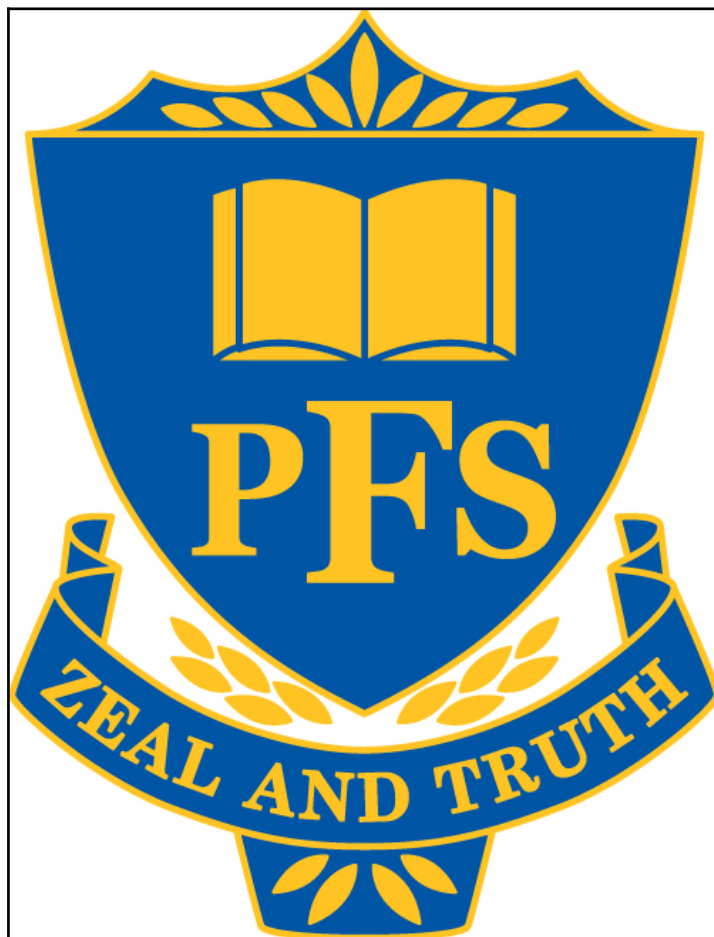


Forbes Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Forbes Public School

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Research informed pedagogy underpins learning practice in teaching.

Evaluation	Funds Expended (Resources)
The focus on evidence based practice– strategic professional learning underpinned by data informed practice is something that the school will continue to focus on to drive excellence in learning in 2020.	Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$19000.00)

Process 2: Deliver quality student centred and self regulated learning which enables critical thinking.

Evaluation	Funds Expended (Resources)
The structure of teacher collaborative planning will change in 2020 to involve triad/team collaboration time that is timetabled weekly and underpinned by the Agile Schools model	Strategic Professional Learning; collaborative teacher planning days Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$57947.00)

Process 3: Ensure learning is data driven and based on formative assessment practices and learning progressions with a stage focus.

Evaluation	Funds Expended (Resources)
As with other whole school focus areas, the focus on evidence based practice– strategic professional learning underpinned by data informed practice is something that the school will continue to focus on to drive excellence in learning in 2020.	

Process 4: Strengthen the whole school approach to student wellbeing in which students connect, succeed and thrive at school.

Evaluation	Funds Expended (Resources)
Wellbeing will continue to be a whole school focus in 2020	Teachers continue to be trained in Stronger Smarter. PBL meetings are conducted fortnightly– with whole school focuses effectively communicated and explicitly taught Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$10000.00)

Strategic Direction 2

Excellence in Teaching

Purpose

Continue to develop consistent high performing educational practices for all staff

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Teachers employ innovative and effective strategies to implement inquiry based learning programs that are differentiated to cater for diverse learning needs.

Evaluation	Funds Expended (Resources)
These programs continues to be an effective way to meet the diverse range of needs our students have. It has been successful and will be implemented again in the next school planning cycle.	<ul style="list-style-type: none">• Employment of teacher to facilitate program• resources from STEM share• School transport (school bus)• The Young Riding for disabled centre Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$40000.00)

Process 2: PDP's reflect Professional Learning to inform best practice.

Evaluation	Funds Expended (Resources)
15 staff have been guided through the coaching and mentoring phase of the PDP cycle. The use of QTSS time and begging teaching funding have assisted in the success of the program.	<ul style="list-style-type: none">• QTSS time• PL is targeted and supported by PDP focus areas• Coaching and mentoring time

Process 3: Structures are in place with regular meetings to plan, reflect and implement effective teaching practice.

