

Forbes North Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

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 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.

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

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.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities

Improved levels of student wellbeing and engagement

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

Overall summary of progress

Processes to encourage, measure and celebrate achievements are in place to deliver student-centred and self-regulated learning. Connect, Re-Connect and Celebrate Meets were held with students and parents/carers in Terms one, two and four respectively with a high proportion of parents/carers engaging in this process.

There is evidence of data informed differentiation and timely targeted intervention across K-6. Stage team members regularly collect, analyse and share student data to identify student need and targeted curriculum areas.

Programs align to the well-being framework in order to support student engagement and achievement. There has been a significant decrease in the number of student suspensions and behaviour referrals.

Progress towards achieving improvement measures

Process 1: CURRICULUM & LEARNING:

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Meeting minutes; student reflections; analysis of work samples; Connect and Celebrate meetings, classroom observation data; teacher self-reflections, annual awards, presentations.	Instructional Leaders K-2 & 4-6; teachers; Executive; SLSOs and support staff, parents/carers, casual teaching staff.

Process 2: PERSONALISED LEARNING:

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
Classroom programs; refined assessment schedule. SLSO and LST timetables have been regularly assessed and updated as required.	LST; ILs; Executive class teachers; SLSOs

Process 3: STUDENT WELLBEING:

Progress towards achieving improvement measures

Process 3: Implement a whole school integrated approach to student well-being utilising a PBL approach, in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Wellbeing self-assessment tool; focus groups; TTFM	PBL and Welfare teams, classroom teachers, leadership team

Next Steps

Continue the Connect Meets initiative following a successful trial, with a focus on specific, measurable student learning goals. Adopt a learning sprint approach to address specific areas of need in literacy and numeracy. Continue to refine our well-being approach with a focus on explicit teaching of expectations and behaviours.

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.

Improvement Measures

All teachers adhering to scheduled maintenance of correct accreditation standards or working to achieve proficiency.

Use of evidence-informed teaching practice by all staff.

Improved student growth in NAPLAN tests and internal school assessments

Overall summary of progress

Analysis of post survey results indicates a shared understanding of evidence informed quality teaching strategies in Literacy and Numeracy exists. There is a demonstrated willingness to trial and adopt new strategies in a variety of settings. Staff meetings devote time to regularly include professional learning elements.

A framework with agreed protocols for collaborative practice is under development.

Progress towards achieving improvement measures

Process 1: RESEARCH INFORMED PEDAGOGY:

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Best Practice document, PDP and staff meeting minutes, feedback and Post Survey analysis.	Executive, teachers, ILs

Process 2: COLLABORATIVE PRACTICE

Develop and implement collaborative processes for consistency in teacher judgement.

Evaluation	Funds Expended (Resources)
Framework document, meeting minutes, analysis of staff surveys.	All staff.

Process 3: EVALUATIVE PRACTICE:

Strengthen evaluative culture and practice by establishing regular points of reflection throughout the year and providing professional learning on the use of quality data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Evaluative Thinking Toolkit, survey analysis, sample of impact of evaluative thinking – teaching programs, student feedback, work samples.	Executive

Next Steps

The implementation of stage-based collaborative planning days will occur in 2020. Stage leaders and Instructional Leaders will lead teams to analyse student data to identify focus areas for literacy and numeracy and develop appropriate teaching and learning approaches to target these areas through learning sprints.

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.

Improvement Measures

Increase parent participation in P&C, school and inter school initiatives

Transition processes for Preschool to Kindergarten, Stage 1 to Stage 2 and from Primary to High School.

Increase the percentage of Forbes North students continuing in public education for secondary schooling

Overall summary of progress

The school is recognised as responsive to community needs as a result of effective engagement with members of the local community including parents, community groups, local media and business organisations.

School leadership teams make deliberate and strategic use of partnerships and relationships to access resources for the improvement of student outcomes and for enrichment of the school's standing in the local community.

Progress towards achieving improvement measures

Process 1: Promote the school as a centre of learning for life by engaging school, parents, community groups and volunteers in meaningful educational programs to enhance engagement and student outcomes.

Evaluation	Funds Expended (Resources)
Participation rates of parents/carers in school-based programs, Partners in Learning survey data (TTFM), engagement in Connect and Celebrate Meets	School staff, parents and carers, students, casual staff

Process 2: Facilitate enrichment and engagement opportunities and improve transition processes for students entering Kindergarten and moving from primary to secondary education settings

Evaluation	Funds Expended (Resources)
Partners in Learning (TTFM) survey data	Executive, community liaison, SaCC facilitator, public school leadership teams.

