

Forbes North Public School Annual Report



2018



4100

Introduction

The Annual Report for **2018** is provided to the community of Forbes North 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.

Steve J McAlister

Principal

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Message from the Principal

I am honoured to have lead Forbes North Public School during 2018. I am extremely proud of the achievements of our students across a wide range of academic, sporting and cultural activities. I am proud of our professional staff who are highly trained in literacy and numeracy pedagogy and are prepared to go the extra mile to ensure our students have access to high quality teaching and learning activities within curricular and extra-curricular programs.

Our school receives strong P&C support not only in fundraising but for assistance in classrooms, during school events and in extra-curricular activities. Our parent body has greatly assisted with maintenance projects and improvements to the school grounds. Our 2018 school captains led our student body with poise and maturity. Our Parliamentarians were excellent role models for their peers and their involvement and leadership development throughout the year was exceptional. I commend our 2018 Year 6 class and wish them all the best for their secondary education.

Our involvement in Early Action for Success has been extremely advantageous for our K-2 students. Year 3 achieved excellent results in the NAPLAN assessments which is an indication of the success of EAfS in the infants years. The addition of a second Instructional Leader through the Aboriginal Literacy and Numeracy strategies has laid a strong foundation for further growth in the primary years. Our students performed exceptionally well in public speaking, debating, performing arts and sporting arenas throughout the year. Many of our students achieved things they didn't think possible, with the help and assistance of our committed and talented staff.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and students leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Steve J McAlister

Principal

School background

School vision statement

At Forbes North Public School we provide *"Learning for Life Through Quality Education in a Safe and Caring Environment"* so that every student reaches their true potential and become confident, creative individuals to build our community for today and tomorrow.

School context

Forbes North Public School, located in the town of Forbes in the central west of New South Wales, has experienced significant growth in recent years with a student enrolment of 280 students in 2018. This is a reflection of quality teaching and learning and the implementation of excellent programs which address the learning needs of all students. Students are encouraged to do their personal best in a safe and caring environment.

As an Early Action for Success school, an Instructional Leader and an Interventionist Teacher have been appointed. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future learning. There has been a strong emphasis on improving student Literacy through Focus on Reading, Best Start and Language, Learning and Literacy and a focus on engaging students through interactive whiteboard technology for improved learning. Improving student outcomes in Numeracy has also been achieved through the programs Maths Matters and Targeted Early Numeracy.

The school is proud of the genuine partnership that exists between home and the school and offers a number of parent education classes to help parents and carers engage more fully with their child's learning at school and at home. The school also has a strong focus on sport, healthy lifestyle and environmental education which is exemplified through the Stephanie Alexander Kitchen/Garden Program. The school is recognised for its outstanding student welfare programs which promote positive behaviour and contribution to the school and broader community, for the strong partnership which exists with the Aboriginal community, in particular for its Wiradjuri Language Program and for its outstanding extended transition program, "Link Up to School".

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.

Data and evidence gathered and analysed during the School Self-assessment process that Forbes North Public School is sustaining and growing in the Learning elements of Learning Culture, Wellbeing, Curriculum, and Reporting. We are delivering in the Learning elements of Assessment and Student Performance Measures.

In the Teaching domain Forbes North PS is sustaining and growing in all elements – Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development.

Our self-assessment processes also indicate that Forbes North PS is sustaining and growing in all elements of the Leading domain – Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

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

Successful Learners

Purpose

To provide a whole school approach to the delivery of quality learning experiences that enable students to develop strong identities as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to a high expectations learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

By utilising Early Action for Success (EaFS) resourcing and strategies, and by investing Socio-economic and Aboriginal background funding and maximising the impact of learning support through Low Level Adjustment for Disability (LLAD) funds we have begun increasing the proportion of students achieving proficiency in line with the Premier's priorities. The number of students in year 3 achieving proficiency in reading, writing and numeracy increased from 11 to 16; 12 to 20; and 6 to 7 respectively. Students doing likewise in year 5 for reading writing and numeracy also increased from 5 to 7; 1 to 3; and 2 to 5 respectively. The percentage of Aboriginal students achieving proficiency also increased in reading, writing and numeracy in year 3; and in reading and numeracy in year 5.

The continued implementation of Positive Behaviour for Learning (PBL) and a renewed focus on student engagement and well-being has seen our overall attendance rate increase from 91.8% in 2017 to 92.06% in 2018. The number of student suspensions has decreased by 39.4% since 2016, with long suspensions decreasing by 80%. The total number of days of schooling lost to suspension has decreased by 16.4%.

The number of year 3 students achieving proficiency in Grammar and Punctuation increased from 11 in 2017 to 15 in 2018, while the percentage of year 5 students achieving proficiency also increased from 9.4% to 16.4% (an increase of six students).