Evaluation	Funds Expended (Resources)
During the next planning cycle there will be weekly collegial planning time, timetabled into the whole school timetable	<ul style="list-style-type: none">• Google docs• funding for casuals planning days, coaching, mentoring and collegial planning time Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$14000.00)

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Evaluative culture created with scheduled reflection points for best practice.

Evaluation	Funds Expended (Resources)
Collaborative planning time will be revised under a different model in 2020	Days allocated for collaborative planning

Process 2: Communicate with Forbes community of schools on strategic planning and goals.

Evaluation	Funds Expended (Resources)
Formative assessment will continue to be a key focus area and strategic planning around this will take place in 2020	Time allocated for exec to engage in this process

Process 3: Enrichment and leadership opportunities engineered across the school for students.

Evaluation	Funds Expended (Resources)
These programs ran successfully during 2019 and will continue in 2020	Data tracking sheets Scheduled meeting times review meetings– network meetings– student centred Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Regular student assessment and data harvest cycles and use of School Learning Support Officers help identify point of need for indigenous students and implementation of Personalised Learning Plans. Indigenous staff and SLSO had allocated time Work with and attend regular AECG meetings.</p> <p>Employment of Aboriginal SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$71 255.00) 	<p>Indigenous students made at or above expected growth over time in NAPLAN in 2019.</p> <p>Work with Aboriginal Lands Council & AECG helped form strong platforms for collective efficacy between students, staff and community around improving outcomes for Indigenous students.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding to release teachers from class to engage in explicit PL to support quality teaching development in order to raise student outcomes.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$57 755.00) 	<p>Next year we will amend the program to include timetabled support of triad groups that work through evidence based practice around learning sprints– agile school model.</p>
Socio–economic background	<p>Employment of teachers and resources to support programs and funding to support students to access the programs across schools.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$1 370 580.00) 	<p>The programs proved to assist with student achievement and engagement this year in English, Maths and Sport. The LEAP program in conjunction with the high school was especially supported by the school parent community. Programs will run again in 2020.</p>
Support for beginning teachers	<p>Timetabled support for teachers to engage with mentor and Targeted PL.</p> <p>PDP process also contributed to identifying strategic and targeted PL.</p>	<p>This model will continue to run again in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	152	147	148	143
Girls	142	144	137	137

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	93.9	92.9	93.6
1	94.3	94.4	90	93.6
2	94.3	94.1	93.3	90.8
3	94.1	92.5	91.8	93.9
4	93.9	94.6	92.6	93.9
5	95.4	93.8	93.2	92.2
6	93.6	94.5	88.8	91.7
All Years	94.3	94	91.9	92.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.18
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	104,137
Revenue	3,820,983
Appropriation	3,714,696
Sale of Goods and Services	1,150
Grants and contributions	103,526
Investment income	1,611
Expenses	-3,718,273
Employee related	-3,402,526
Operating expenses	-315,747
Surplus / deficit for the year	102,710

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	803,385
Equity Total	343,144
Equity - Aboriginal	54,477
Equity - Socio-economic	137,058
Equity - Language	1,268
Equity - Disability	150,340
Base Total	2,154,349
Base - Per Capita	72,118
Base - Location	50,580
Base - Other	2,031,651
Other Total	359,605
Grand Total	3,660,483

