

# 2021 Annual Report

## Forbes North Public School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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Forbes North Public School

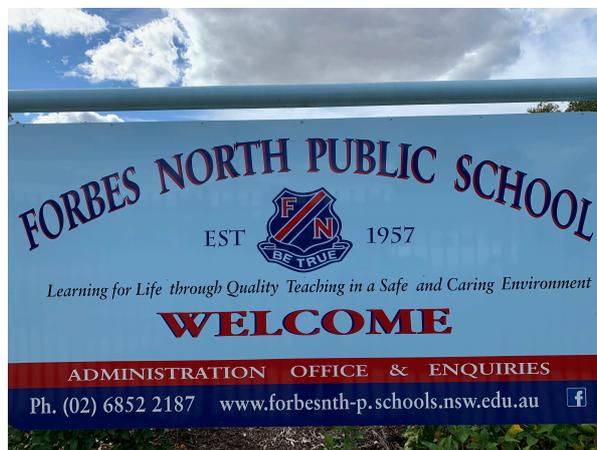
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## School vision

At Forbes North Public School we provide *"Learning for Life Through Quality Education in a Safe and Caring Environment"*.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student reaches their true potential and become confident, creative, self-directed and successful learners to build our community for today and tomorrow.

## School context

Forbes North Public School is located on the lands of the Wiradjuri people in the town of Forbes in the central west of New South Wales. The school is a focal point of the community and caters for students in Kindergarten to Year 6. Forbes North Public School also has a weekly year-long transition to school program for four year olds, *"Link Up to School"*. Forbes North has 18 full-time teaching staff with additional part-time teaching and support staff assisting in addressing the learning needs of all 254 students. Approximately 40% of Forbes North's student population identify as Aboriginal or Torres Strait Islander.

The school is proud of the burgeoning partnership that exists between home and the school. The school has strong relationships with an energetic Parent & Citizens Association consisting of parents, caregivers and the wider community. In partnership with the Schools as Community Centre we offer a number of parent education classes to help parents and caregivers engage more fully with their child's learning at school and at home.

Forbes North Public School provides opportunities in the creative and performing arts and sport and promotes student leadership, responsibility and respect, and a desire for students to be better each day than they were the day before. Students are encouraged to do their personal best in a safe and caring environment.

With support from the Department of Education, through the Early Action for Success program and the Aboriginal Student Initiative program, Forbes North has invested significantly in specialist staff to address student learning and teacher professional development in literacy and numeracy. Comprehensive data analysis provides teachers with the direction for future learning.

The school is recognised for its outstanding student welfare programs which promote positive behaviour and contribution to the school and broader community, and for the strong partnership which exists with the Aboriginal community, through both the local Aboriginal Education Consultative Group and Junior Aboriginal Education Consultative Group and, in particular for its Wiradjuri Language and Culture Program. The school also has a strong focus on healthy lifestyle and environmental education which is exemplified through the Kitchen and Garden Program.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Further work which builds on the progress made through the introduction of literacy and numeracy learning sprints, will focus on staff developing their explicit teaching techniques such as questioning and assessing to identify need, and using a range of explicit strategies to explain and break down knowledge. There will be an emphasis on the provision of explicit, specific and timely feedback related to defined success criteria to support student learning along with a focus on meeting the individual learning needs of each and every student.

All staff will engage in professional learning to build knowledge and understanding of data literacy, enabling the collection of quality, valid and reliable data to use as evidence when making informed decisions relating to programs and initiatives. Ongoing analysis of evidence to evaluate progress and inform future improvement will be embedded in school planning practices.

The involvement of the whole school community in this process will be essential for success. Strengthening our school-community partnerships to enhance access to external supports and resources, and continuing the relationships between prior-to-school learning providers, neighbouring primary schools and the local high school to ensure a continuity of learning for students throughout their school years will create educational aspiration and ongoing improvements in student, staff and school performance.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for ongoing academic success, we will further develop and refine data informed teaching practices that are responsive to the learning needs of each individual student. *In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing* - School Excellence Framework.

### Initiatives

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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.

