

Forbes Public School

Annual Report

2016



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Introduction

The Annual Report for 2016 is provided to the community of **Forbes Public** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dafydd Thomas

Principal

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Message from the Principal

It is with great delight I reflect on the successes of 2016 as our school culture continues to reach new heights. Forbes Public School holds education in the highest esteem. It continues to strive for excellence and build on successes individually, academically, socially, in the creative and performing arts and in the sporting arena. The staff, students, parents, carers and wider community collectively continue to pave a dedicated path forward in Twenty First Century learning. The P&C and fund raising committee have worked tirelessly throughout the year to financially support many new initiatives our school has embraced.

It is inspiring to reflect on a year at Forbes Public School and recall so many highlights. Our students continue to reach new goals in and out of the classroom. I have witnessed this with my many visits to classes, presentation of awards, results from competitions, various interschool events and interactions across the playground. Students are developing into confident, creative, articulate, dedicated, enthusiastic and robust individuals as we prepare the next generation of our community. Positive Behaviour for Learning (PBL) continues to empower our school culture and develop students capacities to become resilient robust individuals.

Our staff strive to bring out the best in every student and to inspire learning across all facets of the school. They provide opportunities for children that will continue to mould and shape their education journey to the fullest capacity. Passionate staff work daily to bring out the best in students and enable them to develop skills to conquer challenges. Forbes Public School develops a genuine approach to inclusivity and valuing diversity throughout the year. We spend great amounts of time with your children throughout 2016 and it is wonderful to see the foundations being built in every students life as they flourish with each new opportunity.

Message from the school community

2016 has been a really successful year for the Forbes Public School P&C. We have held a number of fundraising events throughout the year, and donated over \$16,000 to the school.

During March we held our annual Easter fair. A successful initiative this year again was to have a subcommittee to harness some extra support from the school parent community. We had a lot of people attend on a beautiful autumn evening. This year we had some new stalls and activities which were very successful. We made a huge profit of more than \$ 12,000. We held our regular Mothers day Breakfast in May and Fathers day Breakfast in September. These were well attended, providing a nice cooked breakfast. There was a stall for children to buy gifts for their parents.

The final event for the year was our Market Day. The great weather enticed a large crowd from around the community to attend. There were fun activities for the kids to do, plus a wide variety of stalls to choose wares from. We had 50 stalls on the day, and the feedback was really positive with some having already booked a place for next year. We plan to build on

the success of this event in the coming years. We made over \$4000 from this day.

Canteen

As you may be aware, The P&C operates the school Canteen. We employ two ladies to run this for us and we thank them for the year of service. The new menu which was brought out has been well received, with a lot of positive feedback coming back about it from Parents and Teachers. Next year as always, we will need volunteer helpers within the Canteen. So if you could spare an hour or two in the new year we would love to have you be involved.

Organisations like this operate successfully with the help of many volunteers. So I would like to take this opportunity to thank all the people who have helped the P&C or the school directly, throughout this year. Let's make 2017 even better.

Kind Regards, Murray Thomas–P&C President

School background

School vision statement

Forbes Public School is committed to maintaining a tradition of excellence for 21st century learners. The core purpose is to ensure the development of all our students into robust, confident, creative and successful individuals who are inquiring learners that will make a positive contribution to the wider community. Every student in every classroom has the opportunity to reach their potential in a safe, respectful and responsible learning environment.

School context

Forbes Public School is situated in the heart of the Forbes Community. The school has an enrolment of 280 students, including 17% Aboriginal students. The school values diversity across its community. The school has a learning centre that caters for moderate intellectual disability and/or severe intellectual disability (IO/IS), autism (AU), mild intellectual disability(IM) and emotional disturbance (ED) students. Forbes Public School has a very strong literacy and numeracy focus with exceptional technology facilities. The school is supported by an active Parents and Citizens Association and strong community relationships, working closely with the AECG and outside agencies. Forbes Public School aligns with the Positive Behaviour for Learning philosophy and maintains a proactive approach to student welfare. More information can be obtained through the school website <http://www.forbes-p.schools.nsw.edu.au/>.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The results of this process demonstrated:

In the domain of Learning, there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. The whole school approach to Positive Behaviour for Learning (PBL) has underpinned the culture of Forbes Public. Commitment by staff to effectively support students through the PBL approach has enabled many collective and individual successes to take place this year. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Students care for self, and contribute to the wellbeing of others and the wider community. Curriculum provision has been enhanced by learning alliances with other schools and organisations through opportunities such as the Lachlan Engagement and Enrichment Program (LEEP) that works in partnership with Forbes High to provide a new platform for students to excel in subject areas based on 21st Century Learning.

Within the domain of Teaching, the school utilises student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve negotiated goals in their learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers actively share learning from targeted

professional development with others and in particular this year has involved embedding the new curriculum. Regularly teachers are making adjustments to reflect the individual needs of students. 2015 saw a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers continue to work beyond their classrooms to contribute to broader school programs in various key learning areas.