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 in line with the Premier's Priorities | Instructional Leaders K-2 & 4-6; teachers; Executive; SLSOs and support staff | Students in year 3 achieving proficiency in reading, writing and numeracy increased from 11 to 16; 12 to 20; and 6 to 7 respectively. Students in year 5 for reading writing and numeracy also increased from 5 to 7; 1 to 3; and 2 to 5 respectively. |
| Improved levels of student wellbeing and engagement | PBL and Welfare teams, classroom teachers, leadership team | Attendance rate increase from 91.8% in 2017 to 92.06% in 2018. Student suspensions decreased by 39.4% since 2016, long suspensions decreasing by 80%. Days lost to suspension decreased by 16.4%. |
| Increasing the percentage of students in Years 3 and 5 achieving at the proficient level in literacy and numeracy, with a particular focus on Grammar and Punctuation | LST; ILs; Executive; class teachers; SLSOs | Year 3 students achieving proficiency in Grammar and Punctuation increased from 11 to 15, percentage of year 5 students achieving proficiency also increased from 9.4% to 16.4%. |

Next Steps

Forbes North PS will continue to focus on increasing the proportion of students achieving proficiency in line with the Premier's priorities, increasing the percentage of students in Years 3 and 5 achieving at the proficient level in reading, writing and numeracy. Grammar and punctuation will continue to be a key focus, however there will also be a greater emphasis placed on the teaching of numeracy concepts. Our focus on student wellbeing and engagement will be further enhanced as we embed the positive behaviour for learning approach more deeply in day-to-day practices.



Strategic Direction 2

Quality Teaching

Purpose

To create and maintain a stimulating and engaging environment for educators, supported by a positive culture that develops skilled and high performing staff through collaboration and shared expertise.

Overall summary of progress

All teaching staff have completed their accreditation and are formally recognised by the New South Wales Education Standards Authority (NESA) as proficient. All staff have individual professional development plans (PDPs) that align professional learning goals with teaching standards and school and system priorities. Staff are actively pursuing their professional learning goals and maintaining necessary accreditation. By utilising the Quality Teaching Successful Students (QTSS) staffing allocation, executive and experienced staff are able to support staff through regular, scheduled lesson observations, feedback and planning meetings.

Stage teams meet fortnightly to compare and reflect on student performance data. Data is collected that provides insight into student progress in targeted areas on a 5–weekly cycle. Staff analyse data jointly to insure consistency of teacher judgement and to identify areas to target in the next teaching cycle.

By utilising Early Action for Success (EAfS) resourcing and strategies, and by investing Socio–economic and Aboriginal background funding and maximising the impact of learning support through Low Level Adjustment for Disability (LLAD) funds we have begun increasing the proportion of students achieving proficiency in line with the Premier's priorities. The number of students in year 3 achieving proficiency in reading, writing and numeracy increased from 11 to 16; 12 to 20; and 6 to 7 respectively. Students doing likewise in year 5 for reading writing and numeracy also increased from 5 to 7; 1 to 3; and 2 to 5 respectively. The percentage of Aboriginal students achieving proficiency also increased in reading, writing and numeracy in year 3; and in reading and numeracy in year 5.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| All teachers adhering to scheduled maintenance of correct accreditation standards or working to achieve proficiency. | Executive, teachers, ILs, Teacher Accreditation Authority | 100% of teaching staff recognised as 'proficient' by NSW Educational Standards Authority (NESA), and all active in maintaining accreditation (PL hours logged, evaluated). |
| Use of evidence–informed teaching practice by all staff. | All staff, ILs | Analysis of student performance data evident in all team meetings. Data collected and analysed 5–weekly to determine future directions. |
| Improved student growth in NAPLAN tests and internal school assessments | Teachers, Executive, ILs, SLSOs, LST | Students in year 3 achieving proficiency in reading, writing and numeracy increased from 11 to 16; 12 to 20; and 6 to 7 respectively. Students in year 5 for reading writing and numeracy also increased from 5 to 7; 1 to 3; and 2 to 5 respectively. |

Next Steps

Forbes North PS will continue to focus on providing quality professional learning and development opportunities for all staff to enhance the quality of teaching and learning for all students. There will be a greater focus on self–reflection to support and enhance the observations and feedback of executive and supervising staff. Staff will have access to video technology in order to view and reflect on their own teaching to identify areas of strength and areas for further development.



Strategic Direction 3

Excellence in Leading

Purpose

To develop a collaborative, sustainable learning community K–12 based on the values of continuous self–improvement. Provide strong, strategic leadership committed to fostering public education in the Forbes community.

Overall summary of progress

Partners in Learning survey data (3% response rate) indicated that 43% of parents were involved in school committees and attended school activities on three or more occasions. 100% indicated they expect their child/children to complete year 12, with 71% indicating they expect their child/children would attend university. Telephone, formal school reports and meetings, and informal meetings and emails were all deemed to be 'useful' or 'very useful' forms of communication used by the school.