- Data Driven Collaborative Practice
- Personalised Learning

### Resources allocated to this strategic direction

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**Early Action for Success (EAFs):** \$171,513.00

**Aboriginal background:** \$135,627.53

**Socio-economic background:** \$198,043.09

**Low level adjustment for disability:** \$174,201.75

**Integration funding support:** \$199,127.33

**Location:** \$47,876.81

**Literacy and numeracy intervention:** \$44,847.20

### Summary of progress

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#### Data Driven Collaborative Practice

Data Driven Collaborative Practices have been used to inform and drive our focus across K-6. Data and research are used as part of our Collaborative Planning Days (CPDs) at which teachers come together each fortnight in stage teams to work together. These days are led by the Instructional Leader (K-2) and Assistant Principals (3-6). As part of these days teachers identify areas of need for both students and teachers through moderation activities around writing, 5 weekly data for reading and Progressive Achievement Tests (PAT) from year 2-6. Teachers then plan to purposefully practice teaching skills relating to student needs identified from the analysis of data. Student growth is monitored throughout the year and target groups are formed in response to this data. This data is also used to inform future focus. Teachers take part in observation and demonstration lessons based on the area of need to increase the impact on student learning with the Instructional Leader and Assistant Principals leading a process of self reflection and group feedback from peers. This has tied the Quality Teaching Successful Students (QTSS) process to our collaborative planning days (CPD). We have seen growth across all areas focused on in 2021 and exceeded targets set around the NAPLAN assessment. Internal data is also showing student growth across all areas focused on stemming from our CPDs). The Instructional Leader (IL) has provided support to all staff across K-2 for the implementation of these collaborative planning days, sourcing research and providing professional learning. Coaching and mentoring for staff is provided as needed and the IL works shoulder to shoulder with all staff across K-2. The IL also works closely with the Learning and Support Teacher to address significant learning needs. Throughout Term 4 the IL has been attending all collaborative planning days across the school (with the 0.4 Assistant Principal Curriculum Instruction) in preparation for the new Assistant Principal Curriculum Instruction (APCI) role in 2022. This will ensure the continuation of these processes into 2022 and create more consistency across K-6. In 2022, the APCI will work collaboratively with the Assistant Principal's to ensure a smooth transition in curriculum and teaching practices. The APCI and stage Assistant Principal's will work collaboratively, sharing the same goal to continually drive student improvement and best teaching practices. The APCI personnel will be a key driver in the content delivered through collaborative planning days, working closely with AP's to align QTSS to improve teaching practices.

#### Personalised Learning

Through the collection of pre and post literacy and numeracy data analysed during our Collaborative Planning Days (CPD), we have regularly checked on the progress of students to drive our Intensive Literacy & Numeracy Support Class, allowing students to receive a differentiated curriculum. This data and along with teaching sprints created in CPD is also used to drive teaching practices in the classroom. Teachers plan together using evidence-based research, professional learning, peer observations, feedback and self reflection to continue improving their teaching practices to

improve student learning. This continual process has allowed for a refinement in teaching practices used across K-6. Teacher expertise is developed through the QTSS, allowing teachers to work on self-improvement and best teaching practices. Professional development was delivered to the School Learning Support Officer's (SLSO) by the LaST and Executive Team members to assist SLSO's in the collection of National Consistent Collection of Data (NCCD), health, behaviour management, literacy and numeracy initiatives. Regular detailed observations and activities are recorded on explicit literacy and numeracy support delivered by SLSO's in a classroom setting, welfare and learning needs are recorded, providing explicit data for NCCD, Individual Learning Plan (ILP), risk management, crisis management, welfare concerns and funding support. These notes are discussed at learning support meetings. The Speech pathologist service is provided 3 days a week, including the conduction of hearing tests. Screenings for students are completed for teacher referrals, reports are kept on file and recommendations are put in place by classroom teachers. The Speech therapy continued via zoom during the Covid lockdown period. Speech therapists collaborate with teachers and parents regarding progress. In 2022, the QTSS will align with the CPD teaching focus, allowing teachers to receive teaching feedback from lesson observations, demonstrations whilst having ongoing professional learning in CPD's, refining teaching practices. SLSO's will work alongside teachers in the delivery of the CPD focus when working with targeted students to share the common goal.