Next Steps

An even greater focus on parent and community partnerships to enhance student learning will be evident in 2020. More parent information sessions and workshops will be conducted to address areas of need identified by the school and by parents and community.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$29588 (Total: \$236 704) \$11562 (Total: \$92 496) \$6403 (Total: \$ 51 224) Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$380 424.00) 	Mapping of student progress against the literacy and numeracy progressions. Identification and targeting of individual student needs. Learning support journals. Community engagement monitoring.
Support for beginning teachers	\$3000 casual teacher salaries (\$1800 for Beg. Teach; \$1200 for Mentor). Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$13 950.00) 	Accreditation at proficient level.
Aboriginal background loading	\$8572 (Total: \$68 576) \$12863 (Total: \$102 904) Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$171 480.00) 	Mapping student progress against the progressions.
Low level adjustment for disability	\$14674 (Total: \$117 392) \$4900 (Total: \$39 200) Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$156 592.00) 	Identification of target students through internal and external assessment data. Identification of focus areas, with emphasis on literacy and numeracy. Implementation of specific teaching and learning programs. Monitoring of student progress against the progressions.
Quality Teaching, Successful Students (QTSS)	\$6 136 (QTSS) \$1 868 (OpEx) Total: \$14 944 (OpEx) Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$49 089.00) 	QTSS Schedules; PDPs; Classroom Observations; Feedback; Collaborative Programming; Team Teaching; Shared Expertise.
Early Action for Success	\$20 407 (EAFS) \$5 746 (PL) Total: \$163 256 (EAFS) Total: \$22 984 (PL)	Identification of target students through internal and external assessment data. Identification of focus areas, with emphasis on literacy and numeracy. Implementation of specific teaching and learning programs. Monitoring of student progress against the progressions.
Literacy/Numeracy Strategy – Aboriginal Students	\$20 407 (Ab Ed L/N Strategy) \$2642 (PL)	Identification of target students through internal and external assessment data. Identification of focus areas, with emphasis on literacy and numeracy.

Literacy/Numeracy Strategy – Aboriginal Students	Total: \$163 256 (Ab Ed L/N Strategy) Total: \$10 568 (PL)	Implementation of specific teaching and learning programs. Monitoring of student progress against the progressions.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	158	153	143	146
Girls	139	130	131	122

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	93.3	93.6	92.7
1	92.9	93.5	91.4	91.9
2	93	93.9	92.1	91.9
3	92	93.6	93.1	93.9
4	93.3	93.2	94.2	92.4
5	93.4	93.4	93.1	92.4
6	92.6	92.6	90.4	91.8
All Years	93.1	93.4	92.6	92.4
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)	3
Classroom Teacher(s)	9.73
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

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	544,421
Revenue	3,721,902
Appropriation	3,549,941
Sale of Goods and Services	2,947
Grants and contributions	165,168
Investment income	3,845
Expenses	-3,814,642
Employee related	-3,338,554
Operating expenses	-476,088
Surplus / deficit for the year	-92,740

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	175,374
Equity Total	693,662
Equity - Aboriginal	176,099
Equity - Socio-economic	345,252
Equity - Language	0
Equity - Disability	172,312
Base Total	2,106,952
Base - Per Capita	64,291
Base - Location	48,685
Base - Other	1,993,976
Other Total	425,509
Grand Total	3,401,498

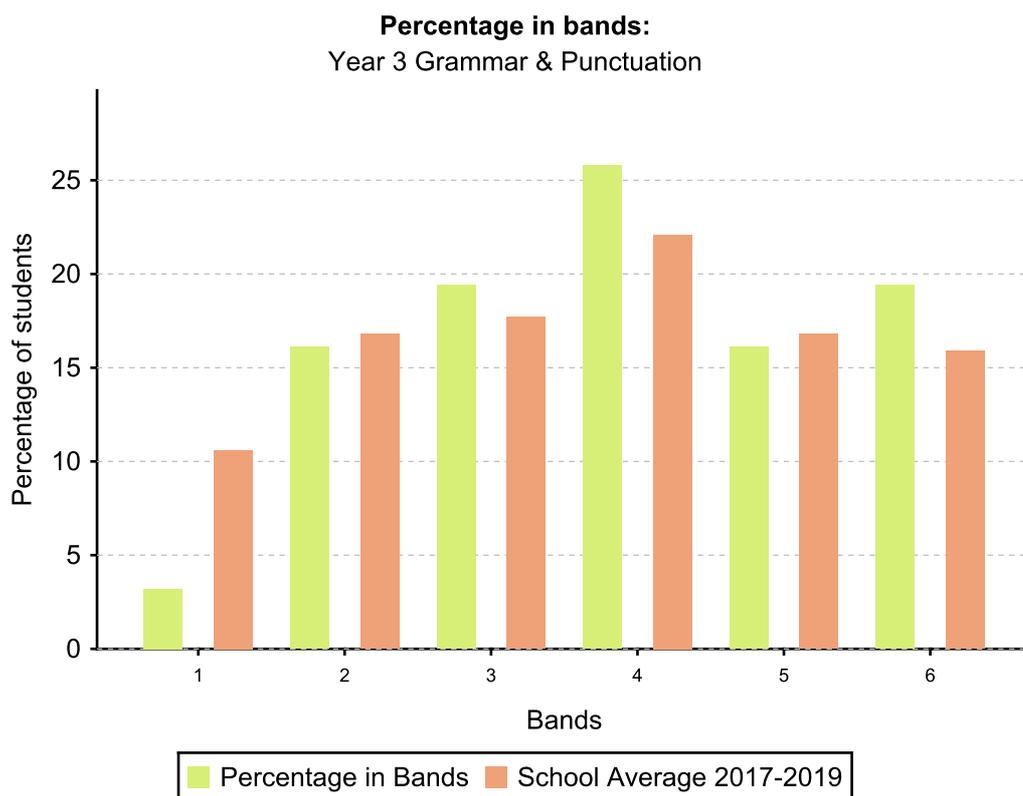
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