Finally examining closely the domain of Leading, as all staff are seen as leaders in their set professional areas aspiring to continually support students to enable them to be the best they can be. Leadership development is central to school capacity building and embracing change to enable Forbes Public to maintain its tradition of excellence. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan as all staff contribute to its fulfilment. Leading a successful school culture continues to be a priority for all staff to enable Forbes Public to continue to develop successful citizens of the future who can excel.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Culture of student achievement

Purpose

To develop consistent high quality educational practices and student achievement driven by 21st century learning.

Overall summary of progress

- Programs show evidence of teaching of critical thinking, evaluation/feedback, problem solving, collaboration and planning.
- Staff review current curriculum to facilitate effective learning strategies across KLA's.
- Teachers meet with parents/carers to plan learning goals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| All students meet their personalised learning goal. 100% of staff to attend professional learning to increase knowledge of the new BoS Curriculum. Professional Learning for all staff in 21st century fluencies. | <ul style="list-style-type: none">· Wholeschool approach to Professional Learning for teachers to effectively implement the new curriculum.· Scope and sequences developed to inform best practice across the school when delivering the curriculum and programming.· 21st Century approaches evident in teaching and learning cycles.· Structures to monitor student achievement to enhance outcomes for students with data entered into PLAN.· 3 way conferences involving the student, parent/carers and teacher are completed each year with independent educational goals. | |

Next Steps

- Increased partnership and involvement of the school community in learning and engagement to enable each child to be the best they can be. Parents and carers partner with students learning to build high expectations of students. A holistic approach to education is shared and supported through increased understanding and involvement.
- Staff collaborate with other schools in best practice to deliver the new curriculum and generate teaching resources.
- Student progress across the learning continuum is monitored and part of the Learning and Support Teams regular process.

Strategic Direction 2

School values & citizenship

Purpose

To embed a culture of success and set of positive values based on the PBL elements of being safe, respectful and responsible global citizens.

Overall summary of progress

- The PBL team and the whole school staff have implemented and lead quality delivery of content and approaches to inspire students.
- Students engage in constructed learning activities that develop the PBL values in the local and global environment.
 - Workshops held to strengthen the home school partnerships in PBL for parents and carers

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| <p>Students are positive and equipped citizens which results in a reduction of suspensions and brown cards.</p> <p>All staff have professional learning enabling them to build student capacity around school values and citizenship.</p> <p>All policies will be reviewed and updated to ensure they are current and significant within the school context.</p> <p>Whole school surveys and data demonstrate effectiveness of the PBL</p> | <ul style="list-style-type: none">· Whole school surveys and data demonstrate effectiveness of PBL.· PBL team work closely with Forbes High School to develop a consistent framework and culture of success.<ul style="list-style-type: none">• Teaching staff participate in combined development days by Kathy Perez focusing on engaged learners. This resulted in teachings utilising new techniques to facilitate students successes in and out of the classroom. | |

Next Steps

- PBL team create learning opportunities to apply and develop further the PBL skills and 5 keys to success as global citizens.
- SRC link their leadership training with the PBL whole school approach to empower the students and peers
- More parent and carer workshops are facilitated by the school to build the home/school partnership equipping students in various settings to.
- Increase the internal and external PBL coaching model to equip staff with new strategies for empowering students to be robust and resilient citizens reflecting the PBL values.

Strategic Direction 3

Community engagement across the K–12 schools

Purpose

To develop whole school community organisational practices which facilitate outstanding opportunities for all members.

Overall summary of progress

- The school has effectively facilitated enrichment and engagement opportunities with students from primary school into the Forbes High School learning environment.
- Combined Professional Learning opportunities with schools in the Forbes community have enabled best practice to be developed across a common platform.
- Effective transition plans in place from preschool to Primary, then from Primary to High School including special education linkages.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|-------------------------------|
| <p>LEEP is implemented –Lachlan Engagement and Enrichment Program for Stage 2 and Stage 3 students from Forbes North and Forbes Public with Forbes High School is successfully operated.</p> <p>Effective transition plan from preschool to Primary, then from Primary to High School including special education linkages.</p> <p>All staff will have identified professional learning goals that are aligned to the 5P plan and to the National Teaching Standards and will actively seek out and participate in Professional Learning aligned to these goals.</p> | <p>Targeted students from Stage 2 & 3 participated in Science and Mathematics enrichment and engagement learning opportunities each term at Forbes High School.</p> <p>Transition plans are effective in enabling students to move between settings and increase early engagement in learning.</p> <p>SRC complete GRIP leadership training</p> | |