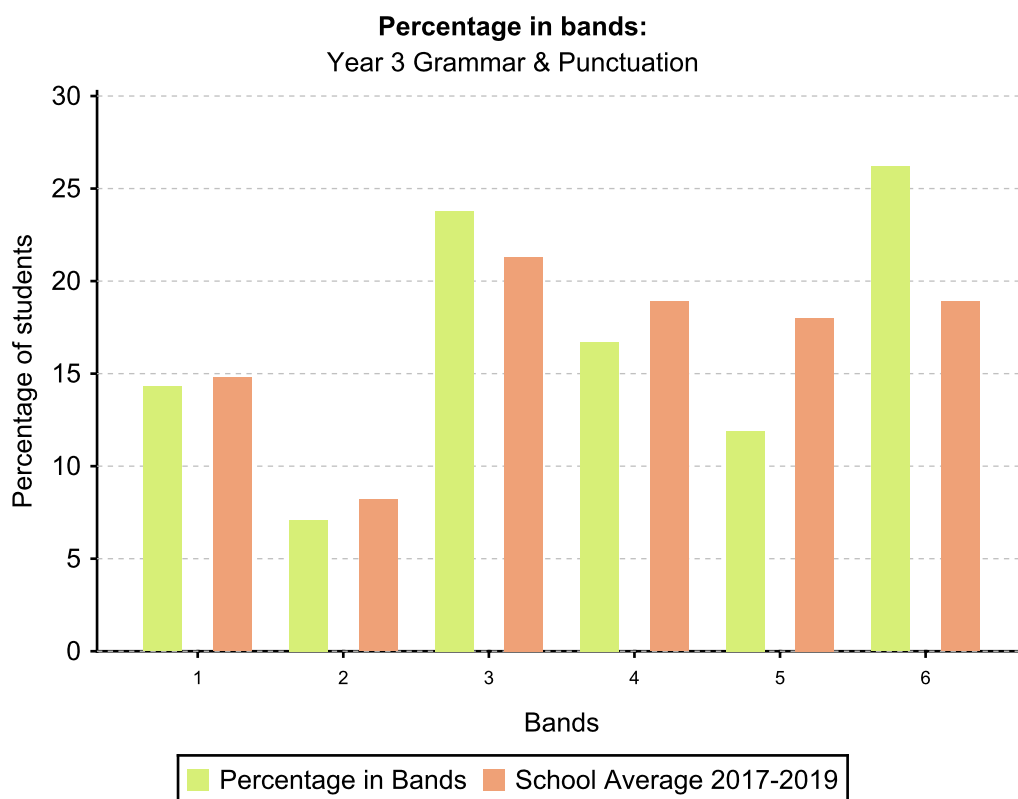
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School performance - NAPLAN

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.

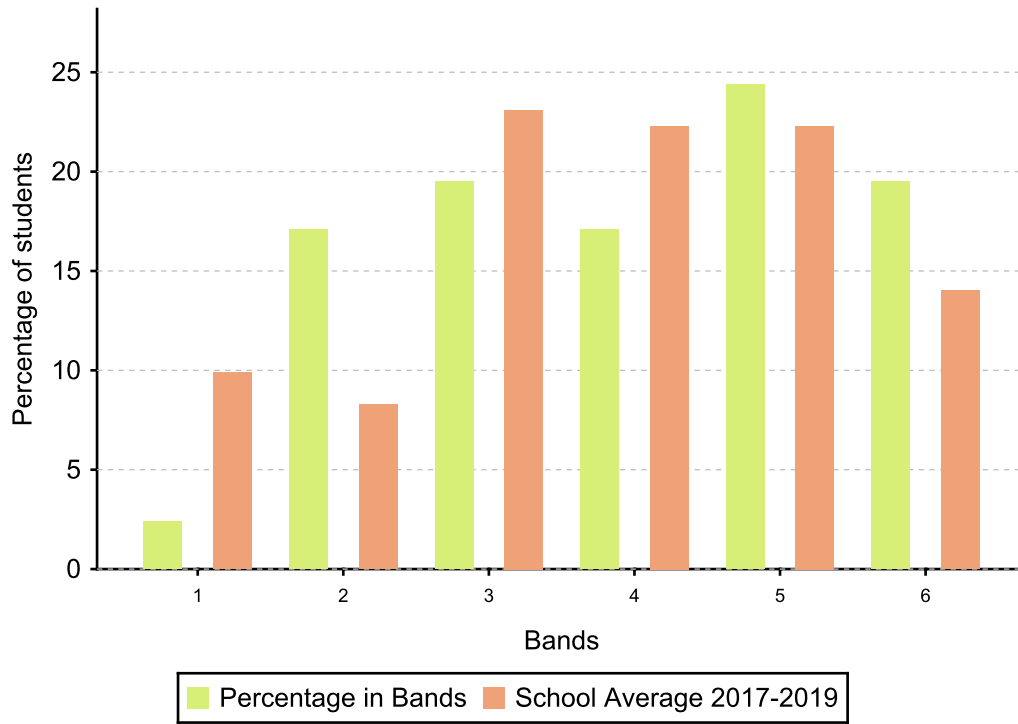
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