Link–Up to Kindergarten; Year 2 to Year 3; and Year 6 to Year 7 transition programs were all in place in 2018. Communication between Link–Up teachers and Early Stage 1 staff was key to ensuring each new student was observed and assessed prior to commencing Kindergarten. Year 2–3 transition requires a more formal program of orientation, though communication of student learning levels is sound. Transition to Year 7 requires review, with greater collaboration between Stage 3 and Stage 4 (FHS) staff in the planning stages.

91% of Forbes North PS Year 6 students (2018) continued in the public system for secondary schooling in 2019. This was an increase from 83% in 2017–18.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Increase parent participation in P&C, school and inter school initiatives | Executive, community liaison, SaCC facilitator, public school leadership teams, P&C executive and committee. | 43% of parent respondents to PIL Survey indicated they were involved in school committees and attended school activities on 3 or more occasions. |
| Transition processes for Preschool to Kindergarten, Stage 1 to Stage 2 and from Primary to High School. | Executive, Link–Up teacher, SaCC facilitator, public school leadership teams. | Key transitions took place (LU–K; 2–3; 6–7). Communication between staff and planning of transitions is developing. |
| Increase the percentage of Forbes North students continuing in public education for secondary schooling | Executive, community liaison, public school leadership teams. | 91% of Forbes North PS Year 6 students continued in the public system. |

Next Steps

Forbes North PS will continue to strive for increased participation rates of parents and carers in P & C, school and interschool initiatives. Greater exposure to information on curriculum and extra–curricula activities will be provided to raise levels of engagement and understanding. Forbes North PS will provide a social media presence for up–to–date information and celebration of school events. We will insure that we provide optimum transition experiences for students moving into Kindergarten, from Stage 1 to Stage 2 and from primary school into secondary school. A more coordinated, formalised Year 2–3 transition will be provided and greater collaboration with Forbes HS staff in the planning stages of transition for year 6–7 will take place. We will also aim to increase the percentage of Forbes North students choosing public education options for secondary schooling.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Socio-economic background | \$48,523.00 Locality <ul style="list-style-type: none"> • Socio-economic background (\$ 324,003.00) • Socio-economic background (\$41 635.00) | Decline in student suspensions. Positive data from student, parent and staff surveys (TTFM, PIL & FOL) indicates greater engagement and sense of belonging within the school community. |
| Support for beginning teachers | | |
| Aboriginal background loading | <ul style="list-style-type: none"> • Aboriginal background loading (\$174, 019.00) • Aboriginal background loading (\$21 726.00) | Evidence of effective teaching practices –based on data collected and analysed during stage team meetings – in lesson delivery through teacher/mentor observations and program checks. Utilising best practice pedagogy for a variety of programs. |
| Low level adjustment for disability | <ul style="list-style-type: none"> • Low level adjustment for disability (\$159,082.00) • Low level adjustment for disability (\$16 906.00) | Regular assessment processes, data collection and record of individual progress evident in teaching and learning programs and shared in stage and team meetings |
| Quality Teaching, Successful Students (QTSS) | School Support Allocation \$15,136.00 <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$50,182.00) • Quality Teaching, Successful Students (QTSS) (\$6 273.00) | Classroom observations, feedback documented and recorded. PL completed, evaluated and hours logged. End-of-Year PDP meeting minutes/notes. |
| Early Action for Success | EAFS \$159,272.00 | Evidence of effective teaching practices –based on data collected and analysed during stage team meetings – in lesson delivery through teacher/mentor observations and program checks. utilising best practice pedagogy for a variety of programs. |
| Literacy/Numeracy Strategy – Aboriginal Students | Aboriginal Literacy/Numeracy Strategy \$159,272.00 | % of Aboriginal students achieving proficiency increasing in line with Premier's Priorities. |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 165 | 158 | 153 | 143 |
| Girls | 140 | 139 | 130 | 131 |

Years Kindergarten and year 4 increased in 2018 while the rate of attendance for Years 3 and 5 remained consistent with 2017. The school principal and assistant principal– student wellbeing meet weekly with the Home–School Liaison and Aboriginal Student Liaison Officers to monitor any attendance issues. The school monitors and reports on student attendance in line with Department of Education policies and procedures.

A total of 274 students were enrolled at Forbes NorthPS at census in 2018, a decrease of 3.1% on the previous year. Forbes North PS has a primary re-enrolment rate (students continuing their schooling at Forbes North PS from Kindergarten to year 6) of 71.7%, significantly higher than that of statistically similar schools (46.5%). 35% of our total student enrolment identify as Aboriginal or Torres Strait Islander. By utilizing funding allocated through equity loadings the school was able to form 12 classes.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94 | 95.1 | 93.3 | 93.6 |
| 1 | 94 | 92.9 | 93.5 | 91.4 |
| 2 | 94.4 | 93 | 93.9 | 92.1 |
| 3 | 93.1 | 92 | 93.6 | 93.1 |
| 4 | 93.2 | 93.3 | 93.2 | 94.2 |
| 5 | 93.7 | 93.4 | 93.4 | 93.1 |
| 6 | 88.5 | 92.6 | 92.6 | 90.4 |
| All Years | 93.1 | 93.1 | 93.4 | 92.6 |
| 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