Next Steps

- Increase LEEP opportunities to additional key subject areas.
- All staff will have identified professional learning goals that are aligned to the 5P plan and to the National Teaching Standards and will actively seek out and participate in Professional Learning aligned to these goals.
 - Engage in increased purposeful professional learning opportunities across K–12 schools to build consistency and best practice in the teaching and learning cycle.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--------------------|
| Quality Teaching, Successful Students (QTSS) | <ul style="list-style-type: none"> • Increased teacher expertise and student engagement. • Action research completed to improve teaching pedagogy . • PBL results reflect positive improvement | |
| Support for beginning teachers | <ul style="list-style-type: none"> • Mentoring time and structures established to drive high educational results and expectations • Teaching methodology refined • Constructive feedback given to improve student outcomes • Targeted professional Learning accessed to strengthen teachers skill set | |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 151 | 152 | 145 | 152 |
| Girls | 144 | 139 | 134 | 142 |

Student numbers have remained reasonably stable. Approximately 17% of our students identify as Aboriginal.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 94.1 | 94.6 | 95.5 | 94.7 |
| 1 | 93.8 | 92.8 | 94.3 | 94.3 |
| 2 | 92.6 | 93.4 | 94.3 | 94.3 |
| 3 | 95.3 | 93.7 | 94.6 | 94.1 |
| 4 | 93 | 95.5 | 94 | 93.9 |
| 5 | 95.1 | 90.9 | 95.5 | 95.4 |
| 6 | 94.8 | 94 | 93.3 | 93.6 |
| All Years | 94.1 | 93.7 | 94.6 | 94.3 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Students and families have engaged in effective attendance processes, working closely with staff, during the 2016 school year.

Class sizes

| Class | Total |
|-------|-------|
| K/1N | 19 |
| KHW | 19 |
| KB | 19 |
| 1/2B | 23 |
| 1K | 22 |
| 2A | 24 |
| 3M | 21 |
| 3/4B | 22 |
| 4HN | 20 |
| 5B | 25 |
| LC | 1 |
| 5/6H | 24 |
| 5/6G | 24 |

Structure of classes

Class structures are generated through close analysis of many factors to create the optimum learning environment for every student.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 12.34 |
| Teacher of Reading Recovery | 0.5 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration & Support Staff | 6.65 |
| Other Positions | 0.42 |

*Full Time Equivalent

Forbes Public School currently has three members of staff who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 15 |

Professional learning and teacher accreditation

Professional learning was carried out for all staff in a number of strategic directions. This included training for staff in the new curriculum, behaviour management, Stronger Smarter Leadership, PBL practice, school planning, L3 literacy training and ESES.

Professional learning funds focused on developing skills and teaching strategies in various areas aligned to our school management plan. Additional professional development is facilitated for staff through individual research.

Staff have a very positive attitude towards professional learning. They welcome the opportunity to attend courses, will always provide feedback to all staff on events attended and will offer to provide school based training to their peers.

An Assistant Principal in conjunction with the leadership team supported the accreditation process across the school and worked closely with staff accreditation elements. The Department's additional support for mentoring and release time focused around best practice was provided to one new permanent staff member.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th of November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 111 721.74 |
| Global funds | 335 161.81 |
| Tied funds | 232 426.27 |
| School & community sources | 95 025.91 |
| Interest | 3 590.46 |
| Trust receipts | 103 428.50 |
| Canteen | 0.00 |
| Total income | 881 354.69 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 27 239.52 |
| Excursions | 39 893.95 |
| Extracurricular dissections | 14 098.21 |
| Library | 42.00 |
| Training & development | 0.00 |
| Tied funds | 305 111.85 |
| Short term relief | 63 720.61 |
| Administration & office | 156 657.13 |
| School-operated canteen | 0.00 |
| Utilities | 74 744.94 |
| Maintenance | 21 503.36 |
| Trust accounts | 59 641.76 |
| Capital programs | 36 455.39 |
| Total expenditure | 799 108.72 |
| Balance carried forward | 82 245.97 |

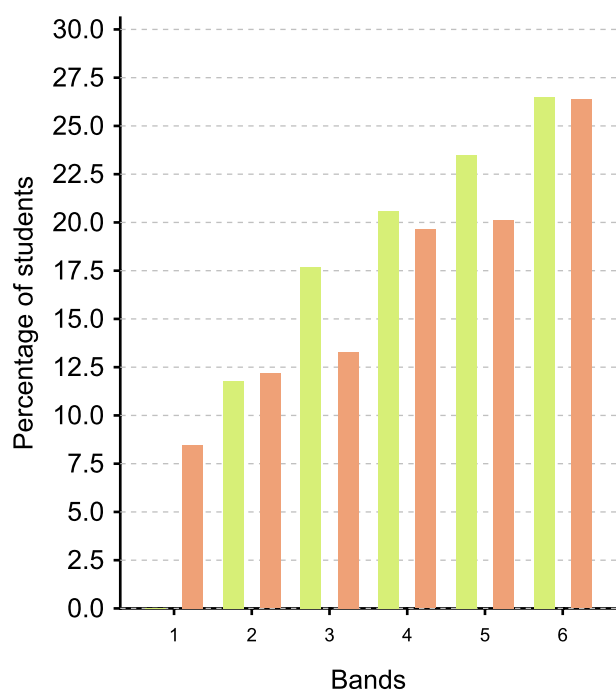
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

