

2021 Annual Report

Forbes Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

At Forbes Public School we foster productive partnerships in a climate characterised by flexibility, integrity and teamwork. Our collective efficacy approach empowers leaders of learning, improving wellbeing, growth and attainment.

School context

Forbes Public School is situated on the Lachlan River, on the land of the Wiradjuri people within the heart of the Forbes community. The school has an enrolment of 300 students, 25% are with an Aboriginal Heritage.

The school values diversity across its community, successfully integrating both mainstream and special educational learning opportunities within and across 13 mainstream classes and 4 classes that empower students with moderate and/or severe intellectual disabilities (IO/IS), autism (AU), mild intellectual disability (IM) and emotional disability (ED).

The school shares a strong commitment to the pursuit of excellence by working through cycles of self-assessment. Aligning whole school practices against the school excellence framework, the school engaged in the External Validation process in 2019, where the results of self-assessment were shared with a panel of peer principals who gave an on balanced judgment that found the school was excelling in the Wellbeing domain, working towards delivering in the domain of Student Performance Measures and Delivering in the domain of Data Informed Practice.

Students at Forbes Public School are supported through a Positive Behavior for Learning culture, lead collaboratively by a team that ensures a whole school, proactive and shared approach to student wellbeing. This is supported by the Stronger, Smarter approach that enhances the high expectations culture shared between all at Forbes Public School.

Data Informed Practice and Student Performance Measures are areas for the school to maintain a focus on. Processes will be implemented through the empowerment of all staff as educational leaders and a strong collective efficacy approach. Staff that identify themselves as educational leaders, will become experts of their professional practice and will enhance a whole school culture of high expectation, student growth and attainment.

An active Parents and Citizens Association, strong community partnerships with the AECG and other outside agencies contribute to, value and support the schools strategic directions. They work alongside staff to advocate for whole school needs that help support student wellbeing, growth and attainment and the continuous improvement of school grounds, resources and infrastructure.

Consultation with members of the Staff, AECG and P&C have enabled the school to set Strategic Directions of **Student Growth and Attainment** and **Authentic Leadership**.

These Strategic Directions will set a strong foundation for the key initiatives of Collective Efficacy, Data Informed practice, Distributive Leadership and a High Expectations Culture to occur. These initiatives will ensure a strong literacy and numeracy focus, embedding a collective efficacy approach to improving student outcomes supported by targeted leadership teams within the school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student outcomes through data informed practice, collective efficacy, evidence based teaching, leading and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collective Efficacy
- Data Informed Practice

Resources allocated to this strategic direction

QTSS release: \$63,346.67
Socio-economic background: \$106,522.89
Literacy and numeracy intervention: \$47,089.56
School support allocation (principal support): \$17,819.07
English language proficiency: \$2,939.91
Literacy and numeracy: \$7,866.74
Integration funding support: \$108,813.00
Aboriginal background: \$110,814.74
Location: \$57,345.80
Professional learning: \$8,900.44
Low level adjustment for disability: \$152,124.27
Per capita: \$79,994.70

Summary of progress

The staff engaged in professional learning around literacy and numeracy outcomes by engaging in Focus on Reading and Number Talks learning and initiatives.

The school engaged in a collective efficacy approach that was supported by weekly timetabled collaborative planning time. This enabled classroom teachers to meet for an hour each week to review data sources both external and internal to triangulate data and build consistent and comparable judgement of student learning at a classroom level and to inform teaching practice and programs.

Data Informed Practice involved the 5 weekly cycle of data collation and triangulation. The outcome of this process informed classroom teachers and executive with the knowledge and understanding of where their students were at and informed future teaching direction. The purpose of this activity also enabled targeted teaching and differentiated learning opportunities for students at their point of need.

The impact of these activities saw an increase in teacher understanding of the use of data informed and collaborative practice that has improved teacher capacity. The improvement of teacher capacity has greatly improved the outcomes of students and enabled the achievement of progress measures.