In 2018 Forbes North Public School had an overall student attendance rate of 92.6%, a decrease of 0.8% on the previous year. Student attendance rates in

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 9.74 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 3.65 |

*Full Time Equivalent

Staffing outlined in the table above is supplemented with a full-time Deputy Principal/Instructional Leader position allocated through the Early Action for Success(EAfS) initiative. A second full-time Deputy Principal/Instructional Leader is funded by the Aboriginal Education and Community Engagement's Aboriginal Literacy and Numeracy strategy. The school also utilises equity funding to provide an additional full-time classroom teacher, a full-time Intervention teacher and a part-time (4 days per week) Speech Pathologist. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Four fulltime permanent Aboriginal staff members were employed in 2018, being an Aboriginal Education Officer and three Aboriginal Teachers. Three other Aboriginals were employed as part-time Learning Support Officers.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 95 |
| Postgraduate degree | 5 |

Professional learning and teacher accreditation

Professional learning for teaching and support staff is a key element of ongoing school improvement. All staff at Forbes North Public School participated in professional learning throughout 2018. All staff participated in mandatory training in Emergency Care, Anaphylaxis training, Child Protection and Code of Conduct updates during the course of several Staff Development Days and in-school Professional Learning sessions.

Teaching staff also undertook training in several aspects of the Australian Curriculum including familiarization with the Science Personal Development/Health/Physical Education syllabuses. Additional professional learning also took place in the Literacy and Numeracy Progressions, L3, Targeting Early Numeracy, Speech, Language and Communication, Understanding Hearing Loss, Understanding Autism, Behaviour Management, Disability Standards and the National Consistent Collection of Data. All staff members required to show accreditation through the NSW Education Standards Authority (NESA) have reached the level of Proficient Teacher and are fulfilling maintenance requirements. Forbes North PS invested approximately **\$75000** (including teacher relief) in Professional Learning during the 2018 school year, an average of approximately **\$3 750** per teacher. This is commensurate with 2017.

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 | 514,963 |
| Revenue | 3,612,674 |
| Appropriation | 3,527,288 |
| Sale of Goods and Services | 4,451 |
| Grants and Contributions | 77,160 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 3,775 |
| Expenses | -3,583,215 |
| Recurrent Expenses | -3,583,215 |
| Employee Related | -3,308,711 |
| Operating Expenses | -274,504 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 29,458 |
| Balance Carried Forward | 544,421 |

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 bottomline totals, which are calculated without any rounding. The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

While the financial summary indicates a large amount being carried forward, this amount includes salaries to be paid to an Instructional Leader in 2019, part of the Aboriginal Education and Community Engagement Directorate's initiative to improve outcomes for Aboriginal students. The balance carried forward also includes funding set aside for playground refurbishment and resurfacing, the relocation and refurbishment of the Link-Up to School program and facility, and the refurbishment of a classroom.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2,078,652 |
| Base Per Capita | 54,723 |
| Base Location | 48,523 |
| Other Base | 1,975,405 |
| Equity Total | 657,104 |
| Equity Aboriginal | 174,019 |
| Equity Socio economic | 324,003 |
| Equity Language | 0 |
| Equity Disability | 159,082 |
| Targeted Total | 199,407 |
| Other Total | 345,565 |
| Grand Total | 3,280,728 |

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.

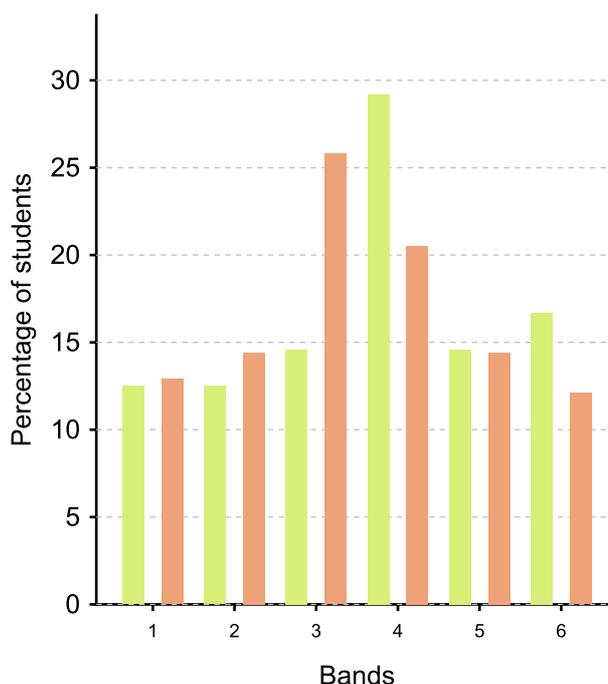
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

At the time of NAPLAN testing in May 2018 42% of Year 3 students were at proficiency in Writing, an increase of 7% from 2017 (and almost double the number of students in this larger cohort). a figure commensurate with 2017. The percentage of Year 3 students at proficiency in Reading and Grammar and Punctuation remained at 32%. This percentage does not reflect the greater number of students at proficiency due to the 2018 cohort being significantly larger. Those attaining proficiency in Spelling increased by 10% to 34% (16 students), up from 24% (8 students) in 2017.