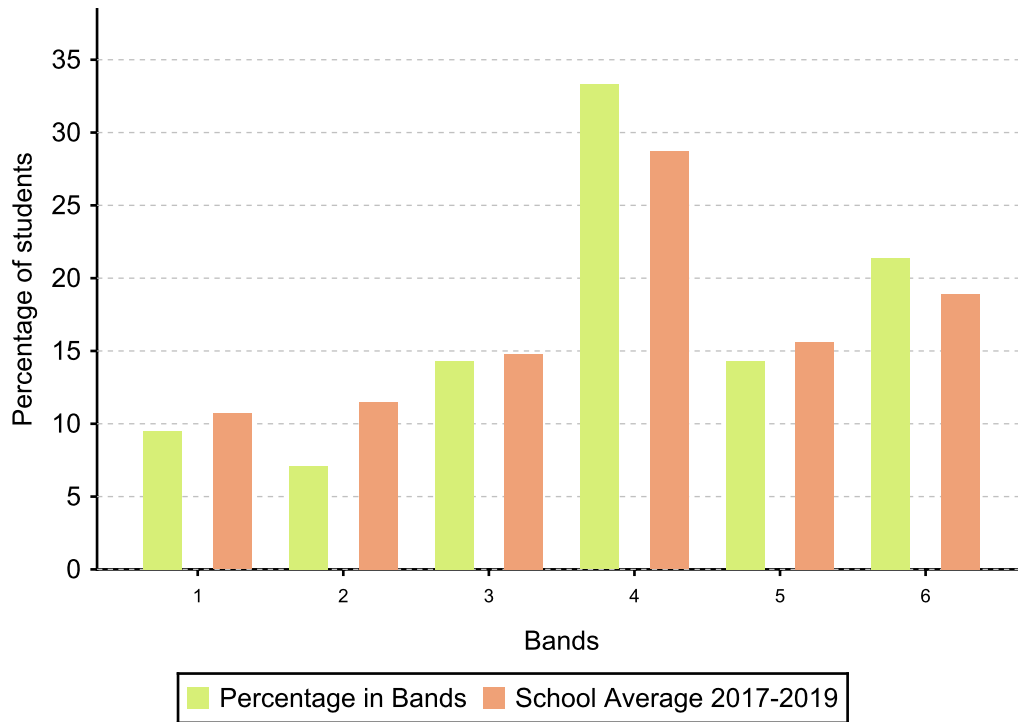
Band	1	2	3	4	5	6
Percentage of students	14.3	7.1	23.8	16.7	11.9	26.2
School avg 2017-2019	14.8	8.2	21.3	18.9	18	18.9

Percentage in bands:
Year 3 Reading



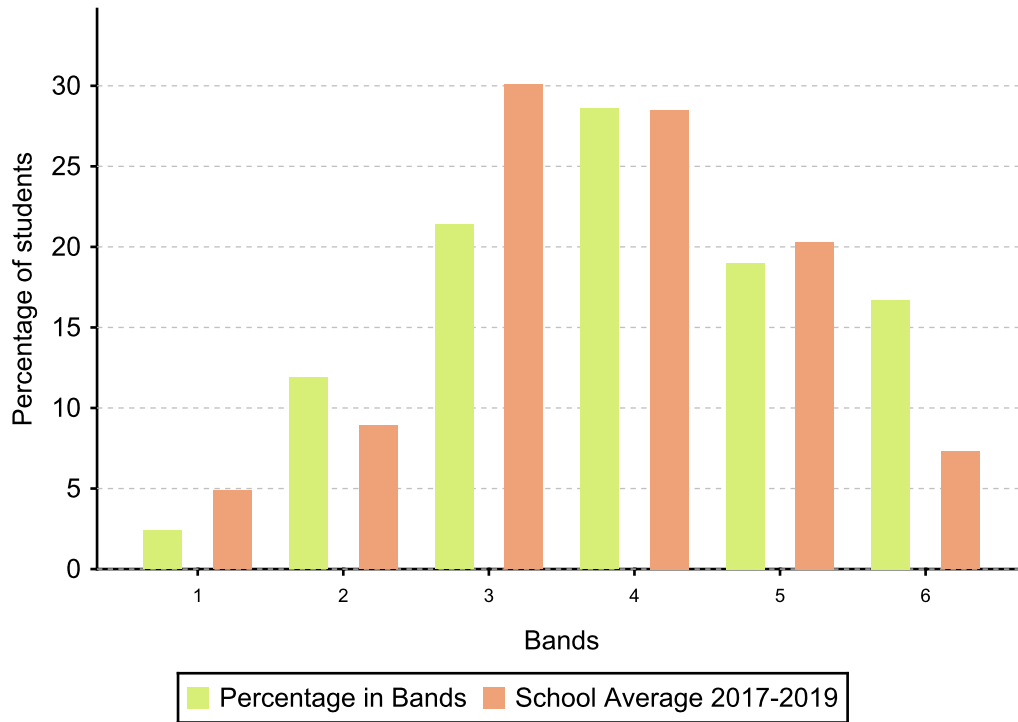
Band	1	2	3	4	5	6
Percentage of students	2.4	17.1	19.5	17.1	24.4	19.5
School avg 2017-2019	9.9	8.3	23.1	22.3	22.3	14

Percentage in bands:
Year 3 Spelling



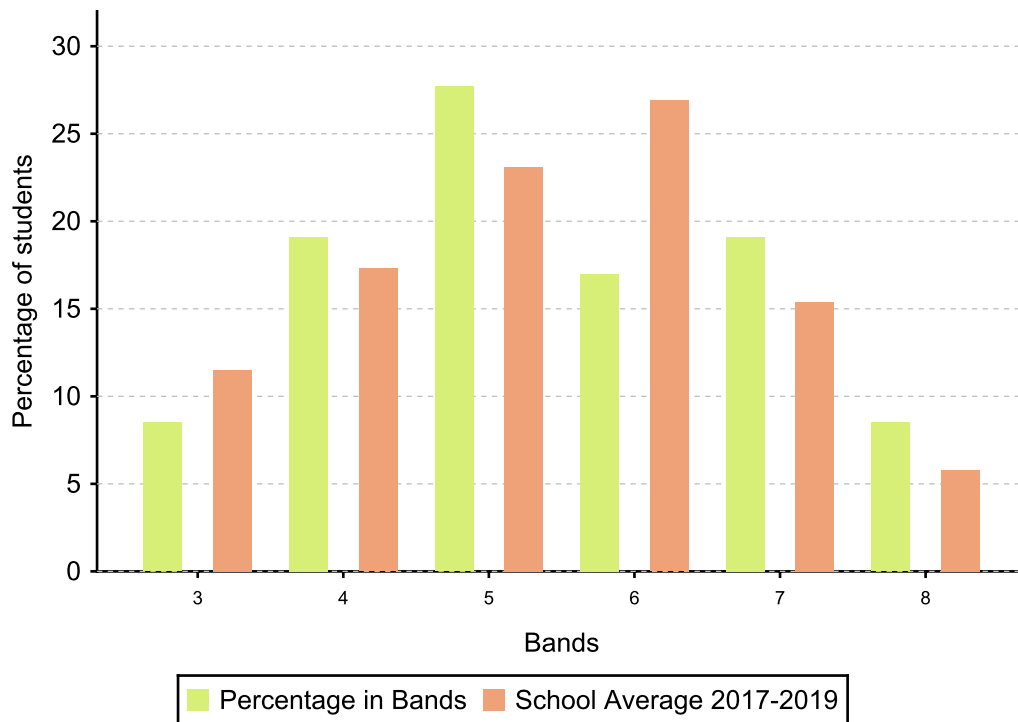
Band	1	2	3	4	5	6
Percentage of students	9.5	7.1	14.3	33.3	14.3	21.4
School avg 2017-2019	10.7	11.5	14.8	28.7	15.6	18.9

Percentage in bands:
Year 3 Writing



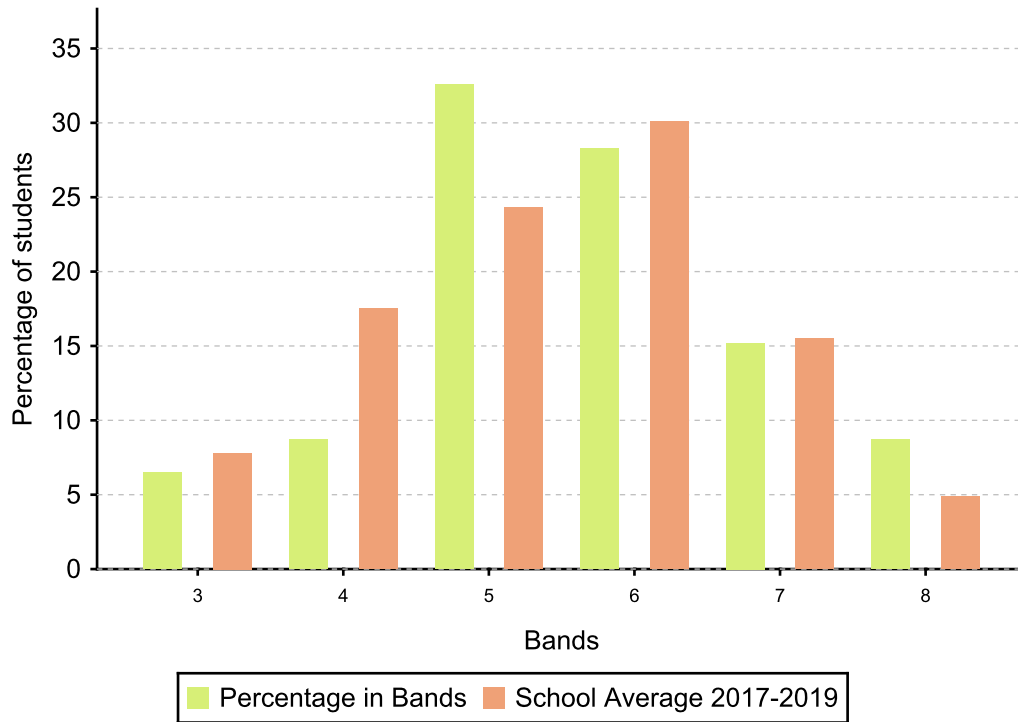
Band	1	2	3	4	5	6
Percentage of students	2.4	11.9	21.4	28.6	19.0	16.7
School avg 2017-2019	4.9	8.9	30.1	28.5	20.3	7.3

Percentage in bands:
Year 5 Grammar & Punctuation



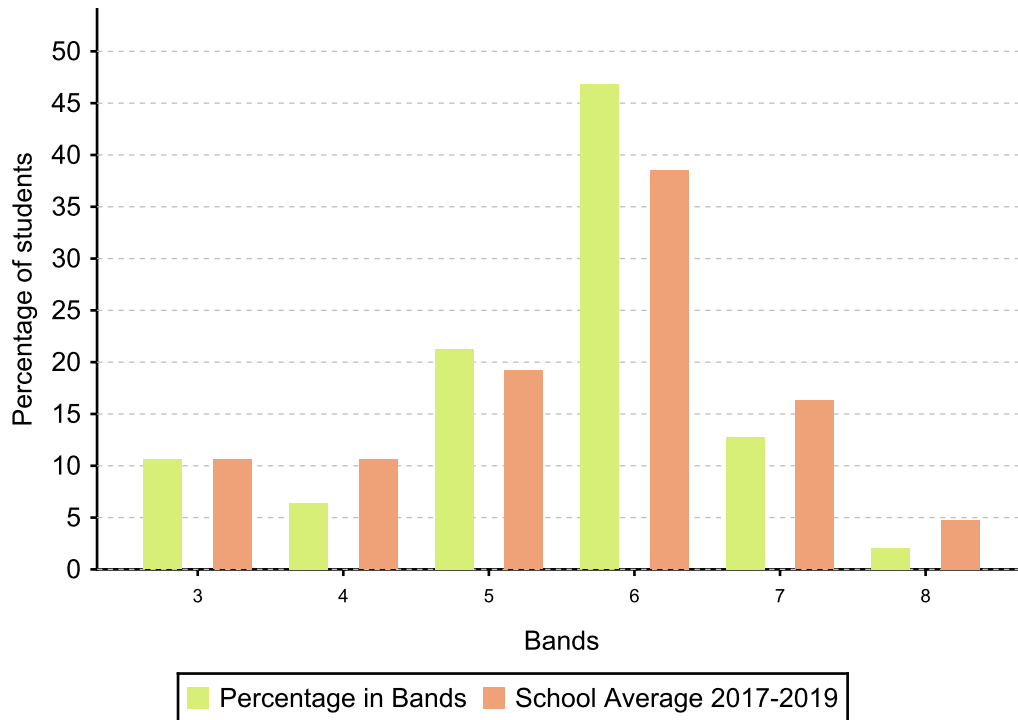
Band	3	4	5	6	7	8
Percentage of students	8.5	19.1	27.7	17.0	19.1	8.5
School avg 2017-2019	11.5	17.3	23.1	26.9	15.4	5.8

