child’s learning.	85.0%	9.0%	6.0%
<b>STAFF</b>	Areas of Strength	Positive %	Neutral %	Negative %	Areas in Need of Review	Positive %	Neutral %	Negative %
	60% of staff have been at the school for a period of longer than 10 years.	100.0%			The school takes staff opinions seriously.	71.0%	18.0%	11.0%
	Teachers at this school expect students to do their best.	100.0%			I receive useful feedback about my work at this school.	66.0%	18.0%	15.0%
	Students at this school feel safe.	100.0%			Staff are well supported at this school.	69.0%	26.0%	5.0%
	Students like being at this school.	100.0%						
	The school is well maintained.	100.0%						
<b>STUDENTS</b>	Areas of Strength	Positive %	Neutral %	Negative %	Areas in Need of Review	Positive %	Neutral %	Negative %
	My teachers are good teachers.	90.0%	6.0%	4.0%	My teachers care about me.	82.0%	10.0%	8.0%
	My teachers expect me to do my best.	98.0%	1.0%	1.0%	Teachers at my school teach students fairly.	74.0%	18.0%	8.0%
	My teachers motivate me to learn.	91.0%	6.0%	3.0%	I can talk to my teachers about my concerns.	77.0%	11.0%	12.0%
	My school gives opportunities to do interesting things.	89.0%	6.0%	5.0%	I like being at my school.	84.0%	9.0%	7.0%
	My school looks for ways to improve.	90.0%	6.0%	4.0%	My school takes students’ opinions seriously.	67.0%	21.0%	13.0%
	My teachers provide me with useful feedback.	90.0%	8.0%	2.0%	Student behaviour is well managed at my school.	65.0%	24.0%	11.0%



## FINANCIAL INFORMATION

Forest Crescent Primary School operated with a total (one line) budget for the calendar year of \$6.63 million. The majority of the budget was expended on staff salaries (\$5.62 million), with \$0.68 million being expended on other operational areas. The breakdown of this income and expenditure is listed below (cash component minus salaries).

Revenue - Cash			Expenditure - Cash				
	Budget	Actual		Budget	Actual		
1	Voluntary Contributions	\$31098.30	\$31098.30	1	Administration	\$22506.36	\$16934.96
2	Charges and Fees	\$103594.71	\$103558.71	2	Lease Payments	\$ -	\$ -
3	Fees from Facilities Hire	\$20208.27	\$20208.63	3	Utilities, Facilities and Maintenance	\$205204.34	\$184648.82
4	Fundraising/ Donations/ Sponsorships	\$52879.89	\$52879.89	4	Buildings, Property and Equipment	\$216464.45	\$202472.22
5	Commonwealth Govt Revenues	\$ -	\$ -	5	Curriculum and Student Services	\$257535.24	\$217124.23
6	Other State Govt/Local Govt Revenues	\$ -	\$ -	6	Professional Development	\$16000.00	\$17234.09
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -	7	Transfer to Reserve	\$50000.00	\$50000.00
8	Other Revenues	\$8344.22	\$8346.33	8	Other Expenditure	\$5.00	\$40.00
9	Transfer from Reserve or DGR	\$10941.30	\$10941.30	9	Payment to CO, Regional Office and Other Schools	\$31060.00	\$1060.00
10	Residential Accommodation	\$ -	\$ -	10	Residential Operations	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -	12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$227066.69	\$227033.16	13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
	Opening Balance	\$168831.00	\$168830.99	14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Student Centred Funding	\$435237.80	\$435237.80		Total Goods and Services Expenditure	\$798775.39	\$689514.87
	Total Cash Funds Available	\$831135.49	\$831101.95		Total Forecast Salary Expenditure	\$ -	\$ -
	Total Salary Allocation	\$ -	\$ -		Total Expenditure	\$798775.39	\$689514.87
	<b>Total Funds Available</b>	<b>\$831135.49</b>	<b>\$831101.95</b>		<b>Cash Budget Variance</b>	<b>\$32360.10</b>	



## PRINCIPAL & SCHOOL BOARD CHAIR ENDORSEMENT

*This report represents part of our journey in achieving the targets outlined in the School's Business Plan 2015-2017. The achievement of this is a partnership between the school and the community reflecting our motto, "In Learning We Grow".*

*We invite all community members to actively participate in our school and work together as we continue to provide high quality teaching and learning opportunities promoting educational, social and emotional excellence.*

**Ian Anderson**  
Principal

**Stuart McLagan**  
School Board Chair

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83 Forest Crescent, Thornlie WA 6108



# FOREST CRESCENT PRIMARY SCHOOL

In Learning We Grow



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