In 2022 the staff will focus on engaging in professional learning in new curriculum implementation, phonics and number talks.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
10% increase of students achieving in the top two bands in NAPLAN Numeracy.	25.97% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating a progress toward the annual progress measure with a shift of 8.57% of students achieving in these bands.
3% increase of students achieve in the	39.7% of students are now in the top two skill bands (NAPLAN) for reading,

top two bands in NAPLAN in Reading.	indicating achievement of the annual progress measure with a 6.4% increase of students in these bands from the 3% baseline data.
Improve the percentage of students achieving expected growth in NAPLAN Numeracy by 10%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 66.67% This is a 32.29%increase from base line data.
Improve the percentage of students achieving expected growth in NAPLAN Reading by 3%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 72.22%. This is a 28.1% increase from base line data.
The school is building on working towards delivering for student progress measures. The average NAPLAN score at or above expected scaled growth for our school sits above similar school groups.	The school has achieved student performance measures that align with Sustaining and Growing. This is a improvement from base line data student performance measures at Working Towards Delivering. The average scaled growth for student at our school exceed similar groups and now sit above State.
The leadership teams drive the use of data informed practice through PL and scaffold . Teachers review data sources both external and internal to triangulate data and build consistent and comparable judgement of student learning at a classroom level.	100% of classroom teachers work weekly with the leadership teams to review data sources both external and internal to triangulate data and build consistent and comparable judgement of student learning at a classroom level.
Improve the Attendance rate of students by 5%	The number of students attending greater than 90% of the time or more has decreased by 19.85%.
Improve Tell Them from Me scores for Data Informed Practice by 2%, Collaboration by 4%,	In 2021 Tell Them from Me Scores for Data Informed Practice and Collaboration declined from the 2020 results. Data Informed Practice had a negative growth of .2 while collaboration had a negative growth of .3. Staff identifying it was more difficult to engage collaboratively and with data informed practice during home lock down periods in 2021 than it was when all staff were on site during COVID restrictions in 2020.

Strategic Direction 2: Authentic leadership

Purpose

Our purpose is to empower all staff as educational leaders to enhance whole school professional practice, student growth and attainment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Distributive Leadership
- High Performance Culture

Resources allocated to this strategic direction

Professional learning: \$22,680.05

Socio-economic background: \$30,000.00

Summary of progress

The joint interaction and acknowledged expertise of all staff, teaching and non teaching enabled synergistic relationships between the people within the school to enable a culture of high expectation which in turn drove the school-wide activity of distributive leadership. The high-performance culture activities empowered staff with the opportunity to perform their jobs well while enabling personal growth and job satisfaction through opportunities to engage in self-reflection and challenge. Professional learning included Stronger Smarter, Next Generation Leadership and capacity building using internal mentoring.

As a result of the distributive leadership and high-performance culture activities, staff have mobilised whole-school improvement and change to improve students outcomes by demonstrating personal responsibility for improving their practice to improve student learning opportunities. Evidence of strong links between professional learning activities and strategic directions informed whole-school initiatives supported by leadership teams across the school enabling student growth to exceed both state and like school averages.

In 2022 the staff will continue to build authentic leadership through targeted professional learning that will be identified through Tell Them From me Surveys and on going evaluation of student performance data as a result of 5 weekly data harvest cycles and Assistant Principal, Curriculum and Instruction feedback.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve the overall system negotiated target for wellbeing of students, extracted from SCOUT, by 2%	Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at 82%. This is a decrease by .6% from base line data.
Improve Tell Them From Me scores for establishing and maintaining an Inclusive School and for Leadership by 2%.	Tell Them from Me Scores for Establishing and Maintaining an Inclusive School increased by 0.2% while Tell Them from Me Scores for Leadership increased by 0.1%. The largest growth from across both areas being teachers striving to understand and cater for student learning needs during remote learning and school leaders providing guidance for monitoring student progress.
Teachers and SLSO's are supported by executive to gain a clear understanding of their roles, responsibilities and career pathways. The leadership team engages in high levels of communication with staff	Student tell them from me scores show a 5% increase of a High Expectation environment which in line with the What Works Best Scout reports show that our school is supported by staff that promote high expectations in the classroom. Our 2021 score of 95.65% sits higher than the state average.

ensuring performance development cycles are supported.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,813.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Forbes Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around curriculum implementation, assessment for learning and FoR. • staffing release to build teacher capacity around behavior intervention/ curriculum adjustments. <p>The allocation of this funding has resulted in: Both expected growth and students in the top two bands in Numeracy and Literacy have exceeded expected trajectory.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving into 2022, professional learning sessions will continue to be targeted for teachers both at point of need and linked to their Annual Professional Development Plan. From their continued assessment analysis, in consultation with the school Assistant Principal, Curriculum Instruction ,professional learning, relevant to point of need will be sourced from the departments suite of available professional learning as well as any relevant external sources. Teachers will then put this learning into classroom teaching and evaluate and recommend after a relevant period of time on the effectiveness. Teachers involved in the Accelerated School program trialing the new English Syllabus in Year 1 will complete the Departments training modules as they become available.</p>
<p>Socio-economic background</p> <p>\$136,522.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Forbes Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy • Data Informed Practice • Distributive Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement reading and numeracy to support identified students with additional needs and or those students who work well- below proficiency. • employment of additional staff to support students sitting just at or below the top two bands with program implementation specifically linked to identified students for reading and numeracy. <p>The allocation of this funding has resulted in: The joint interaction and acknowledged expertise of all staff, teaching and non teaching enabled synergistic relationships between the people within the school to enable a culture of high expectation which in turn drove the school-wide activity of distributive leadership. The high-performance culture activities empowered staff with the opportunity to perform their jobs well while enabling personal growth and job satisfaction through opportunities to engage in self-reflection and challenge.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$136,522.89</p>	<p>funding will be: Forbes Public School has continued to offer professional development for our school learning and support officers (SLSO) through outside sources. However, in 2021 with the Covid pandemic, Forbes Public School has relied on the knowledge and skills of our staff to help SLSOs engage in learning opportunities. SLSOs have participated in professional learning where teachers have led professional learning like completing and analysing bench marking to be a useful tool when teaching reading and working out where students need to improve. They also have been involved in meeting driven by the CAT team. With SLSOs and classroom teachers working together the students have benefited, this is evident in the student growth.</p>
<p>Aboriginal background</p> <p>\$110,814.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forbes Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: 58.3% of Indigenous students sit in the top 3 bands of Reading exceeding that of the state average and student growth scores across statistically similar school groups. In numeracy the average scaled growth for Indigenous students across the state was 66.67%, at Forbes Public School that growth for Indigenous students in numeracy was 92.71%.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving into 2022, professional learning sessions will continue to be targeted for teachers both at point of need and linked to their performance development plan with a focus on strengthening abilities to meet individual student academic and cultural need. From their continued assessment analysis, in consultation with the school Assistant Principal Curriculum and Instruction's and community Aboriginal Education Consultation Group (AECG), professional learning relevant to point of need will be sourced from the departments suite of available professional learning as well as any relevant external sources. Teachers will then put this learning into classroom teaching and evaluate and recommend after a relevant period of time on the effectiveness. Teachers will continue to develop an understanding of Indigenous perspectives as well as develop their capacity and skill set to enable and strengthen cultural safety.</p>
<p>Low level adjustment for disability</p> <p>\$152,124.27</p>	<p>Low level adjustment for disability equity loading provides support for students at Forbes Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$152,124.27</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: NAPLAN growth for students in reading during 2021 was 72.22% compared to previous years growth of students reading abilities at 28% and in numeracy 2021 student growth reaching 66.67% compared to previous years student growth reaching 39.29%.</p> <p>After evaluation, the next steps to support our students with this funding will be: Forbes Public School has continued to offer professional development for our School Learning Support Officers (SLSOs) through outside sources. However, in 2021 with the Covid pandemic, Forbes Public School has relied on the knowledge and skills of our staff to help SLSOs engage in learning opportunities. SLSOs have participated in staff meeting where teachers have led professional learning like completing and analysing bench marking to be a useful tool when teaching reading and working out where students need to improve. They also have been involved in meeting driven by the Curriculum Action Team team. With SLSOs and classroom teachers working together the students have benefited, this is evident in the student growth.</p>
<p>Location</p> <p>\$57,345.80</p>	<p>The location funding allocation is provided to Forbes Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in: The access to learning and resources for all students in 2021. In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery. Forbes Public School aligned with excelling against this domain in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will continue to monitor and reflect on improved student engagement and attendance data in 2022 to form future directions and where to next. This information will help to support learning and well-being teams to properly support and enable access to learning and resources for all students. A decline in attendance data will see improving and maintaining attendance as a priority in 2022.</p>
<p>Professional learning</p> <p>\$31,580.49</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Forbes Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy • Distributive Leadership

<p>Professional learning</p> <p>\$31,580.49</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: With 72% growth of students in Reading NAPLAN and 66% growth of students in Reading NAPLAN targeted professional learning in Literacy and Numeracy has been successful.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving into 2022 at Forbes Public School we are working towards the applying the visibility concept of our school data walls to learning intentions, success criteria, learning goals, and the use work samples to inform students to be visually informed of learning goals and achievement. This will require targeted professional learning to build staff capacity to ensure staff are supported to effectively implement this initiative into classrooms.</p> <p>The Phonics Targeted Assistance Program (TAP) will continue in 2022 with the same cohort of children. The Year 2 Staff will be engaging in professional learning around the science of reading and its application in the classroom.</p>
<p>School support allocation (principal support)</p> <p>\$17,819.07</p>	<p>School support allocation funding is provided to support the principal at Forbes Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Collective Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Principal Support is used to assist in leveraging administrative tasks to enable Principal to work as an instructional leader to work with staff who are released for 1 hour a week to engage in consistent teacher judgment practice, collaborative planning and data informed practice. <p>The allocation of this funding has resulted in: In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. In 2021 Forbes Public School aligned with sustaining and growing against this domain.</p> <p>After evaluation, the next steps to support our students with this funding will be: Principal administrative tasks will be delegated to ensure principal lead collaborative planning time will again be factored into the Release from Face-to-Face (RFF) timetable in 2022 with the costs of teaching staff to enable this to be factored into the schools annual budget. Staff who undertook the Science of Reading professional learning will up skill colleagues and implement strategies with students. The school will also maintain time for the Curriculum Action Team (CAT) to meet to drive curriculum direction and resource colleagues to support the schools directions.</p>
<p>Literacy and numeracy</p> <p>\$7,866.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Forbes Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$7,866.74</p>	<p>including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Improved student growth and attainment in the top two bands of both Reading and Numeracy in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving into 2022, professional learning (PL) sessions will continue to be targeted for teachers both at point of need and linked to their annual performance development plan. From their continued assessment analysis, in consultation with the school Assistant Principal Curriculum and Instruction, professional learning relevant to point of need will be sourced from the departments suite of available PL as well as any relevant external sources. Teachers will then put this learning into classroom teaching and evaluate and recommend after a relevant period of time on the effectiveness. Teachers involved in the Accelerated Adopter School Program trialing the new English Syllabus in Year 1 will complete the Departments training modules as they become available.</p>
<p>QTSS release</p> <p>\$63,346.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forbes Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Effective classroom practice was enabled under collaborative planning time at Forbes Public School in 2021. In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. As a result Forbes Public School aligned with excelling against effective classroom practice in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Collaborative planning time will again be factored into the Release from Face-to-Face timetable in 2022 with the costs of teaching staff to enable this factored into the schools annual budget. Staff who undertook the Science of Reading professional learning will up skill colleagues and implement strategies with students. The school will also maintain time for the Curriculum Action Team (CAT) to meet to drive curriculum direction and resource colleagues to support the schools directions.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Forbes Public School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional Learning and Support Teachers (LaST) to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. In 2021 Forbes Public School aligned with Excelling in this domain.</p> <p>After evaluation, the next steps to support our students with this funding will be: It was discussed that the challenge will now be for our school to not only maintain but continue our upward trajectory in terms of NAPLAN results especially as students settle back into school after the significant disruption of Covid over the 2020 and 2021 school years. The primary departments also discussed how they will assess growth for students in Year 5 2022 who did not sit their NAPLAN in Year 3 due to Covid. A plan to use other formal assessments such as the Check-In and school based assessments including Progressive and Achievement Tests (PAT) and Essential Assessment to ascertain growth was agreed upon.</p>
<p>COVID ILSP</p> <p>\$138,158.06</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - Mac, Multi and Mini-Lit programs. • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: In 2021 Students on the COVID ILP saw 50 students accessing the program making individual progress against explicit individualised literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The staff will continue to monitor students accessing the intensive learning support program during 5 weekly data harvest cycles to ensure delivery of intensivesmall group tuition for students with the greatest needs continued in 2022.</p>