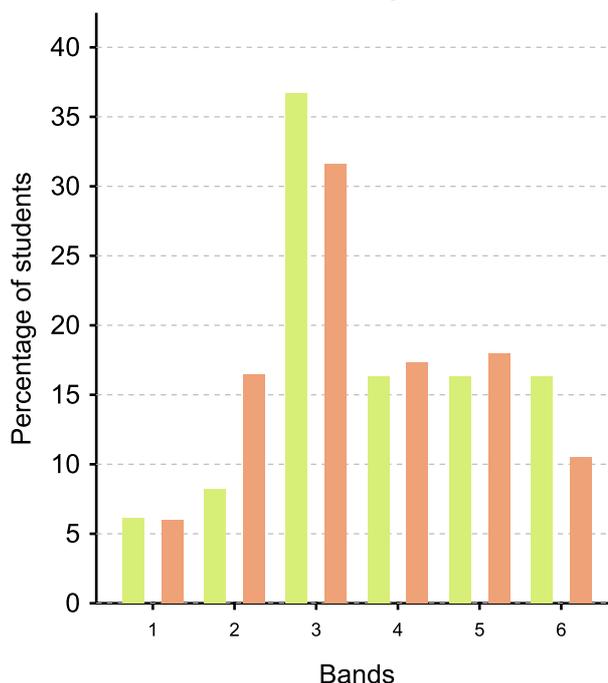
The percentage of Year 5 students attaining Band 8 in Reading increased by 7%. Year 5 students attaining proficiency in Writing increased by 2%, and in Grammar and Punctuation by 7%. Spelling remained constant at 19%, though the larger cohort size means a greater number of students achieved proficiency in Spelling in 2018.

The average growth of students from Year 3 in 2016 to Year 5 in 2018 exceeded the State average in Reading, Grammar and Punctuation and Spelling.

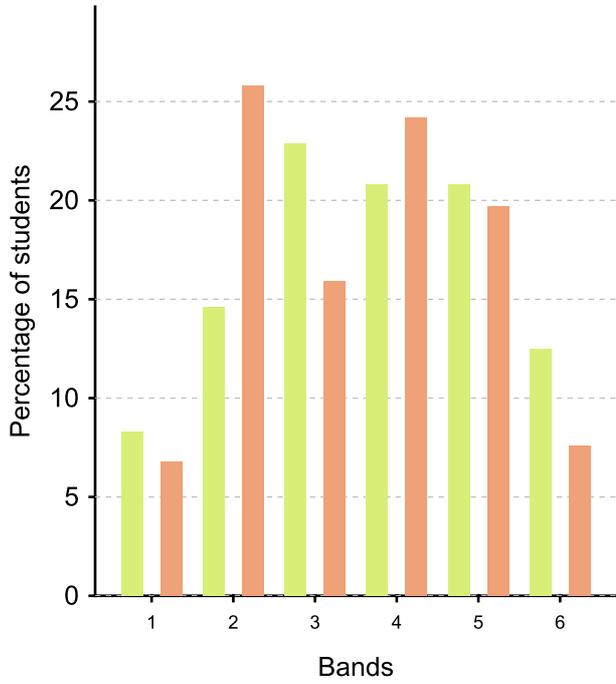
Percentage in bands:
Year 3 Grammar & Punctuation