Percentage in bands:
Year 5 Reading

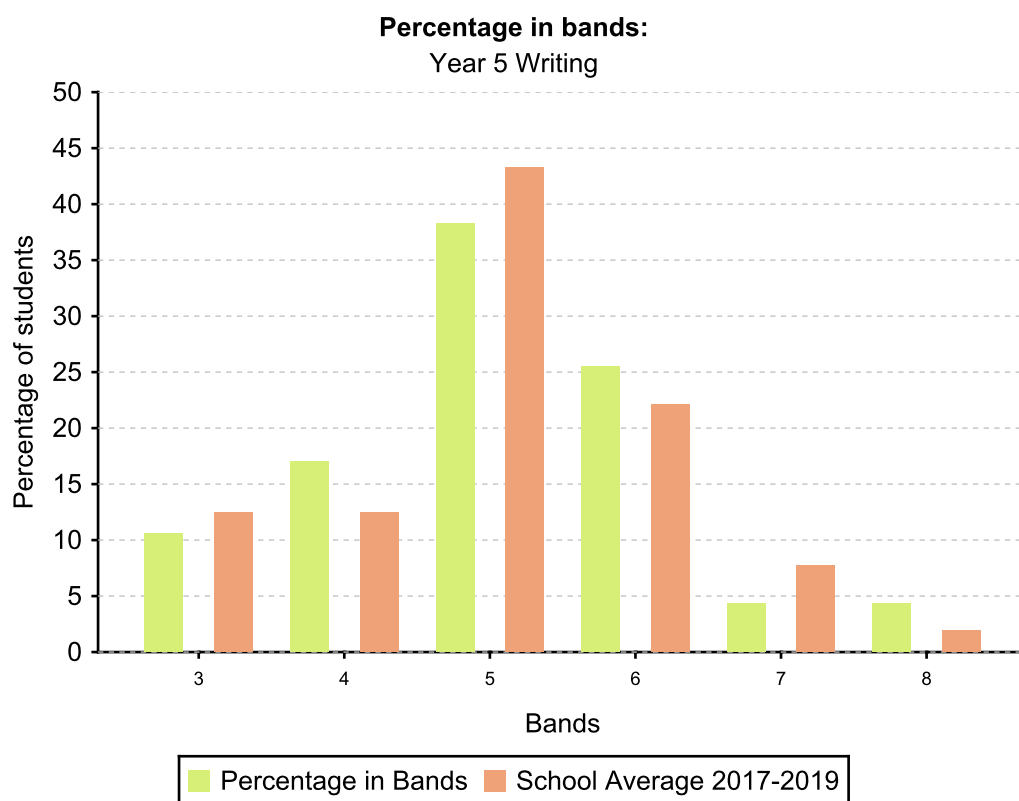


Band	3	4	5	6	7	8
Percentage of students	6.5	8.7	32.6	28.3	15.2	8.7
School avg 2017-2019	7.8	17.5	24.3	30.1	15.5	4.9

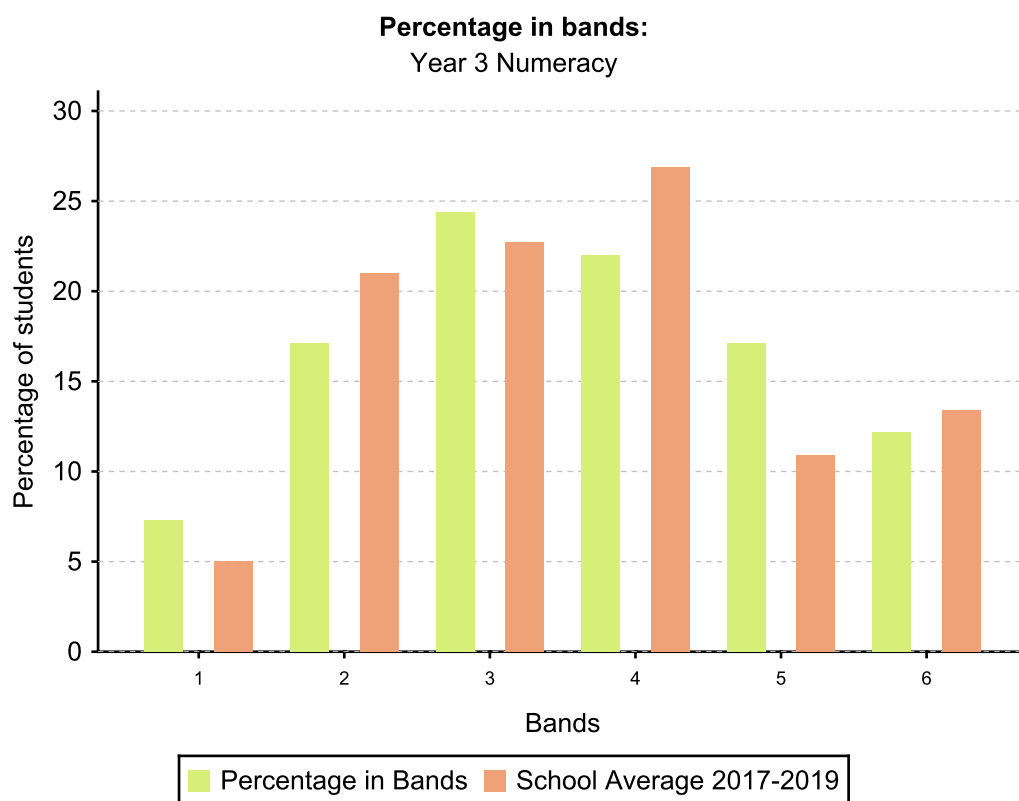
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	10.6	6.4	21.3	46.8	12.8	2.1
School avg 2017-2019	10.6	10.6	19.2	38.5	16.3	4.8

