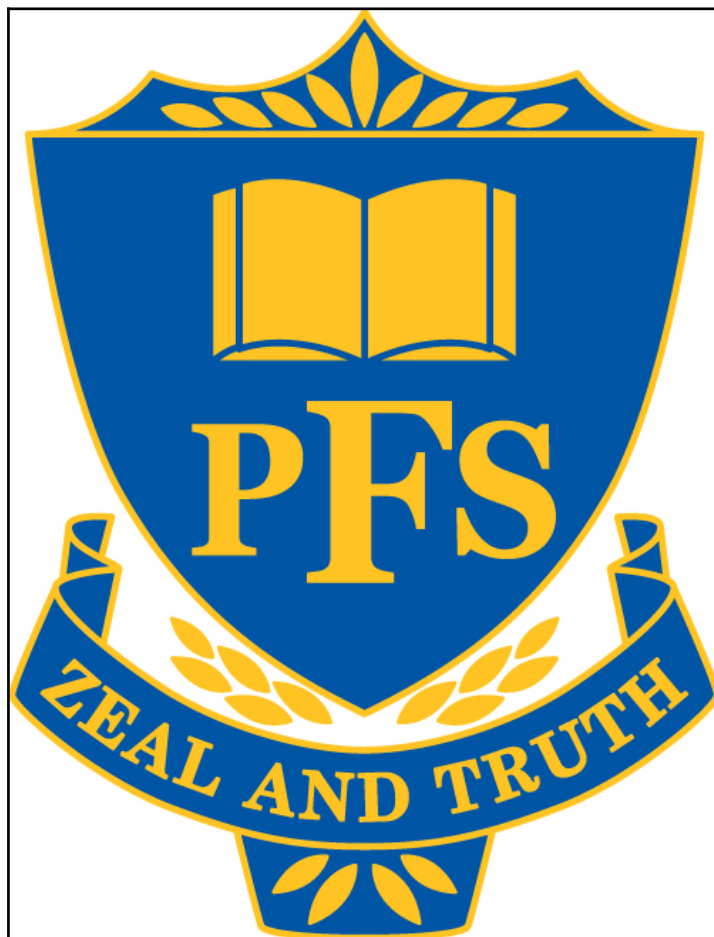
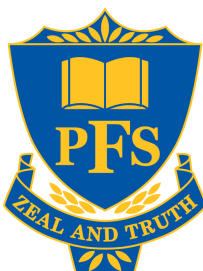


Forbes Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Forbes Public School 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 was with great delight that I can reflect on the progress of the school in 2018. Forbes Public School continues to strengthen a high expectation school culture that encourages all learners to do their best. The school 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 covering all dimensions of the curriculum to ensure every child is known, valued and cared for. The P&C and fund raising committee have worked tirelessly throughout the year to financially support many new initiatives. Our school has embraced and reached the target of providing half the cost for an additional bank of 30 new iPads. It is fantastic to reflect on my final 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 citizens for our community and beyond. Positive Behaviour for Learning (PBL) continues to empower our school culture and develop students' capacities to become resilient, robust individuals. Our staff have accessed high level professional learning throughout the year as they strive to bring out the best in every student and to inspire learning across all facets of the school. Staff provide opportunities for children that will continue to mould and shape their education journey to the fullest capacity of developing their problem solving skills and reflective practice. Enthusiastic staff work daily to bring out the best in students and enable them to develop skills to conquer challenges and think creatively. Forbes Public School continues to uphold inclusivity and diversity as key cornerstones of developing the holistic student as a learner. We spent great amounts of time with your children throughout 2018 and it is wonderful to see the foundations being built in every students' life as we prepare them for the future.