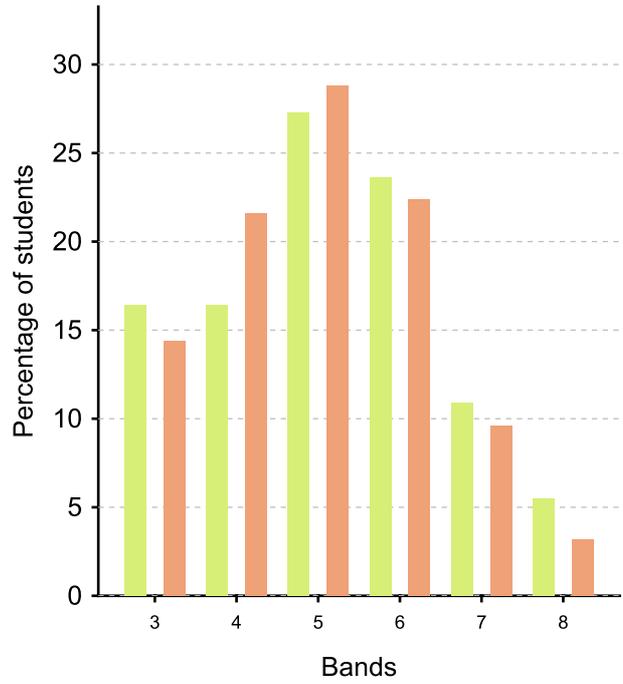
Percentage in bands:
Year 3 Reading



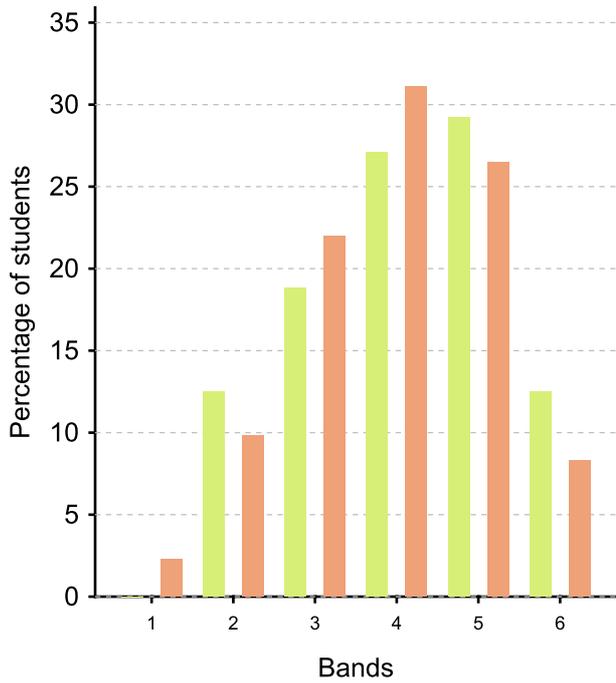
Percentage in bands:
Year 3 Spelling



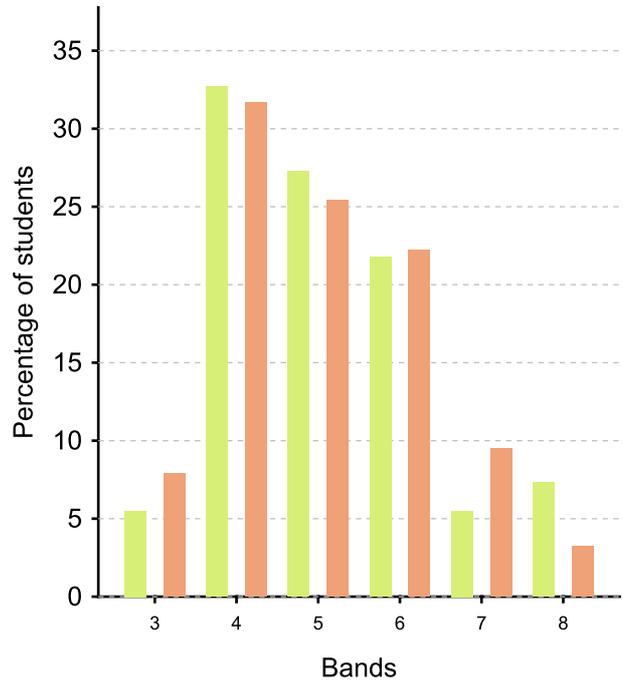
Percentage in bands:
Year 5 Grammar & Punctuation



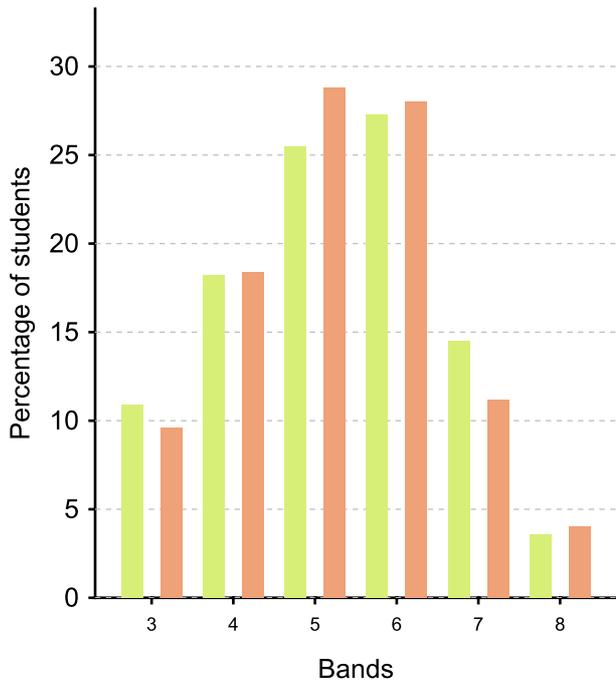
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