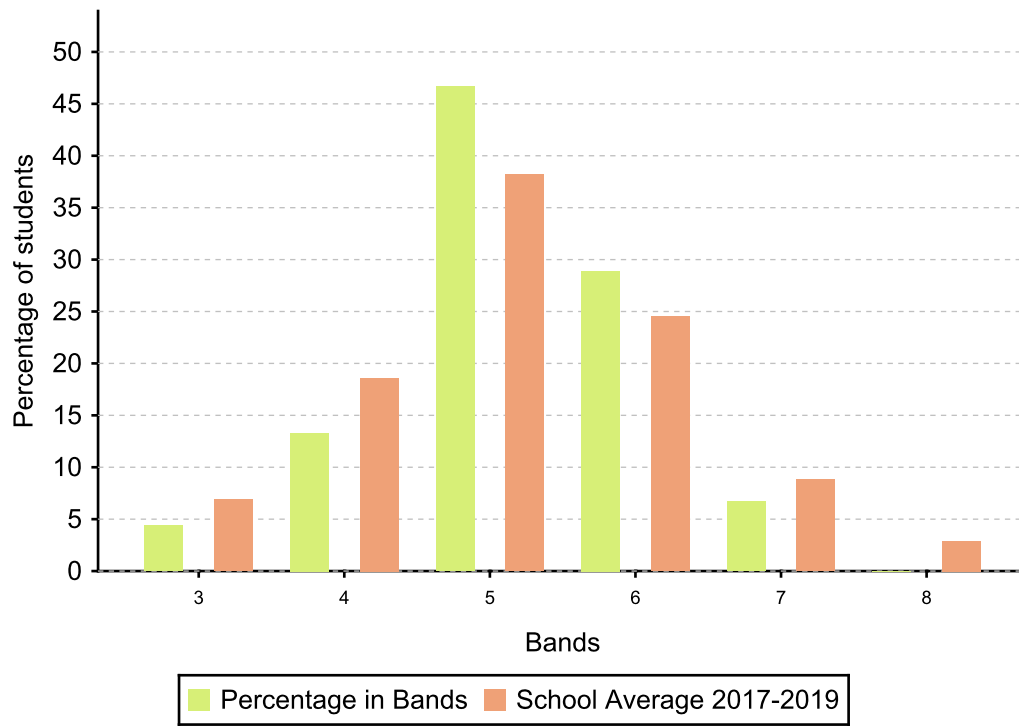


Band	3	4	5	6	7	8
Percentage of students	10.6	17.0	38.3	25.5	4.3	4.3
School avg 2017-2019	12.5	12.5	43.3	22.1	7.7	1.9



Band	1	2	3	4	5	6
Percentage of students	7.3	17.1	24.4	22.0	17.1	12.2
School avg 2017-2019	5	21	22.7	26.9	10.9	13.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.4	13.3	46.7	28.9	6.7	0.0
School avg 2017-2019	6.9	18.6	38.2	24.5	8.8	2.9

Parent/caregiver, student, teacher satisfaction

Parents and Carers at Forbes Public School reported:

- School and community events were a highlight of 2019, with a high percentage of parent/carer representation and involvement
- Teacher and parent communication remained positive and effective
- The school was a responsive and welcoming place for the community
- Attendance at P&C has increased and fundraising initiatives considered successful

Staff continued to focus on the Eight Drivers of student learning – Leadership, Parent Involvement, maintaining an Inclusive School, Technology, Teaching Strategies, Data Informed Practice, Learning Culture and Collaboration.

Staff reported of the Eight Drivers of Student Learning our school exceeded that of the NSW Govt Norm in:

- Leadership
- Collaboration
- Data Informed Practice
- Teaching Strategies
- Technology
- Inclusive School
- Parent Involvement

A focus for 2020 will include a more strategic focus on Learning Culture.

Staff indicated that they continue to enjoy the collaborative practice and Stronger Smarter Philosophy that form the foundations for successful teaching at our school.

Students reported their highlights included :

- Attending excursions
- Having the opportunity to try out for and participate in sports
- Engaging and being involved in P&C initiatives, activities and fun days
- Having input into and engaging in leadership days and opportunities

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.