School background

School vision statement

Forbes Public School is committed to maintaining a tradition of excellence. The core purpose is to ensure the development of all 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 295 students, including 17% of students that identify as Aboriginal . 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 **Learning Domain**, Forbes Public School assessed the following elements as:

- *Learning Culture Sustaining and Growing
- *Wellbeing Sustaining and Growing
- *Curriculum and Learning Sustaining and Growing
- *Assessment and reporting Sustaining and Growing
- *Student Performance Measures Sustaining and Growing

In the **Teaching Domain**, Forbes Public School assessed the following elements as:

Effective Classroom Practice Sustaining and Growing

- *Data Skills and Use Delivering
- *Collaborative Practice Sustaining and Growing
- *Learning and Development Sustaining and Growing

In the **Leading Domain**, Forbes Public School assessed the following elements as:

- *Leadership Sustaining and Growing
- *School Planning, Implementation and Reporting Sustaining and Growing
- *School Resources Sustaining and Growing
- *Management Processes and Practices Sustaining and Growing

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

Excellence in Learning

Purpose

Continue to develop consistent learning culture of creativity, critical thinking, communication and collaboration.

Overall summary of progress

- Students are using success criteria to measure their learning intention in Literacy–writing
- Professional learning is targeted to PDP and strategic directions for impact on student learning
- Students and staff utilise the critical thinking continuum

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency K–6 in their set progressions. Stage appropriate results in Literacy and Numeracy. Students can identify their learning intention and how to move forward with the progressions.	TPL funds 18500	Teachers delivered the explicit teaching and learning of Making Learning Visible. Students participated in enrichment and engagement targeted lessons. Staff utilised the critical thinking continuum.

Next Steps

- Continue ongoing PL on Making Learning Visible and the critical thinking continuum.
- Focus on the development of learning intentions and success criteria in numeracy–number
- Students achieving proficiency in their set progressions

Strategic Direction 2

Excellence in Teaching

Purpose

Continue to develop consistent high performing educational practices for all staff

Overall summary of progress

- teachers are maintaining current accreditation standards
- Staff are accessing PL that maximises the impact on student learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers maintaining current accreditation standards. Teaching and learning programs reflect high performing educational practices. Teachers employ authentic assessment strategies to track student progress and achievement.	PL funds—\$3500	* All staff have maintained accreditation standards and attend Professional Learning * teaching staff have shared learning programs with others reflecting their high performing practices.

Next Steps

- Monitor student growth using PLAN 2
- Students work towards learning intentions and success criteria in assessing their own learning abilities

Strategic Direction 3

Excellence in Leading

Purpose

To develop a collaborative sustainable learning community K–12 based on the values of continuous self improvement that will provide strategic leadership for the education of all stakeholders.

Overall summary of progress

- Engagement and Enrichment Program is running each term with a focus on different KLAs
- LEEP is taking place each term in partnership with Forbes High School
- Junior AECG formed
- 3–6 Leadership days are in place

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Public Education confidence is increased. 2. Prep to Year 12 continuum of learning and enrichment opportunities developed. 3. Milestones reflect key reference growth areas.	\$6000	* Effective transition plans are in place from preschool to Primary and Primary to High School. * LEEP in place with Forbes High School and other local public schools

Next Steps

- Increase schools' profile in Public Education and the wider community
- Strengthen quality professional learning opportunities across K–12 schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Three Aboriginal SLSO support students across the school	All Aboriginal students have a PLP in place and these students have achieved their personal goals based around either wellbeing or academic achievement.
Quality Teaching, Successful Students (QTSS)	One teacher releasing teaching staff to work on best practice	Teachers are researching best practice in their teaching Teaching programs are showing evidence of their research
Socio-economic background	Classroom teacher employed SLSO employed	Decrease in class numbers allowing extra support in the classroom Reduction in wellbeing issues being reported Students' goals been achieved
Support for beginning teachers	Release, Professional Learning, mentors, AP support	Targeted professional learning accessed to strengthen teacher skills Accreditation process meet Constructive feedback given during mentor and AP support

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	145	152	147	148
Girls	134	142	144	137