<p>6101</p> <p>\$80,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Forbes Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy for targeted students working below proficiency. <p>The allocation of this funding has resulted in: In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. In 2021 Forbes Public School aligned with Sustaining and Growing against this domain.</p> <p>After evaluation, the next steps to support our students with this funding will be: With implementation of the APC&I role, the use of these funds will be modified to meet the needs of teachers and students in 2022.</p>
<p>Per capita</p> <p>\$79,994.70</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Forbes Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • A literacy and Numeracy intervention approach delivered by SLSO's across classes enable individualised literacy and numeracy support to improve individual student outcomes specifically targeting students well-below proficiency and students sitting just at or below the top two bands.. <p>The allocation of this funding has resulted in: NAPLAN growth for students in reading during 2021 was 72.22% compared to previous years growth of students reading abilities at 28% and in numeracy 2021 student growth reaching 66.67% compared to previous years student growth reaching 39.29%.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be used again to support students with a staff focused, collaborative approach to improving whole school literacy and numeracy outcomes, in particular that of the implementation of the new syllabuses.</p>
<p>English language proficiency</p> <p>\$2,939.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Forbes Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Efficacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students

<p>English language proficiency</p> <p>\$2,939.91</p>	<p>and for development of programs</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p> <p>Improved student growth across the school with an improvement of EALD students achieving in NAPLAN bands for reading and numeracy over time. In 2021 EALD students achieved in bands 3-5.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, targeted English as an additional language or dialect (EAL/D) funding will continue to support identified students to ensure student growth and attainment is achieved through small group instruction and classroom differentiation.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	148	143	146	146
Girls	137	137	157	154

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	93.6	93.2	89.9
1	90	93.6	92.3	91.8
2	93.3	90.8	92.3	91.6
3	91.8	93.9	91.3	91.3
4	92.6	93.9	92.2	89.9
5	93.2	92.2	91.9	91.1
6	88.8	91.7	90.9	91.5
All Years	91.9	92.9	92.1	91.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	14.25
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.95

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	523,686
Revenue	4,408,234
Appropriation	4,330,148
Sale of Goods and Services	1,410
Grants and contributions	76,152
Investment income	423
Other revenue	100
Expenses	-4,535,810
Employee related	-4,038,062
Operating expenses	-497,749
Surplus / deficit for the year	-127,577
Closing Balance	396,109

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.

	2021 SBAR Adjustments (\$)
Targeted Total	108,813
Equity Total	402,402
Equity - Aboriginal	110,815
Equity - Socio-economic	136,523
Equity - Language	2,940
Equity - Disability	152,124
Base Total	3,175,088
Base - Per Capita	79,995
Base - Location	57,346
Base - Other	3,037,747
Other Total	381,755
Grand Total	4,068,057

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021 Tell Them from Me Parent Survey responses indicated parents from Forbes Public School supported student learning above that of the NSW Govt Norm.

Students Tell Them from me surveys reported an increase in advocacy at school and expectations for success in 2021, above that of the NSW Govt Norm. Indigenous students reported an increase in sense of belonging at Forbes Public School exceeding that of the state average and similar school groups.

Teachers identified utilising the Tell Them from Me survey platform that greater access to and use of Technology as well as working within an inclusive school were the strongest drivers of student learning and job satisfaction in 2021.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.