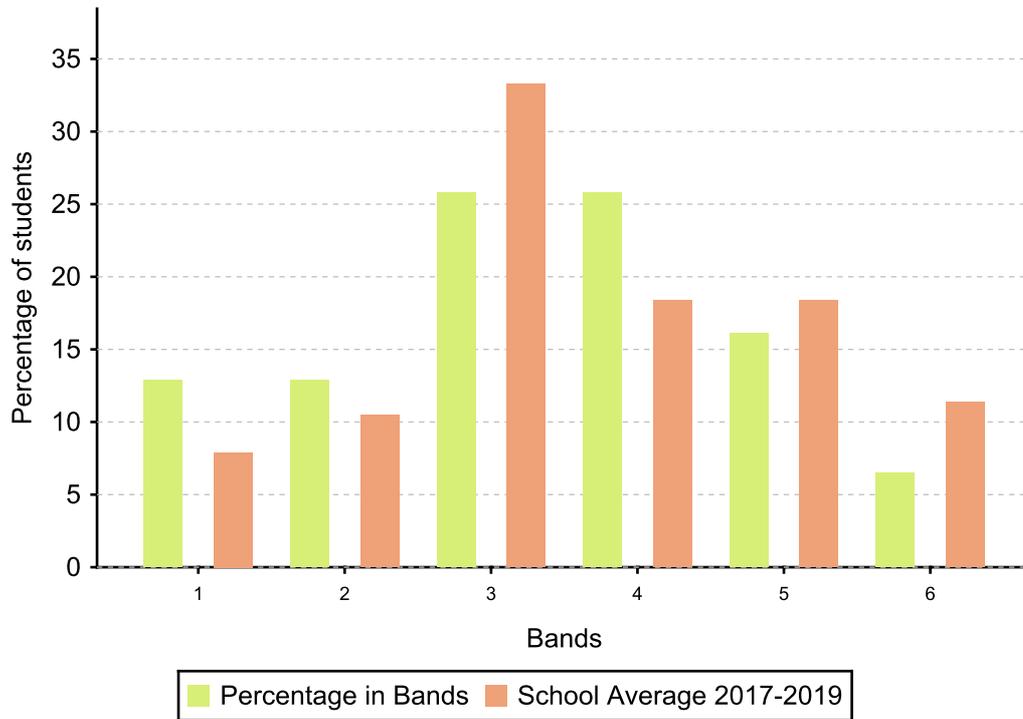
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



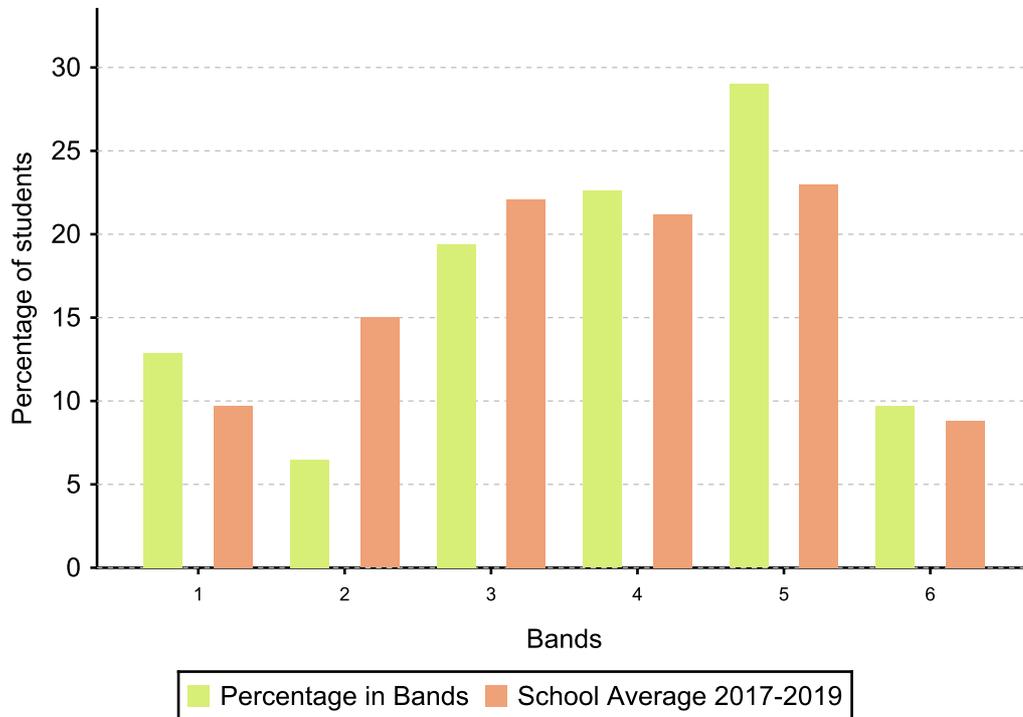
Band	1	2	3	4	5	6
Percentage of students	3.2	16.1	19.4	25.8	16.1	19.4
School avg -2019	10.6	16.8	17.7	22.1	16.8	15.9

Percentage in bands:
Year 3 Reading



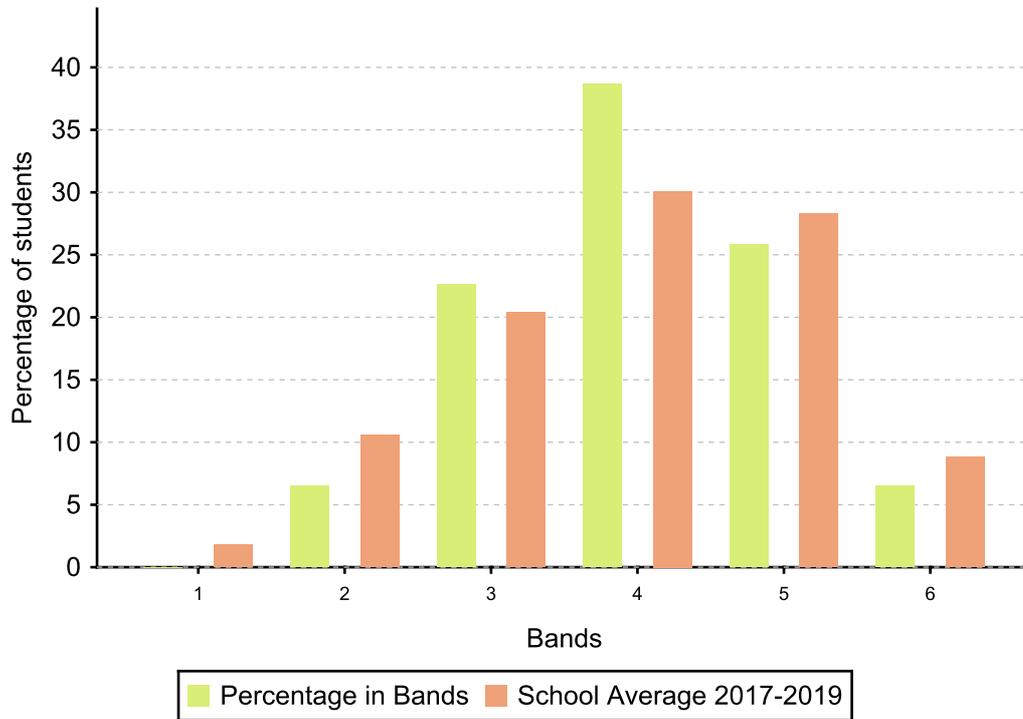
Band	1	2	3	4	5	6
Percentage of students	12.9	12.9	25.8	25.8	16.1	6.5
School avg -2019	7.9	10.5	33.3	18.4	18.4	11.4