Student numbers have remained reasonably stable. Approximately 19% of our students identify as Aboriginal.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	94.7	93.9	92.9
1	94.3	94.3	94.4	90
2	94.3	94.3	94.1	93.3
3	94.6	94.1	92.5	91.8
4	94	93.9	94.6	92.6
5	95.5	95.4	93.8	93.2
6	93.3	93.6	94.5	88.8
All Years	94.6	94.3	94	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 2018 school year. This is complemented by the LST team and classroom teacher interventions to assist engagement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.2
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.65

*Full Time Equivalent

Forbes Public School currently has 5 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, assessment and Visible Learning.
- Professional learning funds focused on developing skills and teaching strategies in various areas aligned to our school management plan and PDPs. Additional professional development is facilitated for staff through individual research using QTSS time allocated to them.
- 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 focussing around best practice, was provided to early career teachers. Three Teachers gained proficiency during 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	96,540
Revenue	3,777,937
Appropriation	3,680,091
Sale of Goods and Services	1,170
Grants and Contributions	95,741
Gain and Loss	0
Other Revenue	0
Investment Income	935
Expenses	-3,770,339
Recurrent Expenses	-3,770,339
Employee Related	-3,392,122
Operating Expenses	-378,217
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	7,598
Balance Carried Forward	104,137

Financial summary equity funding

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

Funds were targeted for special impact in educational areas across the school. The balance carried forward included unreconciled salary wages and key projects that will be completed at the start of 2018.

	2018 Actual (\$)
Base Total	2,153,768
Base Per Capita	61,093
Base Location	49,889
Other Base	2,042,786
Equity Total	327,429
Equity Aboriginal	59,435
Equity Socio economic	120,837
Equity Language	1,292
Equity Disability	145,865
Targeted Total	764,101
Other Total	259,003
Grand Total	3,504,300

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

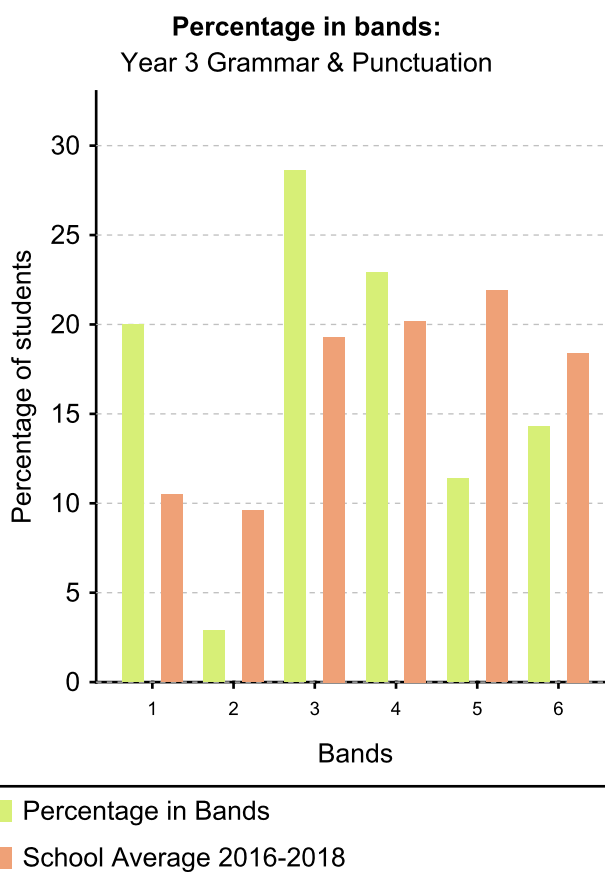
NAPLAN

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.

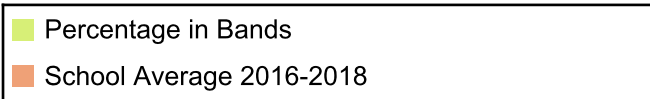
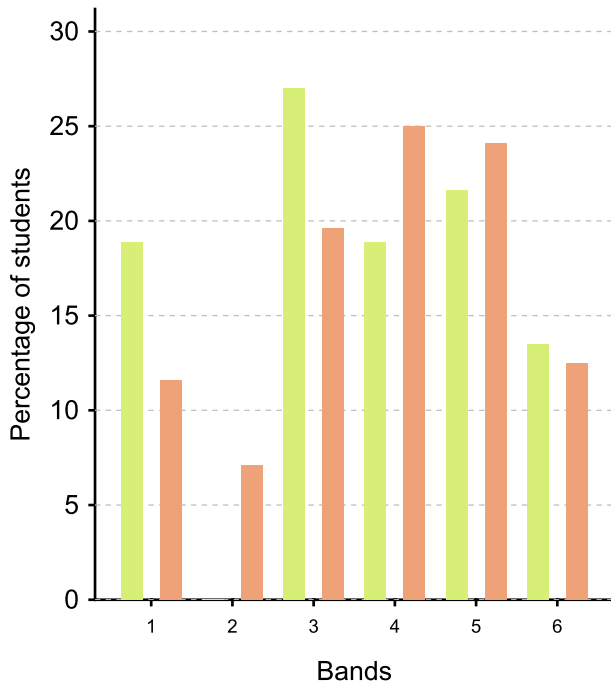
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

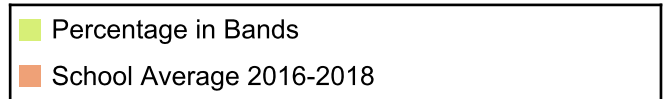
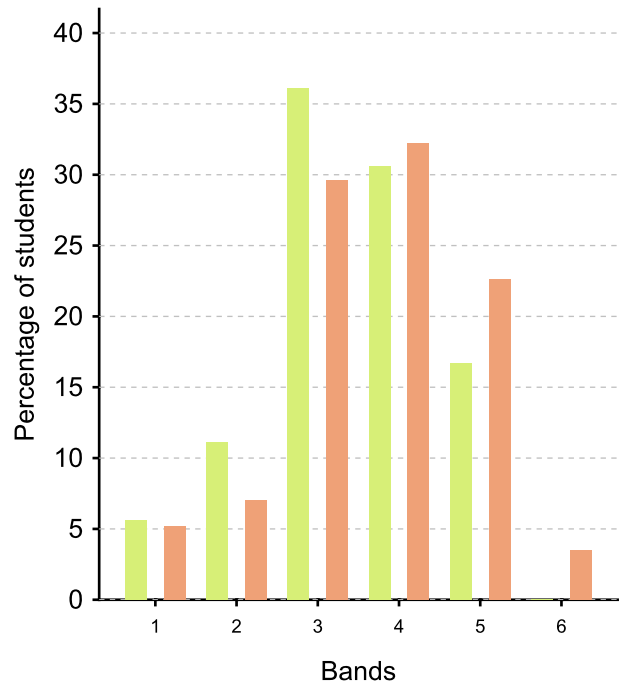
Students in Year 3 and 5 have shown that there has been a steady growth in Spelling.



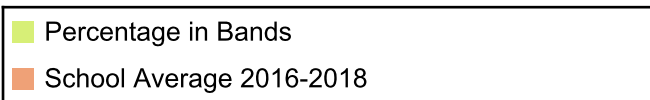
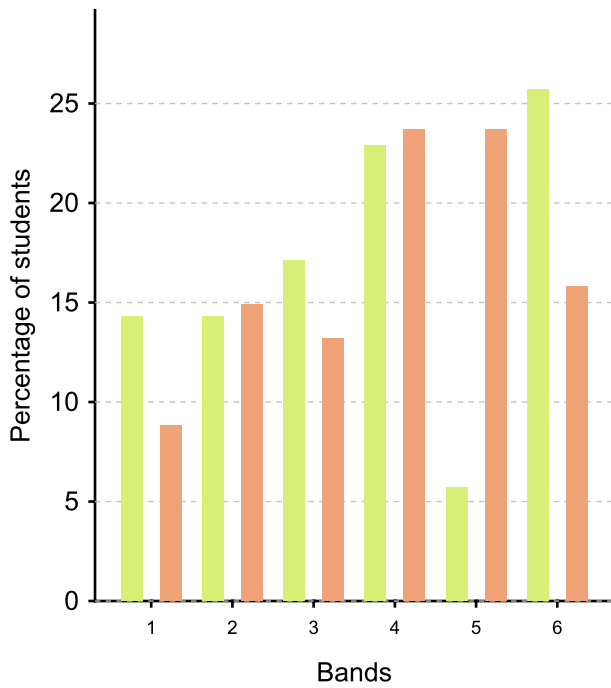
Percentage in bands:
Year 3 Reading



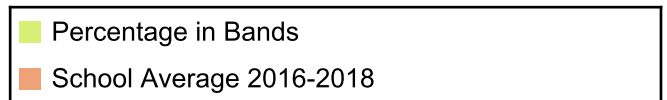
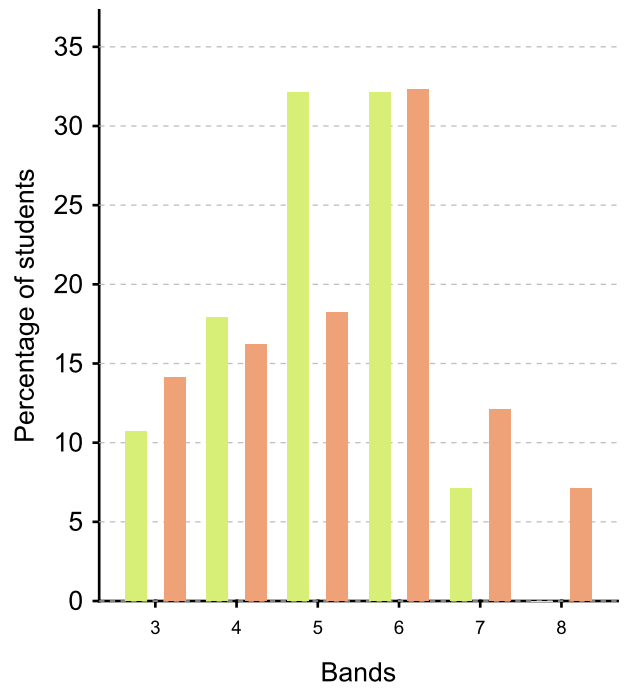
Percentage in bands:
Year 3 Writing



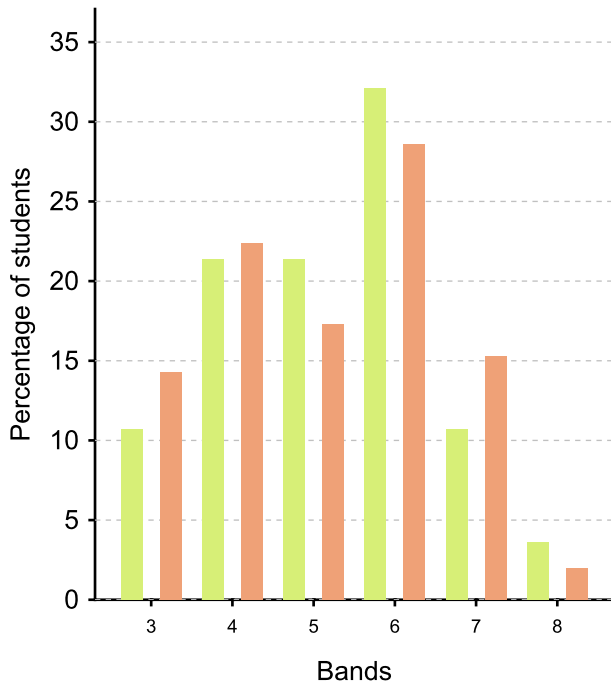
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