### 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
<p>Improvement in the percentage of students in the top 2 bands to be above the school's baseline level in reading of 23% and numeracy of 11.9%.</p> <p>Increase the percentage of Aboriginal students achieving the top 3 NAPLAN bands in reading and numeracy to be above the school's baseline of 35.4% and 24.3% respectively.</p>	<p>NAPLAN scores indicate an the percentage of students in the top two skill bands for reading exceeded the expected baseline growth of 35.4%, reaching 46.6.%. In numeracy, students in the top two skill bands for numeracy exceeded the expected baseline growth of 24.3%, reaching 43.3%</p> <p>46.15% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Literacy exceeding expectations.</p> <p>46.15% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Literacy exceeding expectations.</p>
<p>All students have co-developed learning goals based on the learning progressions in literacy and numeracy.</p> <p>Results for Aboriginal students are within 15% of the progress of all students in the school. .</p>	<ul style="list-style-type: none"> <li>• 100% of students have co-developed learning goals based on the learning progressions.</li> <li>• In Reading, Aboriginal students within the 15% of all the students within the school.</li> </ul>
<p>Improvement in the percentage of students achieving expected growth to be above the school's baseline in reading of 50% and numeracy of 34.8%</p>	<p>71.4% of students achieving the expected growth in Reading.</p> <p>60.7% of students achieving expected growth in Numeracy.</p>



## Strategic Direction 2: Excellence in teaching

### Purpose

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Teachers are critical in ensuring excellence in teaching in every classroom. We will ensure that teaching and learning experiences are of the highest quality through planning, monitoring, analysing and refining teacher practice to meet the learning needs of every student.

### Initiatives

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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.

- Quality Teaching
- Professional Learning to Drive Improvement

### Resources allocated to this strategic direction

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**QTSS release:** \$44,286.61

**Socio-economic background:** \$22,984.19

**Professional learning:** \$21,935.00

**Literacy and numeracy:** \$7,222.50

### Summary of progress

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#### Quality Teaching

All teachers at Forbes North Public School are provided opportunities to improve their teaching practices through the Quality Teaching Successful Students (QTSS) based on our focus areas of literacy and numeracy. Teachers are observed by other stage teachers and supervisors then receive constructive, valuable feedback and engage in collegial discussions. New strategies are adapted by teachers based on feedback and student needs determined by data at Collaborative Planning Days.

Knowledge of teaching staff 3-6, developed through the completion of Professional Learning on the What Works Best elements is incorporated into Collaborative Planning Days to support future planning, adapt teaching practice and improve student outcomes. Elements are implemented in teaching programs, observation lessons and discussed with colleagues during team meetings. Teachers across K-6 are confident implementing elements of Talk Moves across KLAs including reading groups and number talks. Student talk has increased and teacher led discussions have decreased. Students are given 'wait time' to think deeply and answer questions. Students are confident when verbalising their thinking and providing detailed reasons. Less dominating students can participate confidently in 'think, pair, share' tasks. In 2022, we will have new members to our team who will need exposure to current practices and support to refine their teaching practices, drawing on expertise within the school to lead the way and completing PL to support these practices.

#### Professional Learning to Drive Improvement

All staff at Forbes North Public School have developed and reflected upon Performance Development Plans (PDPs). These are developed in consultation with supervisors and are tied to our Strategic Improvement Plans and Teaching Standards. Mid year reviews are held to assess progress and make changes when needed. A Professional Learning (PL) team was formed to monitor all PDPs and assess the school for PL needs. Main areas of focus across the school included differentiation, numeracy, vocabulary, effective reading and What Works Best. Staff requests for PL were submitted to the PL team for approval and needed to be tied to the School Improvement Plan. Money for PL was used effectively and targeted to school needs. Fortnightly sessions were scheduled in order for staff to collaborate and share professional learning experiences to assist in supporting identified needs within each stage. This has allowed us to focus on areas of need in Vocabulary, Effective Reading, Numeracy and Differentiation. