

# Forbes Public School

## Annual Report

2017



1926

## Introduction

The Annual Report for **2017** 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

### School contact details

Forbes Public School

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### Message from the Principal

I was proud to reflect on the successes of 2017 as our school culture continues strengthen achievement in many areas. 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 personal 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 2017 and it is wonderful to see the foundations being built in every students life as we prepare them to be robust and resilient citizens.

## 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

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.

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 which was strengthened with our school Chaplain program. 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. Regularly teachers are making adjustments to reflect the individual needs of students. 2017 saw a particular focus on improved teaching methods in critical and creative thinking, 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, businesses, industry and community organisations to improve educational opportunities for students. There is broad understanding of, and support for, school high

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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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.
- Teachers meet with parents/carers to plan learning goals.
- Students driven by self regulated learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	TPL funds \$17000	<ul style="list-style-type: none"><li>• Programs show evidence of teaching of critical thinking, evaluation/feedback, problem solving, collaboration and planning.</li><li>• Staff review current curriculum to facilitate effective learning strategies across KLA's.</li><li>• Teachers meet with parents/carers to plan learning goals.</li></ul>

### 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 cares partner with students to express what high expectations of student achievement looks like.
- Students work towards learning intentions and success criteria in assessing their own learning abilities.

## 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

- PBL values strongly embedded in school culture and the community.
- Workshops effectively have build common dialogue across the school.
- External PBL coaches and the learning support team strengthen strategies for resilience and wellbeing through explicit lessons.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	PL funds—\$5500	<ul style="list-style-type: none"><li>• Cohesive interdependent learning community focussed on the development of effective skills that can be transferred into any setting for all individuals.</li><li>• Opportunities across the wider community to demonstrate these global citizenship skills are facilitated.</li></ul>

### Next Steps

- Embed PBL values into the skills of creativity, critical, collaborative and connected learning approaches.
- Strategies to increase the linkages with Preschools and High schools in explicitly teaching PBL and global citizenship.

### 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

- Effective partnerships are in place across Forbes for all students.
- Transition plans are meaningful and effective facilitating effective platforms for students to excel in.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$4500	<ul style="list-style-type: none"><li>• Effective transition plans in place from preschool to Primary, then from Primary to High School including special education linkages.</li><li>• Human resource sharing to create innovative opportunities for students.</li><li>• Effective transition plans in place from preschool to Primary, then from Primary to High School including special education linkages.</li></ul> <p>Human resource sharing to create innovative opportunities for students.</p>

#### Next Steps

- Increase mentors from the High School in local feeder schools
- Extend LEEP into diverse subject areas
- Access PL across schools with release for staff to map effective curriculum linkages to inform best practice.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Two Aboriginal SLSO officers supported students across the school	Personal learning support in and out of the classroom enabled students that identify as Aboriginal have increased academic and social/emotional success.
<b>Quality Teaching, Successful Students (QTSS)</b>	One teacher releasing staff to work on best practice	<ul style="list-style-type: none"> <li>• Increased teacher expertise and student engagement.</li> <li>• Action research completed to improve teaching pedagogy .</li> <li>• PBL results reflect positive improvement.</li> </ul>
<b>Support for beginning teachers</b>	Release, PL and targeted experienced mentors were aligned to impact ECT.	<ul style="list-style-type: none"> <li>• Effective induction strategies.</li> <li>• Mentoring time and structures established to drive high educational results and expectations.</li> <li>• Teaching methodology refined</li> <li>• Constructive feedback given to improve student outcomes.</li> <li>• Targeted professional Learning accessed to strengthen teachers skill set.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	152	145	152	147
Girls	139	134	142	144

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

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	95.5	94.7	93.9
1	92.8	94.3	94.3	94.4
2	93.4	94.3	94.3	94.1
3	93.7	94.6	94.1	92.5
4	95.5	94	93.9	94.6
5	90.9	95.5	95.4	93.8
6	94	93.3	93.6	94.5
All Years	93.7	94.6	94.3	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Students and families have engaged in effective attendance processes, working closely with staff, Home School Liaison Officer and communication processes during the 2017 school year.

### Structure of classes

KG

KN

1L

1E

1/2 R

2A

2J

3M

3/4H

4A

5G

5/6D

6H

36N

2/6C

K/6C

K/6M

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	12.88
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.65
Other Positions	0

\*Full Time Equivalent

Forbes Public School currently has 4 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	10

## 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 early career teachers.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	376,007
Appropriation	344,491
Sale of Goods and Services	0
Grants and Contributions	31,435
Gain and Loss	0
Other Revenue	0
Investment Income	81
<b>Expenses</b>	-279,467
Recurrent Expenses	-279,467
Employee Related	-159,826
Operating Expenses	-119,641
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	96,540
<b>Balance Carried Forward</b>	96,540

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	<b>2,116,582</b>
Base Per Capita	49,137
Base Location	49,270
Other Base	2,018,175
<b>Equity Total</b>	<b>315,414</b>
Equity Aboriginal	51,139
Equity Socio economic	126,354
Equity Language	2,466
Equity Disability	135,455
<b>Targeted Total</b>	<b>736,823</b>
<b>Other Total</b>	<b>230,327</b>
<b>Grand Total</b>	<b>3,399,147</b>

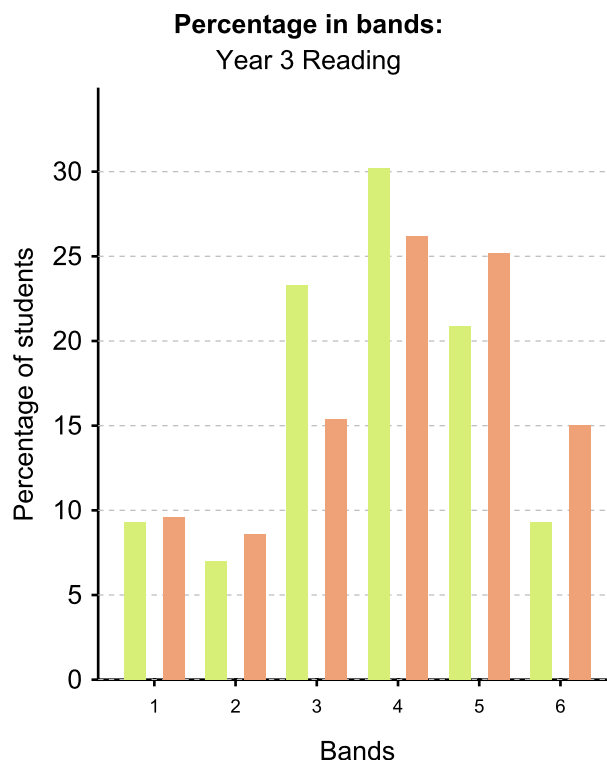
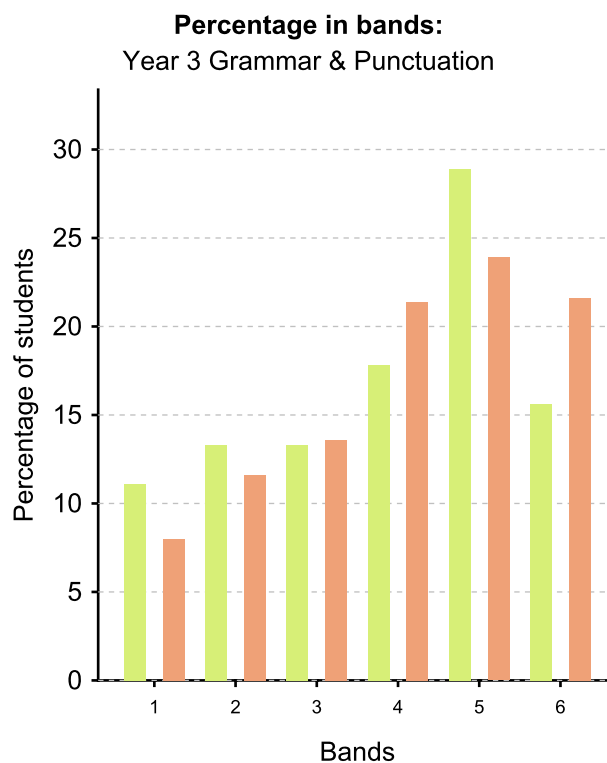
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

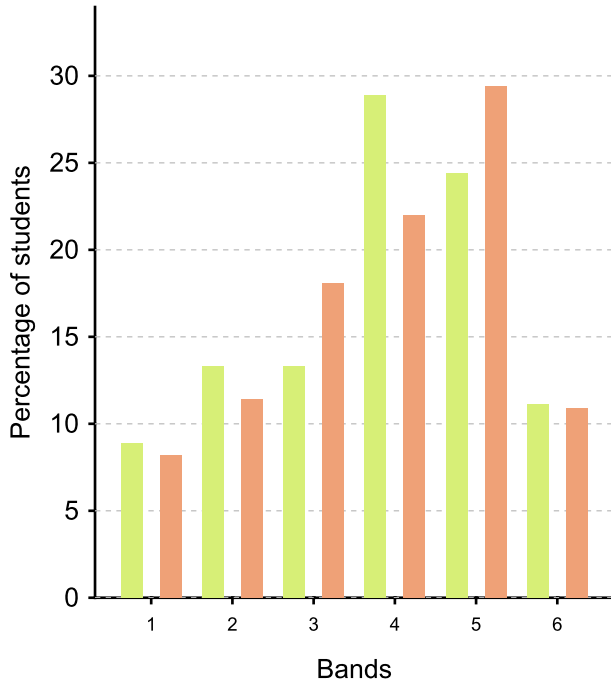
## School performance

### NAPLAN

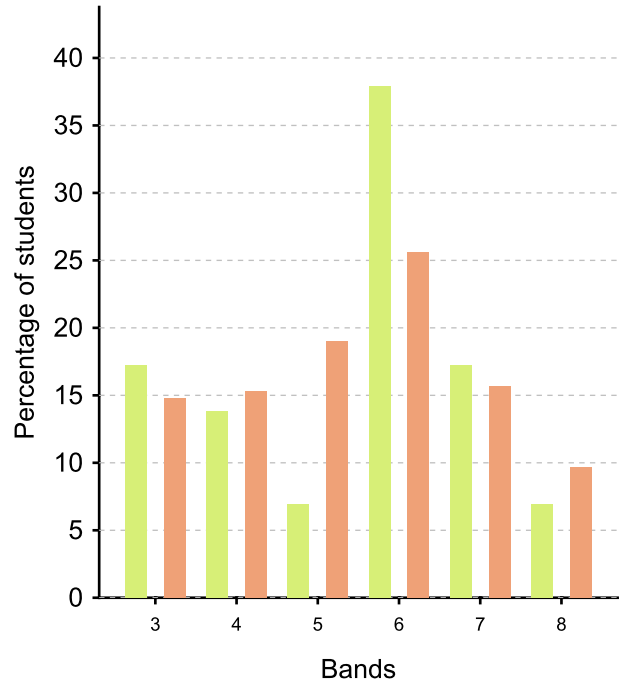
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



**Percentage in bands:**  
Year 3 Spelling



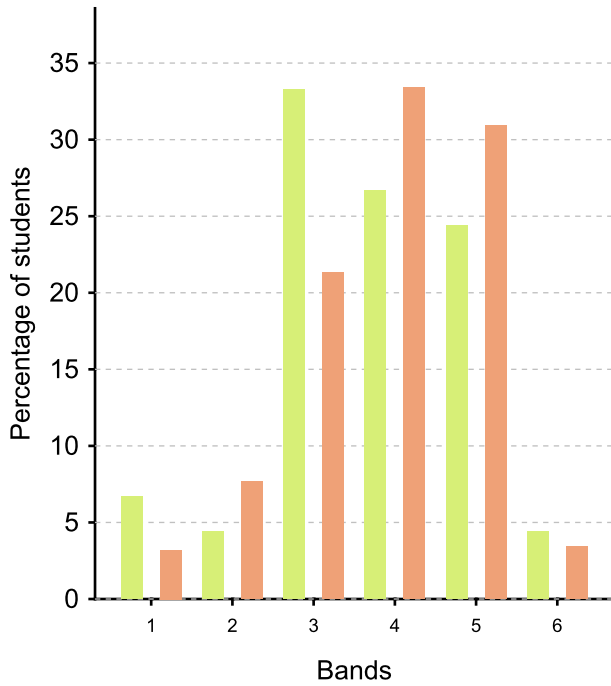
**Percentage in bands:**  
Year 5 Grammar & Punctuation