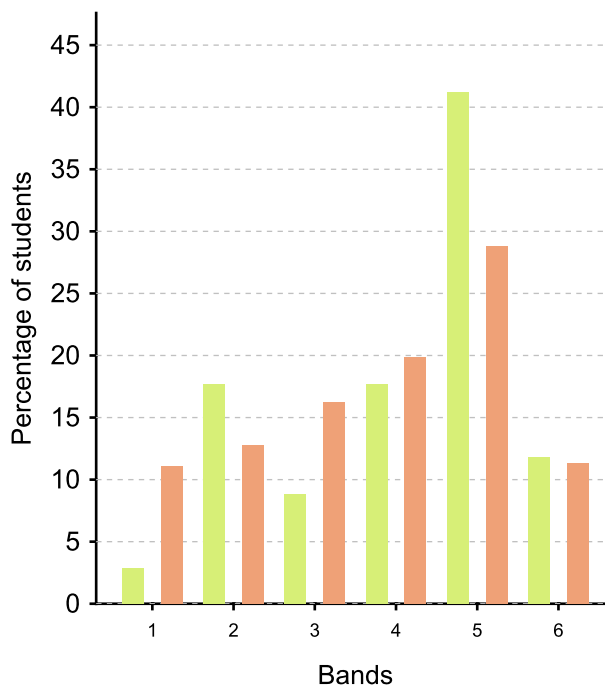
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



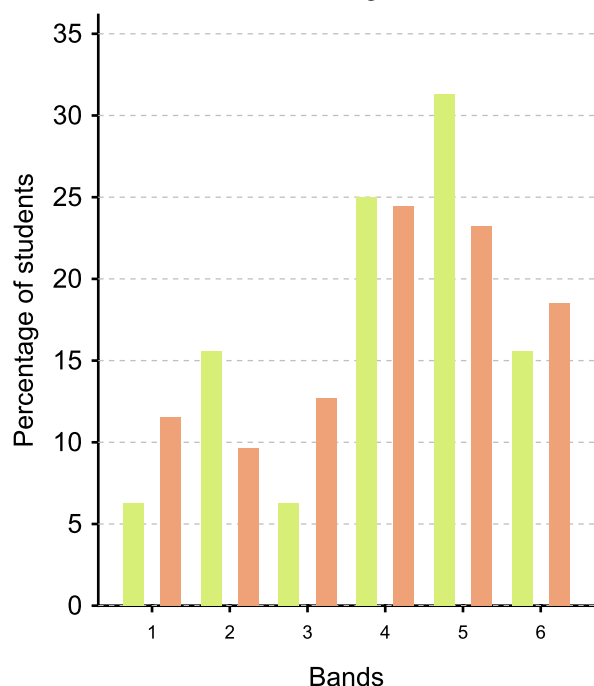
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



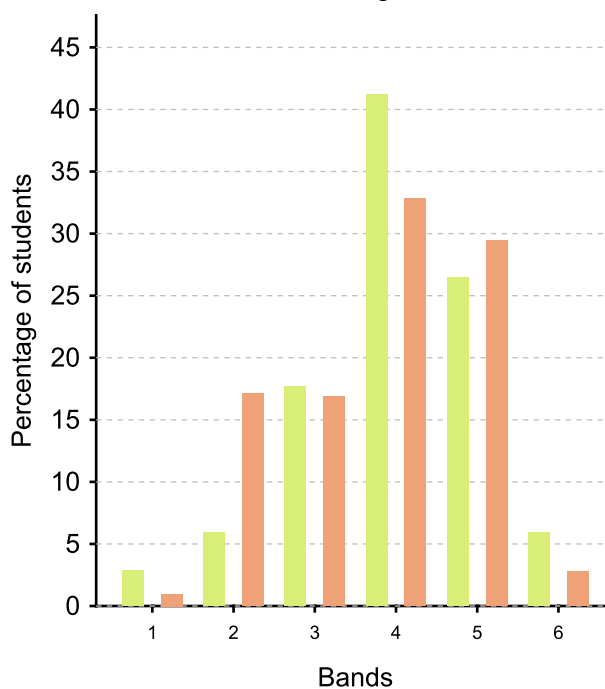
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