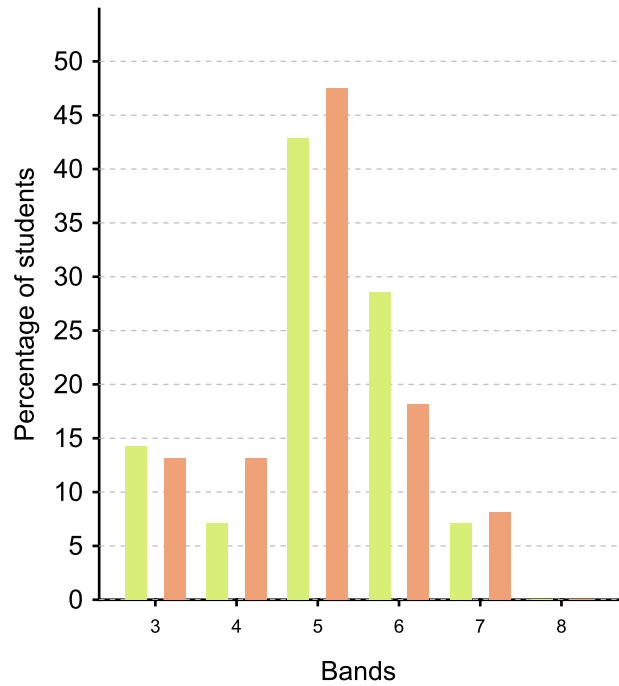


Percentage in bands:
Year 5 Reading



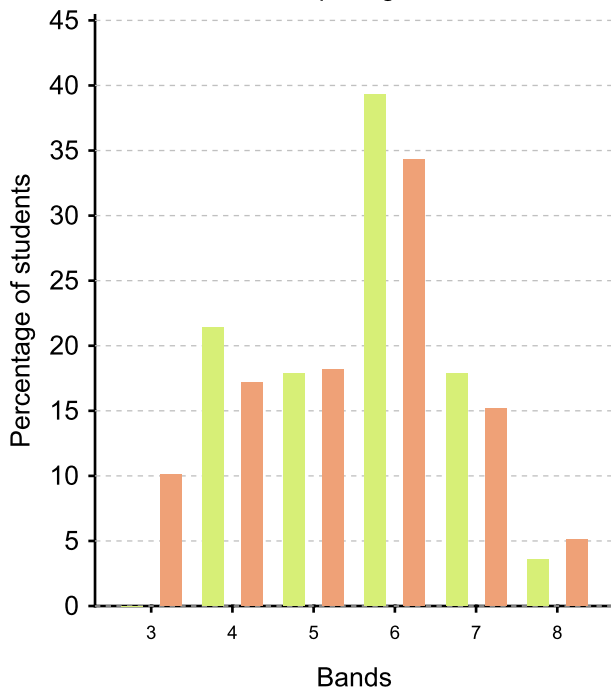
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

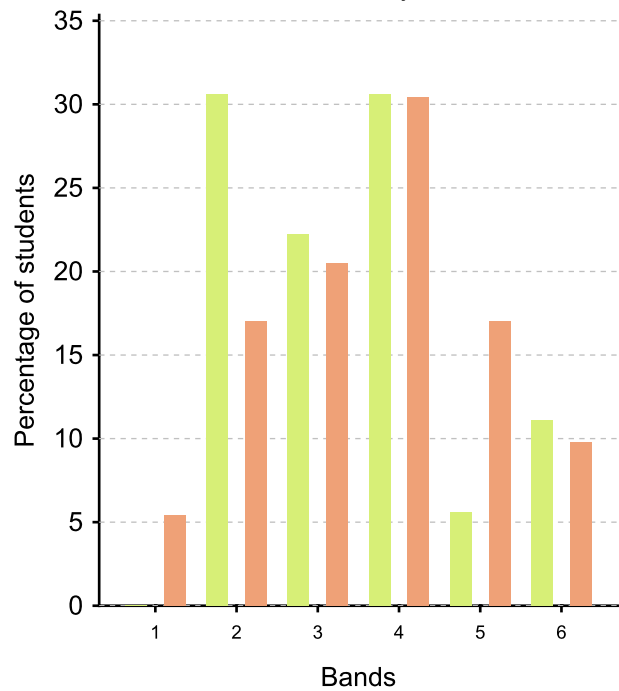
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