Percentage in bands:
Year 3 Spelling



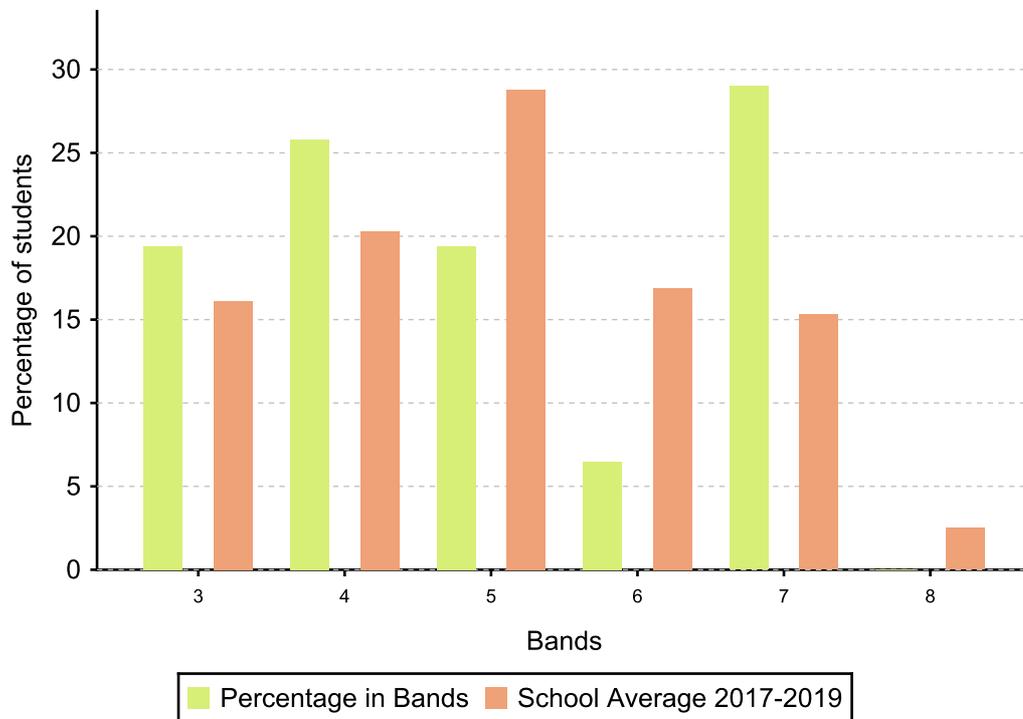
Band	1	2	3	4	5	6
Percentage of students	12.9	6.5	19.4	22.6	29.0	9.7
School avg -2019	9.7	15	22.1	21.2	23	8.8

Percentage in bands:
Year 3 Writing



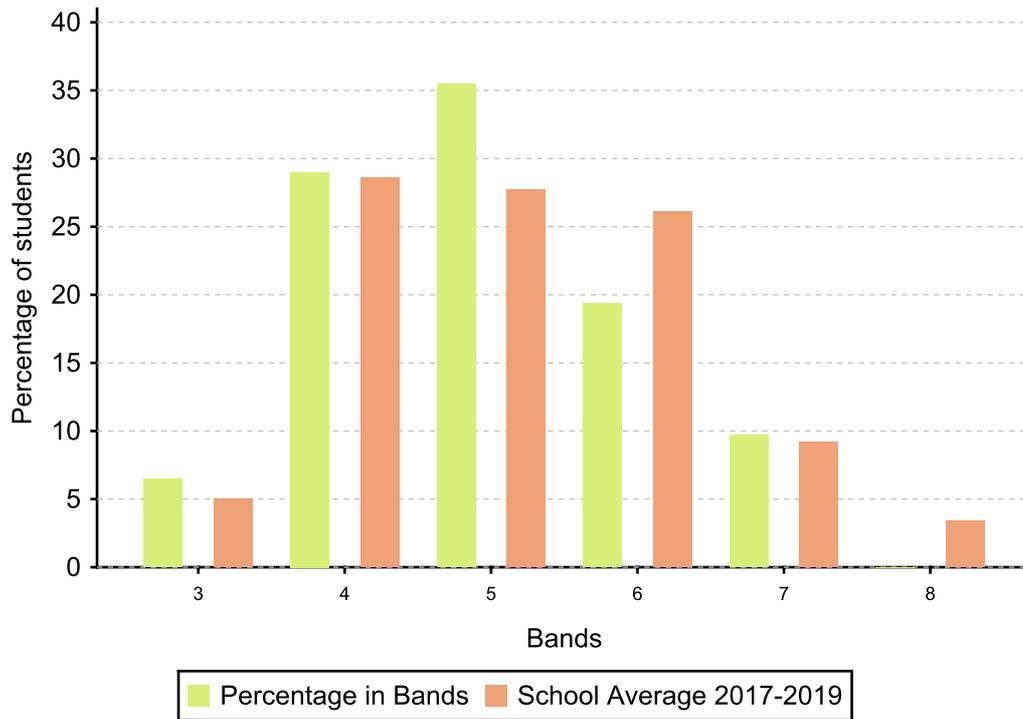
Band	1	2	3	4	5	6
Percentage of students	0.0	6.5	22.6	38.7	25.8	6.5
School avg -2019	1.8	10.6	20.4	30.1	28.3	8.8

Percentage in bands:
Year 5 Grammar & Punctuation



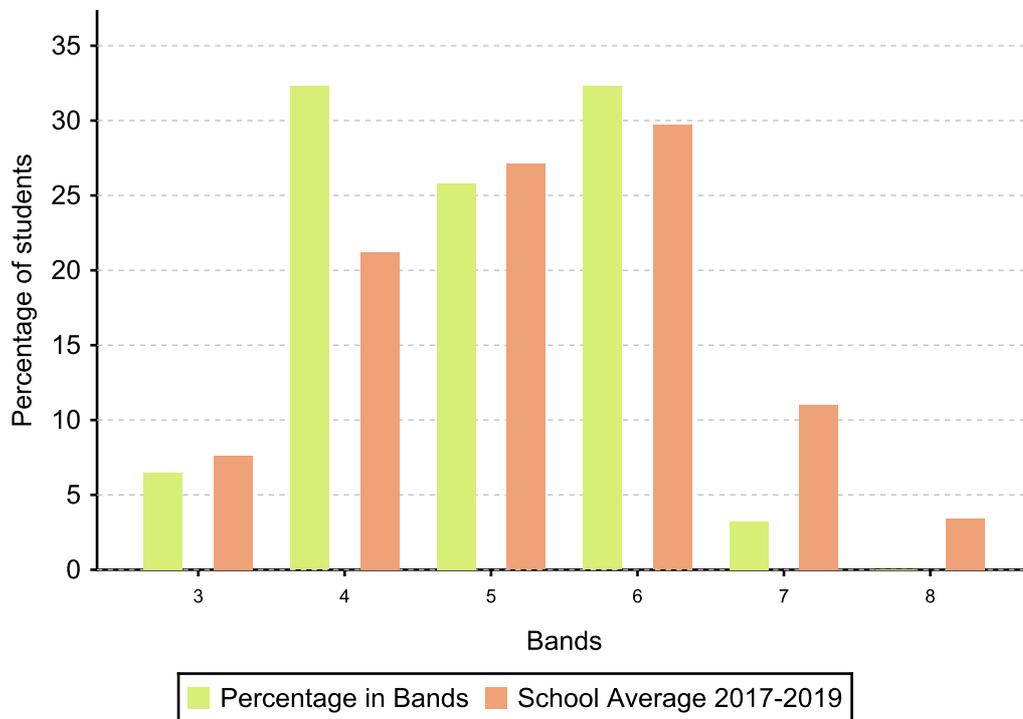
Band	3	4	5	6	7	8
Percentage of students	19.4	25.8	19.4	6.5	29.0	0.0
School avg -2019	16.1	20.3	28.8	16.9	15.3	2.5

Percentage in bands:
Year 5 Reading



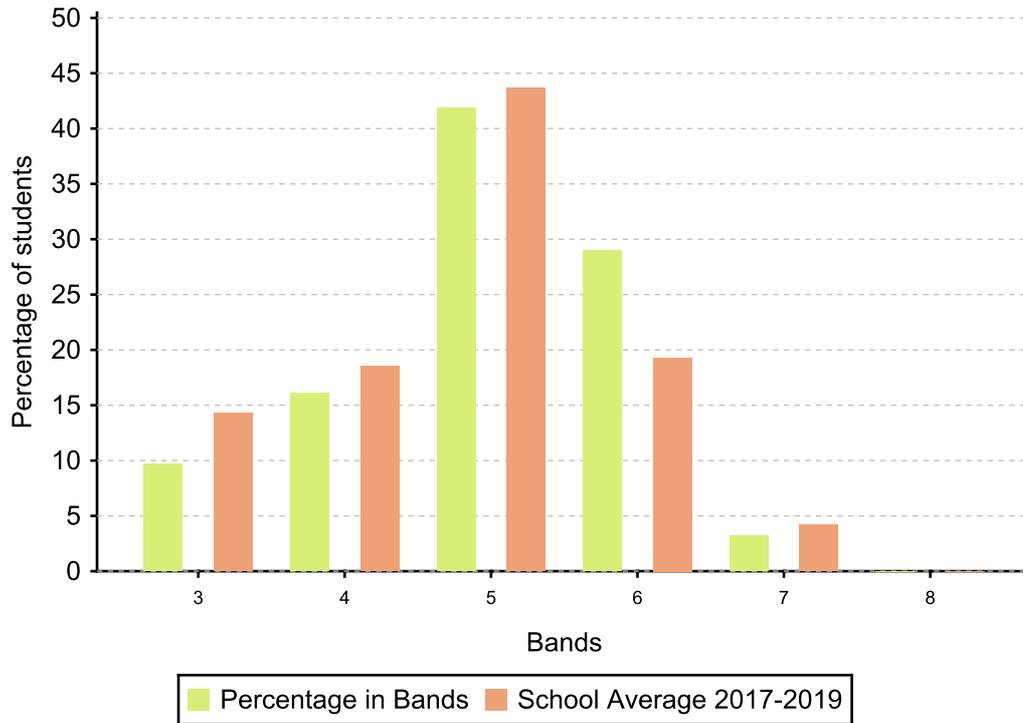
Band	3	4	5	6	7	8
Percentage of students	6.5	29.0	35.5	19.4	9.7	0.0
School avg -2019	5	28.6	27.7	26.1	9.2	3.4

Percentage in bands:
Year 5 Spelling



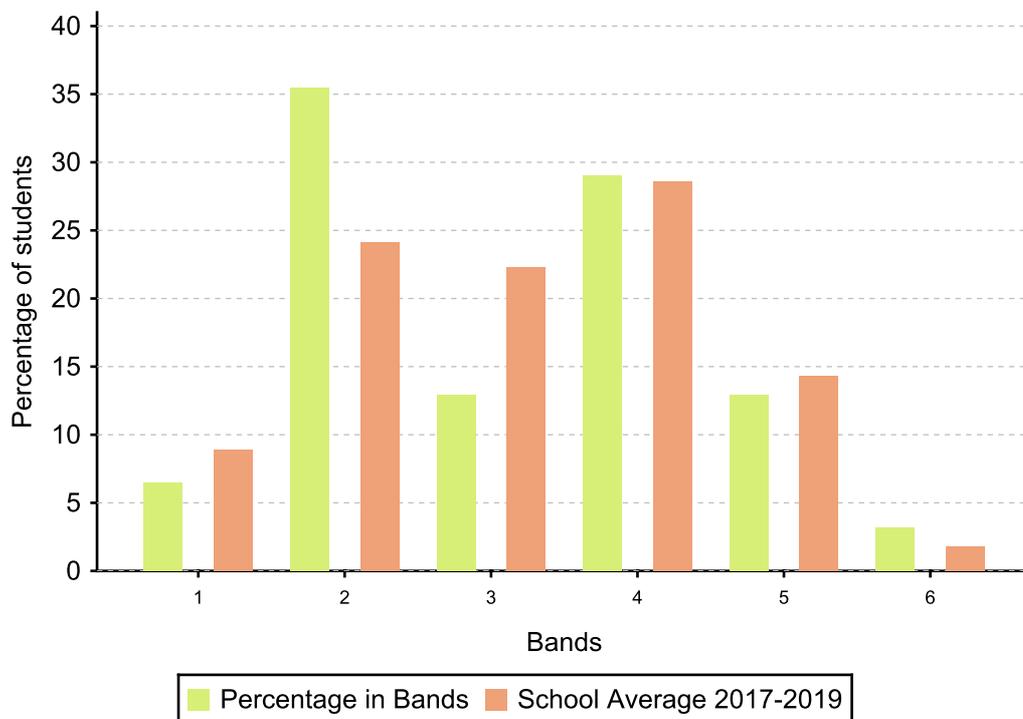
Band	3	4	5	6	7	8
Percentage of students	6.5	32.3	25.8	32.3	3.2	0.0
School avg -2019	7.6	21.2	27.1	29.7	11	3.4

Percentage in bands:
Year 5 Writing



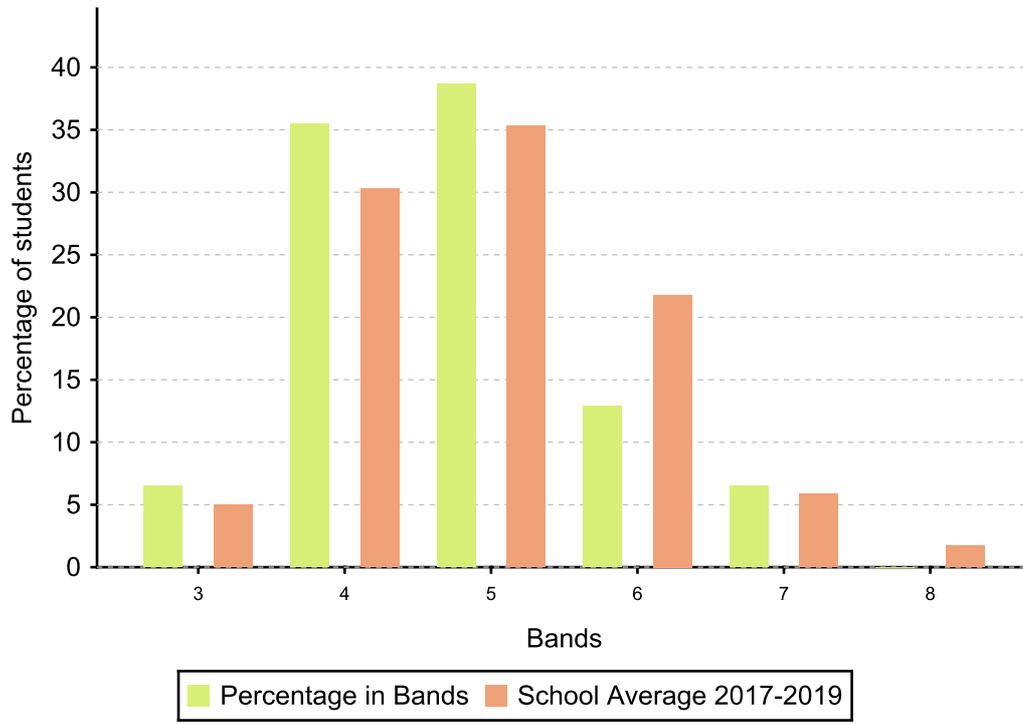
Band	3	4	5	6	7	8
Percentage of students	9.7	16.1	41.9	29.0	3.2	0.0
School avg -2019	14.3	18.5	43.7	19.3	4.2	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	6.5	35.5	12.9	29.0	12.9	3.2
School avg -2019	8.9	24.1	22.3	28.6	14.3	1.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	6.5	35.5	38.7	12.9	6.5	0.0
School avg -2019	5	30.3	35.3	21.8	5.9	1.7