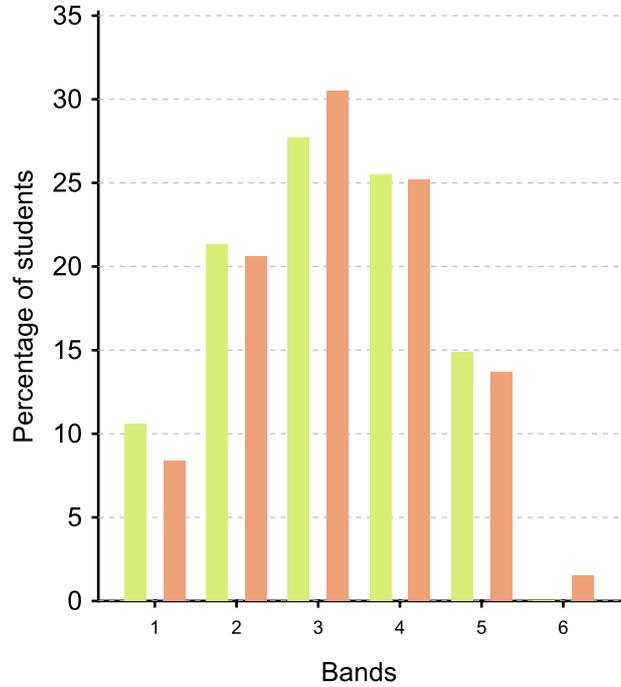


Percentage in bands:
Year 5 Spelling

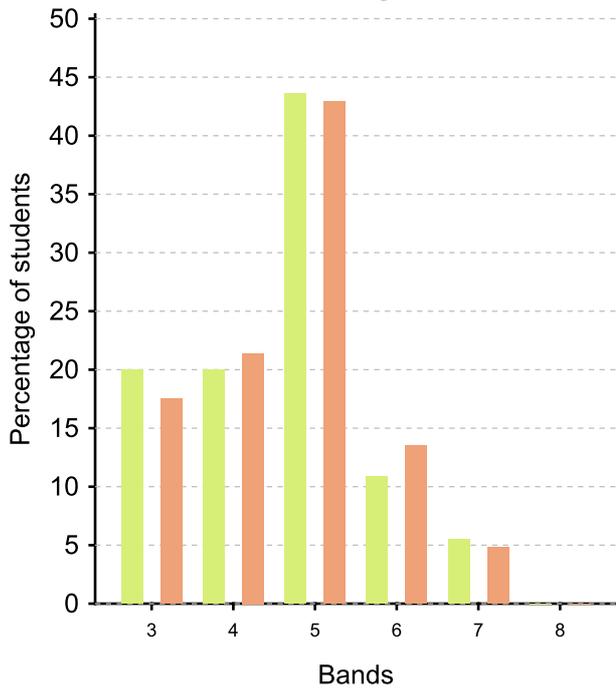


At the time of NAPLAN testing in May 2018 15% of Year 3 students were at proficiency in Numeracy, a slight decrease on 2017. The number of students at proficiency increased slightly. The percentage of Year 5 students achieving proficiency in Numeracy also increased by 3% (a total of 3 students) in 2018. The average NAPLAN growth score for students in Year 5 in 2018 was 86.4, compared 93.1 for state.

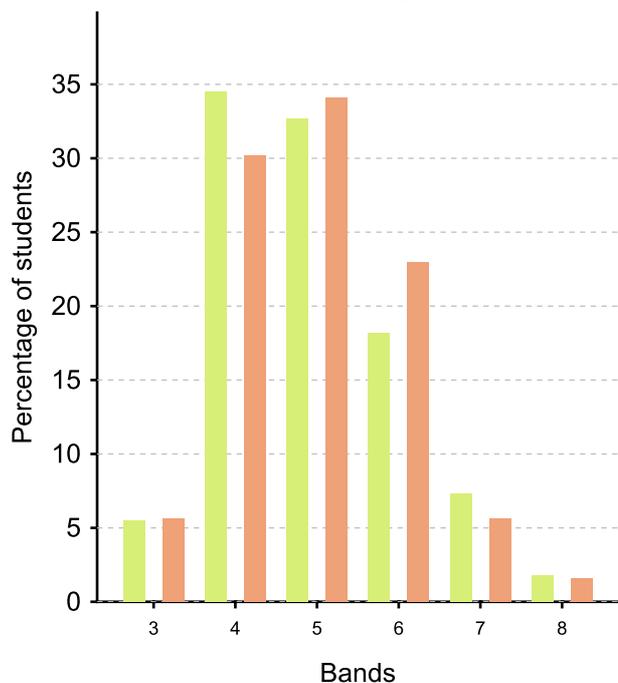
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Forbes North Public School continues to make progress against the *Premier's Priority* of increasing the number of students achieving proficiency in NAPLAN by 8%, showing increases in Year 3 Reading, Writing and Year 3 Spelling, most notably exceeding the target in Spelling. Year 5 students also showed increases in Writing, Grammar and Punctuation and Numeracy.

Forbes North has also shown improvement against the *State Priority* of increasing the number of Aboriginal students achieving proficiency in NAPLAN by 30%. The percentage of Aboriginal students in Year 3 reaching proficiency increased in Reading, Writing (by 31%), Spelling and Numeracy. Aboriginal students in Year 5 reaching proficiency also increased in Reading, Spelling, Grammar and Punctuation and Numeracy.