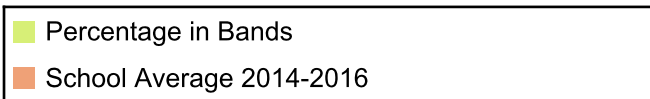
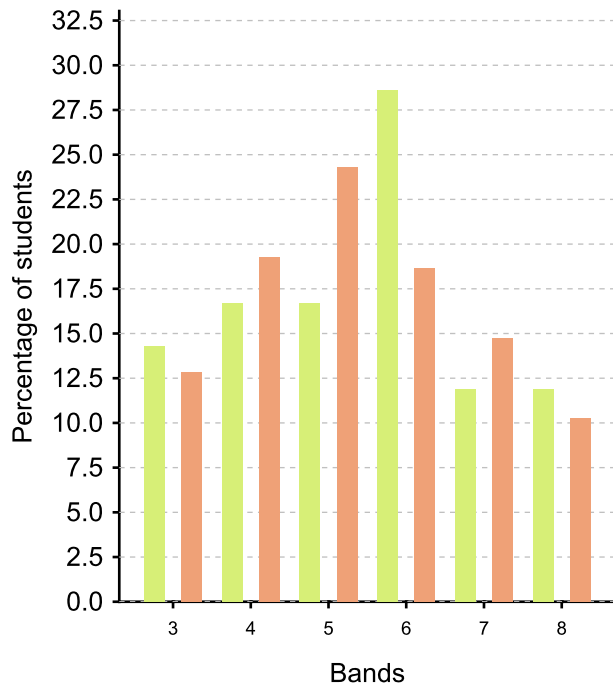
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

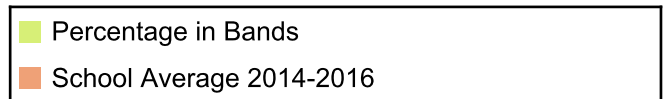
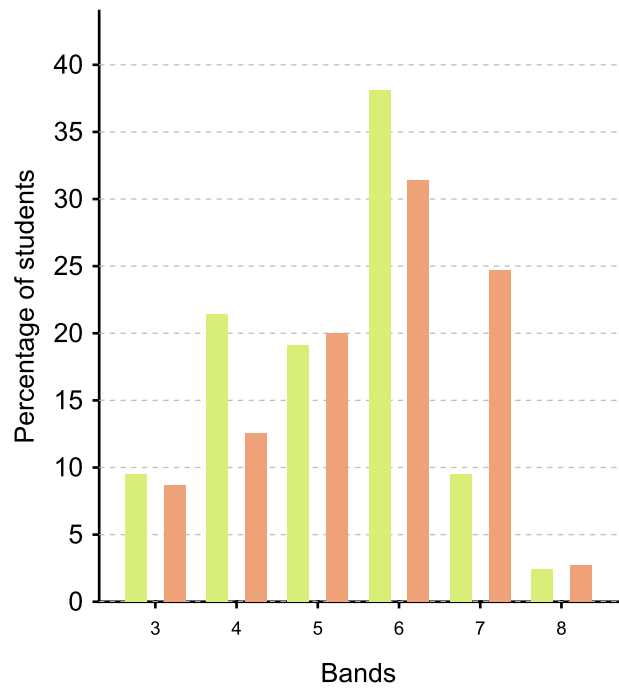


Percentage in Bands
School Average 2014-2016

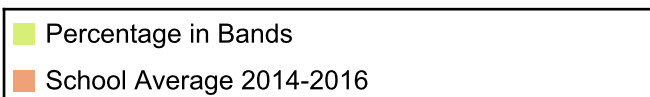
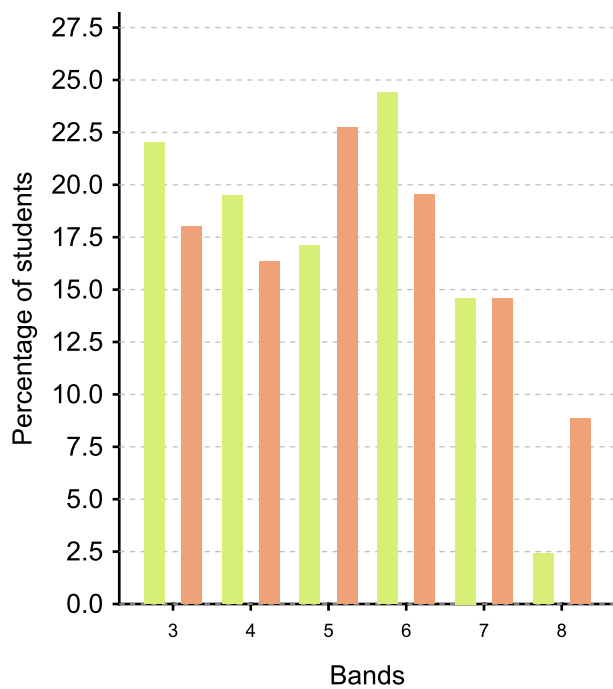
Percentage in bands:
Year 5 Grammar & Punctuation



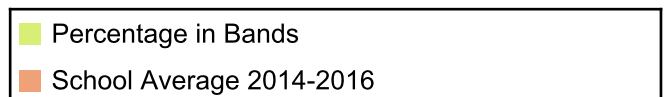
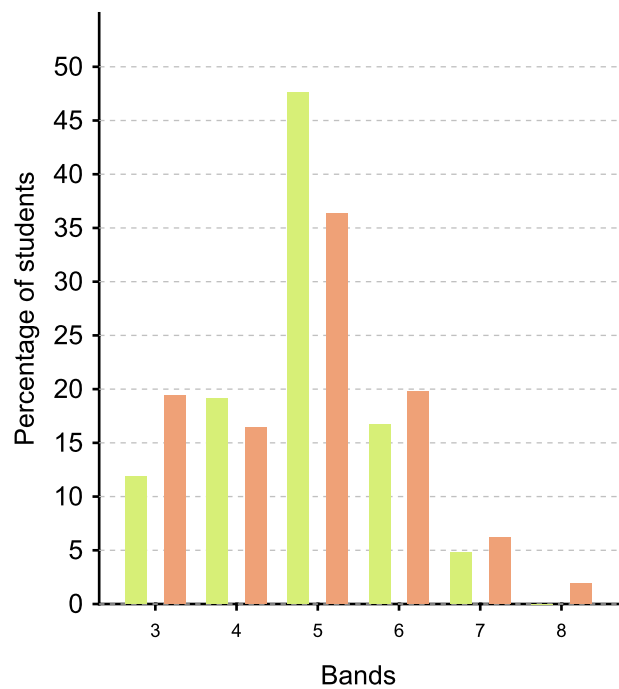
Percentage in bands:
Year 5 Spelling



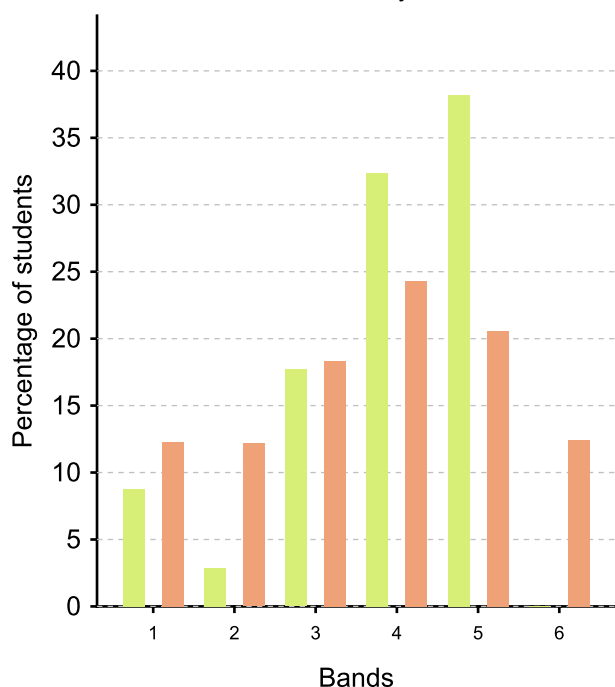
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

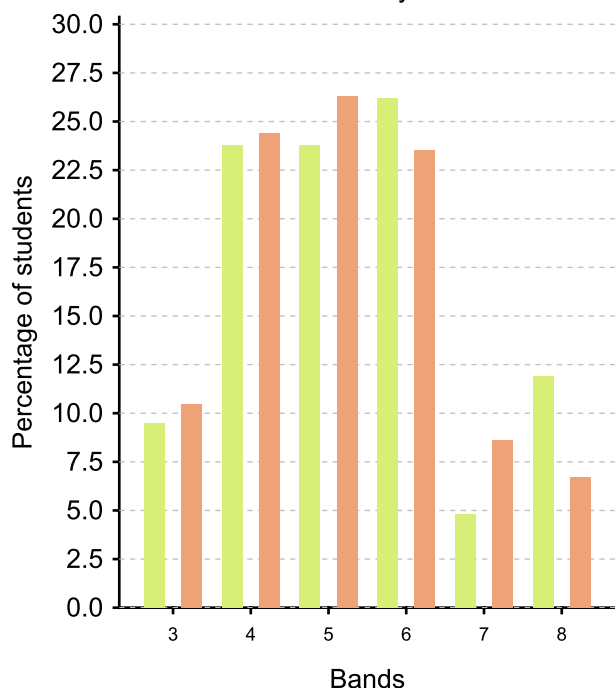


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

The school continues to implement strategies and interventions to effectively support the Premier's Priorities. Our school culture of high expectations and researched interventions will be driving the continual improvement cycle across K-6 to have the most impact on these priorities.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

This year the school also utilized the Departments "Tell Them From Me" an online anonymous survey to compliment written feedback provided by the community.

The community feedback was very positive with parents and carers commenting on the strengthened school culture and access to wonderful learning opportunities for their children. 90% of the surveys believed that they were happy to discuss the learning outcomes of their child with their teacher, 85% communicated that the staff help the students to be the best they can be and 90% communicated that the school has high expectations which the children aspire towards in their achievements.

Student felt that staff understood how best to help them learn and 90% of students felt that teachers brought out the best in them.

Policy requirements

Aboriginal education

Forbes Public School took part in the 2016 Forbes Community NAIDOC Community Day.

Aboriginal Education continues to be a priority at Forbes Public School and has maintained its' community focus throughout 2016.

Students have been involved in Aboriginal dance and have had workshops for students in traditional dance and history from visiting Balladoran dance groups. Students engaged in traditional Aboriginal dance, costume and painting. Yoorana Gunya continue to support many positive interaction across our school community.

Targeted Aboriginal students have received assistance from Aboriginal Learning Support Officers and PLP's.

Our new representative sporting uniform embraced our local Aboriginal area with a personal design from one of our local Aboriginal community members.

Multicultural and anti-racism education

At Forbes Public School we recognise and celebrate the multicultural diversity of families in our school community.

Multicultural perspectives are taught through HSIE topics and the sharing of rich literature related to people of other cultural backgrounds.

Parents and carers are encouraged to join in the everyday life of our school community.

FPS has a school wide approach of PBL ensuring all students are aware of their role and responsibility in developing a culture of inclusivity across our community.

Other school programs

Debating

On the 26th May 2016 the Forbes Public school debating team had their first debate.

The first debate was the year 6 team Ella Higgins, Ella Nicholls, Lillion Ramage and Harrison Toole. This round was against Kandos Public school. Kandos public school travelled all morning when a student became sick on the way. They managed find a replacement and arrive at our school in time for our debate.

The topic for the debate was "That Australia is the lucky country". As we were the home team we were the affirmative speakers. The students prepared very well and gave up lots of lunch times to practice their speeches.

Ella Nicholls was our first speaker and spoke with confidence and conviction. She started us off fantastically. Harrison Toole was second speaker and was required to rebut. With the help of Lillion Ramage as fourth speaker, Harrison was able to rebut and present his part wonderfully. Ella Higgins was our final speaker she delivered some great rebuttals and concluded our debated outstandingly.

On the 31st August 2016 the Forbes Public school debating team had their second debate.

The debating was the year 6 team Ella Higgins, Ella Nicholls, Lillion Ramage and Harrison Toole. This round was against Mulyan Public school.

The topic for the debate was "That Zoos should be abolished". As we were the home team we were the affirmative speakers. The students prepared very well but a little nervous.

Lillion Ramage was our first speaker and spoke with confidence. She started us off outstandingly. Ella Higgins was second speaker and was required to rebut. With the help of Harrison Toole as fourth speaker, Ella Higgins was able to rebut and present her part with conviction. Ella Nicholls was our final speaker she delivered some great rebuttals and concluded our debated amazingly.

It was a pleasure to coach the year 5 and year 6 debating teams this year. All students represented Forbes Public School to the highest standard.

Public Speaking

Over the course of term 3, students in 3, 4, 5 and 6 at Forbes Public School participated in a series of Public Speaking competitions. All students were required to choose a topic and prepare a 3 minute speech at home following the format of either an information report(year 3) or a persuasive writing piece (years 4, 5 and 6). During the week of presentations, students were also required to give a 1 minute impromptu speech. This was a challenging task as most students had never delivered one before. After the topic was revealed, students were given 5 minutes planning and preparation time. Students then had 1 minute to deliver their speech where points were allocated for matter, method and manner. After the scores were tallied, each class choose 4/5 speaker to compete in the public school finals against a number of other finalists in their stage. A guest judge from Forbes High School came along to help adjudicate. Every student should be proud of their efforts and achievements. Each person really stepped out of their comfort zone and the level of effort was outstanding. Our year 3 winner was Fyn Harrison and our year 4 winner was Isla Worland. The year 5 winner was Georgie Coote and the year 6 winner was Ella Higgins.

Tennis report

On Monday the 8th of February, 10 students from years 3 to 6 competed in the District Selection Tennis Trials for Lachlan PSSA. All of the students played their best and had some great results. Three students from our Forbes Public School team were then selected to represent the Lachlan district team in the Western Area PSSA Trials on the 1st of March 2016. Steph Behan, Jake Chudleigh and Tom Steele- Park performed extremely well with Steph advancing onto compete in the NSW PSSA carnival in Tweed Heads. She was a fierce competitor and played exceptionally.

On Thursday the 10th of March our school tennis team hosted Parkes East for the first round of the Victor J Kelly knockout rounds. Our students played their very bests and were successful in moving forward to the second round of knockouts. The students then played Parkes Public School but were unsuccessful in proceeding to the next level. We are extremely proud of all of their efforts. Well done to Sally Rout, Georgie Coote, Steph Behan, Oscar Worland, Tom Steele- Park and Jake Chudleigh. What a great year of competitive tennis we've had.

Touch Football

Forbes Public School had a very busy year regarding Touch Football. Both the primary Boys and Girls teams represented our school throughout 2016.

On the 21st of July Miss Brown and the Boy's team

headed to Parkes for our first round. This game was against Parkes East Public and we had our work cut out for us. The Boys played very well in the first half but were down by one point. We came back in the second half and managed to score two points, to put us in the lead. Parkes East responded and we had an even game at full time. This required us to go into extra time. Each team was down to three a side and we came very close to the crucial point. Unfortunately Parkes East got a runaway point to win the game. The Boys all played very well but special mention to Deegan Weaver, Jake Chudleigh and Oscar Worland for outstanding sportsmanship.

On the 27th of July the Girls team played their second round game against Wyalong Public. It was a very cold and windy day, with rain appearing at times. Wyalong came out strong and score two quick points. Our Girls warmed up and responded with a point before half time. After the break the Girls were determined and equalled points. It was two all with 5 minutes to go but the Girls were defending well. As we were defending Wyalong threw a high ball, Steph Behan was there. She intercepted the pass, ran the full length of the field to win the game. All the Girls played wonderfully and displayed outstanding sportsmanship.

On the 29th of August the Girls team played their third round game against Middleton Public. It was a beautiful day with the sun shining. Middleton came out strong and score two quick points in the first half. Our Girls responded with a point just after half time, scored by Georgina Stitt. The girls were excited to be back in the game. Not long after Middleton got another point to make the score line 3–1. Our Girls continued to play well but with 2 minutes of the game to go time was running out. Lauren Bate then ran the length of the field to make it 3–2. After a quick re-start by our Girls, the clock was down to 40 seconds. Ella Nicholls made a break and needed to run the length of the field to even the score. Final it was full time and the score was 3 all. This meant a drop off was needed to have a winner. After 4 minutes into the drop off Middleton got through to score the winning point, well done Middleton.

It was a great game and both teams displayed outstanding sportsmanship. It was a pleasure to coach such a wonderful group of students this year. Great effort Forbes Public School!

PBL

Forbes Public School had an outstanding year regarding Positive Behaviour for Learning (PBL). Students, staff and the wider school community have worked hard over the year planning events and reflecting on our PBL approach at school and at home.

Students within our school worked hard every day to follow the school's three values to be Respectful, Responsible and Safe. When students are displaying our PBL values they may receive blue cards off the adults in our school. These blue cards are collected by the students and put into a collection box that is added. Once a certain number is reached a school reward is planned. This year some of the school rewards that were held included blue day, no writing day, movies,

Rascals play centre and an activities session.

2016 saw the continuation of aPBL (Positive Behaviour for Learning) initiative, PBL at Home. Workshops were run by school staff with parents and community members to teach them the language teacher's use. Sessions were fun, interactive, informative and practical.

Our school values Respectful, Safe and Responsible can be used in the home too and the more we involve the school community the more our school builds the capacity necessary to foster happy and capable youth.

Special Education

The Support Unit consists of four classes catering for students with Mild, Moderate and Severe Intellectual Disabilities, Autism and students with an Emotional Disturbance. Each class has a teacher and permanent SLSO. SLSO's and AEO's also work across the school supporting students within the mainstream classes. We also have a range of students within our mainstream classes currently on funding support.

We pride ourselves on all students within our Support Unit being treated as individuals and participating in an accepting and inclusive learning environment across our school. Students within the Support Unit have a buddy class and participate in activities with their grade on varying levels. A dedicated committee of parents/carers, SLSO's and teaching staff have been fundraising throughout the year to purchase specialised play equipment for the Support Unit playground. We have recently been successful in obtaining a grant from North Parkes Mines towards our equipment.

Students within our Support Unit are supported through regular Case Management, Personalised Learning Plan and Review Meetings with teaching staff, parent/carers and other relevant outside agencies. All students have a Personalised Learning Plan and students needing Risk Assessments, Behaviour and Crisis Plans have these in place. Students are supported through small class sizes and intensive teacher/SLSO support to meet their individual needs. In 2016 students have had opportunities to perform at the Forbes and Cowra Eisteddfods gaining places, participate in DREAM cricket clinics for students with disabilities, participate in fortnightly visits to Riding for the Disabled and whole school excursions.

Speech Therapists, Physiotherapists, Occupational Therapists and other outside agencies work with our students and staff towards individual student goals. We are fortunate to have a Gross Motor room which assists in accommodating this. It has been a positive year for the Support Unit with students achieving personal goals and staff participating in Professional Development.