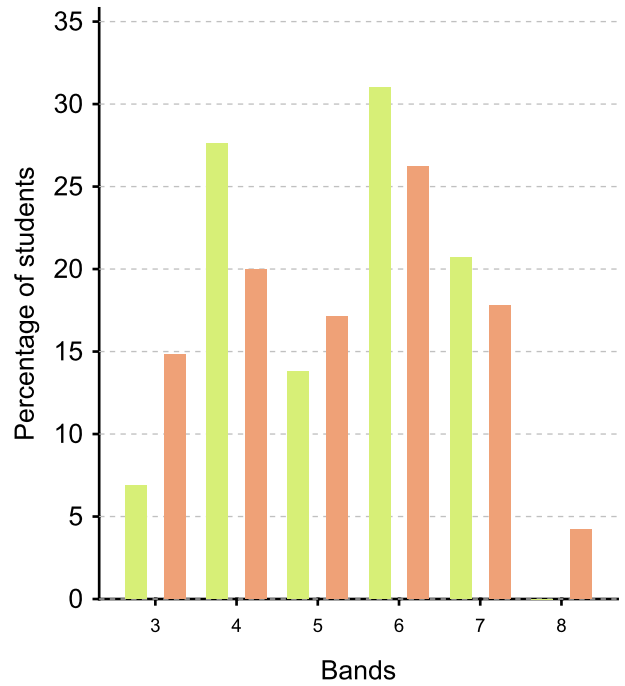
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



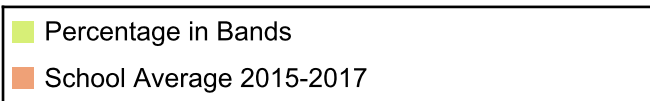
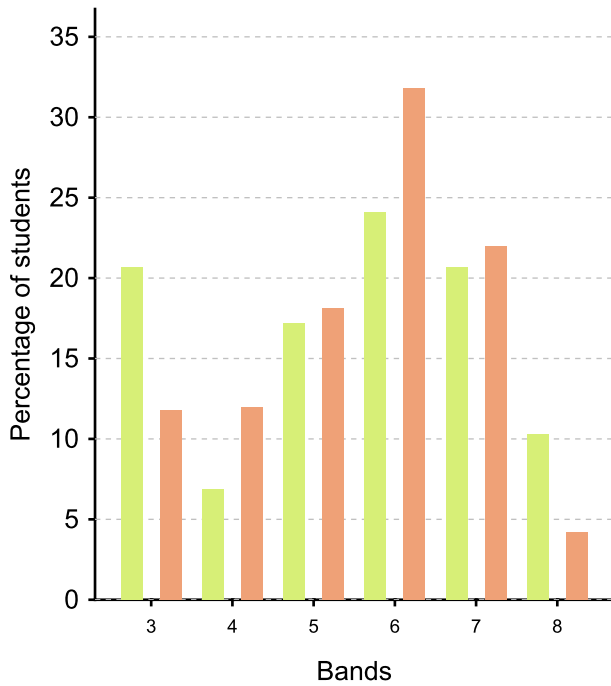
**Percentage in bands:**  
Year 5 Reading



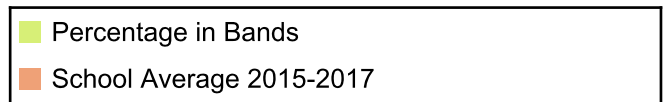
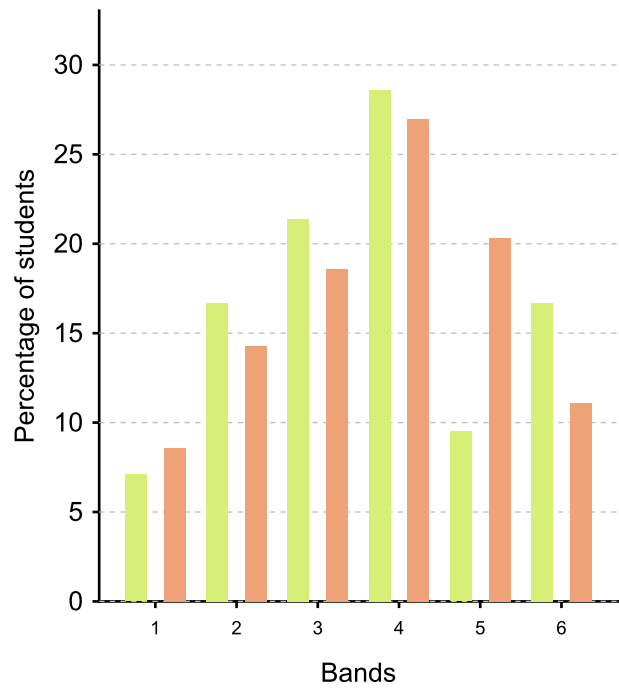
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

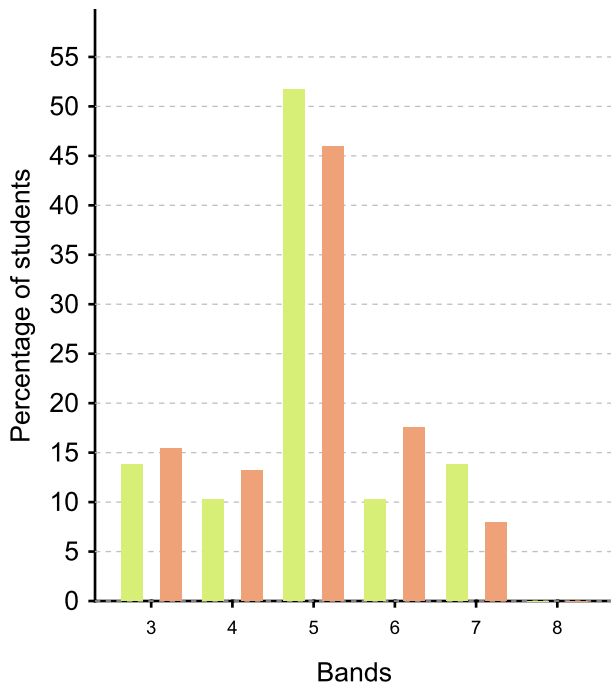
**Percentage in bands:**  
Year 5 Spelling



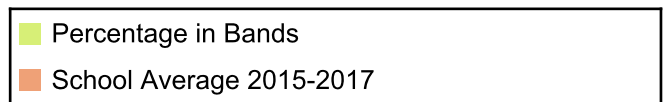
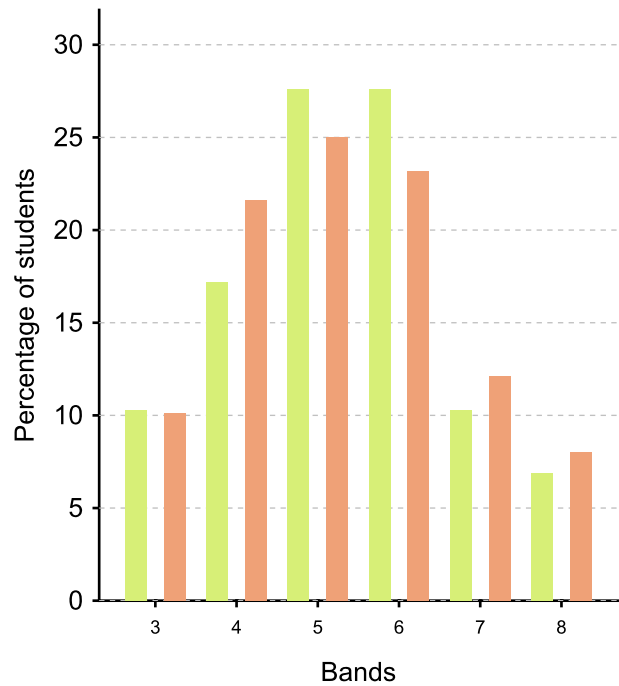
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



## 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 Department's "Tell Them From Me" on line anonymous survey to compliment written feedback provided by the community.

The community feedback was very positive with parents and carers commenting on the positive school culture and access to wonderful learning opportunities for their children. 85% of the surveys believed that they were happy to discuss the learning outcomes of their child with their teacher, 82% communicated that the staff help the students to be the best they can be and 78% communicated that the school has high expectations which the children aim for in their achievements.

The majority of student agreed that their effort and quality of instruction offered at school was high.

## Policy requirements

### Aboriginal education

Forbes Public School took part in the 2017 Forbes Community NAIDOC Community Day.

Aboriginal Education continues to be a priority at Forbes Public School and has maintained its' community focus throughout 2017 across the curriculum.

Students engaged in understanding about traditional Aboriginal heritage, custom, culture, dance, costume and painting.

Yoorana Gunya continue to support many positive interactions across our school community.

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

### 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 and special events to celebrate diversity.

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.