Parent/caregiver, student, teacher satisfaction

Parents and caregivers, students and teachers were surveyed using the *Tell Them From Me* surveys from *The Learning Bar*, to gauge their satisfaction levels in relation to teaching and learning, communication, leadership and school facilities. Parent/caregiver and teacher surveys were completed in October 2019, while students in years 4 to 6 completed surveys in April and October.

A total of nine parents and caregivers completed the *'Partners in Learning'* survey, representing just 5.6% of our school parent/caregiver cohort. Results were recorded on a 10–point scale, with 0 being strong disagreement, 5 indicating a neutral response and 10 being strong agreement.

In the area of communication, parents feeling welcome in the school scored 7.9, 0.5 higher than the state average. 'I can speak easily with my child's teacher' (9.1); 'administrative staff are helpful' (8.9); and 'written information is in clear, plain language' (8.9) all scored particularly high. Parents being well-informed rated 7.7, 1.1 above state average. 'Progress reports are written in terms I understand' (8.6); 'I am informed about my child's behaviour – positive or negative' (7.8); and 'I am well informed about my child's progress' (7.8) all scored well.

Other areas of note include: 'my child is encouraged to do their best' (8.9); 'rules for school behaviour are clear' (8.9); 'my child feels safe at school' (8.3); and 'teachers help students who need extra support' (8.1). 100% of parent/caregiver respondents expect their child to complete Year 12, and 56% expect they will go to university. 89% (8 out of 9) respondents would recommend the school to other parents/caregivers.

115 students from year 4 to 6 completed the *'Student Engagement'* survey in October 2019. Of these, 78% indicated that they try to do their best and try to improve, while 70% indicated that they like to be challenged in their learning. 83% of students stated that their teachers correct their work and provide feedback in a timely manner, and 80% indicated that they have ample opportunities to ask questions about their learning.

84% of student respondents stated that their teachers set clear learning goals, 90% said that their teachers explain what is expected of them, and 88% indicated that they are asked to explain their answers. 59% of students expect that they will attend university.

84% of Aboriginal students indicated that they feel good about their culture, and 80% believe that their teachers have a good understanding of their culture.

There was a 3% decrease in students who have witnessed or experienced bullying. This follows an 11% decrease from October 2018 to April 2019.

A total of 18 teaching staff completed the *'Focus on Learning'* survey in October 2019. Results were recorded on a 10–point scale, with 0 being strong disagreement, 5 indicating a neutral response and 10 being strong agreement. The area of leadership scored 8.5, 1.4 points above state average. 'School leaders observe my teaching' (8.9); 'school leaders helped improve my teaching' (8.6); and 'school leaders provided useful feedback' (8.6) all scored highly.

Collaboration (8.6) was also well above state average (7.8). 'Discussing student learning problems' (9.2); 'sharing materials and ideas' (8.8); and 'working together to increase student engagement' (8.8) were areas of particular strength.

Other areas of note include: 'monitoring student progress' (9.2); 'setting high expectations' (9.2); 'using formal assessment results to inform lesson planning' (8.8); 'linking previously mastered skills and knowledge to new concepts' (9.0); and 'establishing clear expectations for classroom behaviour' (8.9).

Teachers rated parent involvement at 7.6, 0.8 above state average, with 'working together to solve problems interfering with student progress' rating at 8.5.

95% of teacher respondents indicated that school leaders are leading improvement and change, while 94% agree that school leaders clearly communicate their strategic vision and the values of the school.

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.