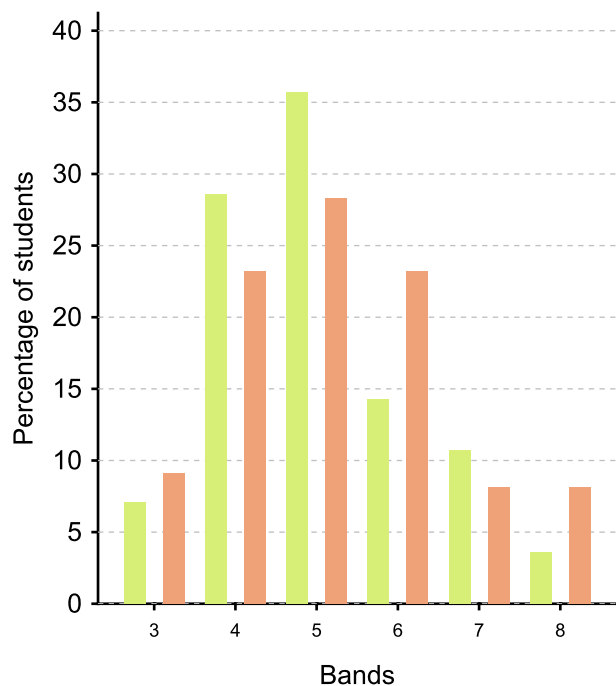
In Numeracy there has been an increase of students in Band 6 and a decrease to 0 students in band 1. Across Year 3 and in Year 5 there has been a reduction of students in band 3.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

9.52% of Aboriginal students are in the Top 2 Bands for Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

Parents felt that the school newsletter and social media were good ways to communicate what has happened at the school. They enjoyed viewing both of these platforms.

Parents feel welcomed to the school and often assist with school activities such as school sport and reading groups within the classroom.

Parents believe that teachers are easy to communicate with and are readily available to have informal meetings. They also believe that teachers at Forbes Public School have high expectations for their children. Students also believe that teachers have high expectations of them.

Teachers are happy and proud to be a part of the Forbes School Team.

Policy requirements

Aboriginal education

The principal and other staff attend the local AECG meeting.

Forbes Public School took part in the 2018 Forbes Community NAIDOC Community Day.

Aboriginal Education continues to be a priority at Forbes Public School and has maintained its community focus throughout 2018 across the curriculum. Students engaged in understanding about traditional Aboriginal heritage, custom, culture, dance, costume and painting.

We have 2 students on our SRC who represent the Aboriginal body at FPS. These students also participate in the local junior AECG meetings.

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

Our senior Aboriginal students had the opportunity to participate in a leadership camp during 2018.

Targeted Aboriginal students have received assistance from Aboriginal Learning Support Officers in their targets in individual PLP's.

Multicultural and anti-racism education

Multicultural perspectives are taught through History and Geography and also through rich texts during Literacy time. Harmony Day was celebrated in March where many different cultures and beliefs were examined. At Forbes public School we recognise and celebrate all cultures and their backgrounds.

An additional teacher was trained as an Anti-Racism Contact Officer (ARCO) to support our commitment to the elimination of racial discrimination.