Parent/caregiver, student, teacher satisfaction

In 2018 students participated in the 'Tell Them From Me' (TTFM) survey from the DoE's Centre for Education Statistics and Evaluation (CESE). Students from years 4, 5 and 6 participated in these online surveys. 78% of students indicated that they have a positive sense of belonging at FNPS. 74% indicated that they have positive peer relationships while 86% feel that they try hard to succeed in their learning. 94% of students value schooling outcomes and 82% of students indicated that they display positive behaviour at school. Students were also asked to rate drivers of student outcomes on a scale of 1–10, 10 being the highest.. Students rated lesson relevance at 8.1 and positive student–teacher relations at 8.3. 64% of students initially indicated that they use computers and/or tablet devices at least twice a week in the classroom, but this increased to 89% in September.

Teaching staff participated in the 'Focus on Learning' survey, also commissioned by CESE, in 2018. staff were asked to rate the school against the eight drivers of student learning, and the four dimensions of classroom and school practices on a scale of 1–10, with 10 being the highest. In the area of Leadership creating a safe and orderly environment rated 7.7 and observation of teaching rated 7.9. In the area of collaboration talking with colleagues about strategies to increase student engagement rated 8.2 while discussing student learning problems with colleagues rated 8.0. Monitoring student progress and setting high expectations both rated 8.8 in the area of learning culture, while using assessment to inform teaching rated 8.9 in the area of using data. The provision of feedback (8.8) and identification of unproductive learning strategies (8.2) both rated highly in the area of teaching strategies. Establishing clear expectations for classroom behaviour (9.1) and including students with special learning needs (8.8) rated highly in the inclusive school category, while working with parents (7.7) and being in regular contact (7.9) rated highly in the area of parent involvement.

Parents and community members were asked to complete CESE's 'Partners in Learning' survey during 2018. Unfortunately the small sample size (less than 4% of parents) does not allow for meaningful data collection and analysis. Areas where parents indicated the school was performing well included feeling welcome at the school (8.3), helpful administrative staff (9.3), being informed of behavioural concerns (7.5), parental encouragement (8.9), clarity of school rules (8.9), and provision of additional support (8.2).

Parents and future parents were also asked to respond to the DoE's 'Excellence in School Customer Service' survey during 2018. Again the sample size was too small (less than 7% of parents) to draw any significant data. The responses did indicate that Forbes North PS was meeting community expectations in the areas of quality and ease of use of information, engagement with others, values, community partnerships, empathy, teamwork and collaboration. There were also indications that the school is exceeding community

expectations in inclusivity, customer service and ethical behaviour, but that the school vision could be better communicated.



Policy requirements

Aboriginal education

With 35% Aboriginal enrolment Forbes North places significant emphasis on the teaching of Aboriginal language and culture across the school as well as programming all lessons to incorporate Aboriginal perspectives and the 8 Ways of Knowing. Eleven staff are now trained in the Stronger Smarter Leadership Program – including one as a facilitator – and strategies from this program are incorporated into whole school and class activities and staff meetings.

During 2018 the Wiradjuri language was taught to all classes from Kindergarten to Year 6. Wiradjuri is taught through games, singing, music, dance, writing and speaking in language to each other. Senior classes attempted to write their own dreaming stories while replacing English words with the equivalent Wiradjuri word. These stories were then made into class books. All junior students, both indigenous and non-indigenous thoroughly enjoy learning the language and are able to recognise many Wiradjuri words.

As well as performing at many local and regional events the Wiradjuri Choir ran language activities which included teaching the Greeting song, Heads, Shoulders, Knees and Toes song, as well as teaching basic animal names, numbers and body parts and family names. Our students were complimented by Elders, committee members and teachers for their professional delivery of the activities. The facilitators from the Stronger Smarter Institute who presented the SS Leadership Program in Forbes in April 2018 were particularly impressed with the choir and their knowledge of Wiradjuri language.

Forbes North Public School receives funding due to the number of Aboriginal students enrolled and the percentage of our total student population these students represent. In 2018 this funding was used to employ a full-time Aboriginal Education Officer (AEO), 3 Aboriginal School Learning and Support Officers (SLSO) – two for 20 hours per week and one for five hours per week – and a Wiradjuri Language Tutor. This funding was also utilised to supplement and support the delivery of our Link Up to School year long transition program for Four year olds.



Multicultural and anti-racism education

35% of students from Forbes North Public school are of

Aboriginal descent and a further 62% are of Anglo–Saxon descent. It is with this in mind that the need to look at cultures beyond our own is valued with such importance. Units of study from the History and Geography syllabuses provide the vehicle to study other cultures and encourage an attitude of tolerance and respect in students for those different to themselves. In particular the students investigated our nearest neighbours and links to the global community during Geography lessons. Students also participate in research activities for the CWA International Project. Forbes North PS has an anti–racism officer who undertook professional learning in 2018 to enhance and update their understanding of Departmental policies and procedures. Our anti–racism officer then provided professional development for all staff in understanding and dealing with issues involving potential racism.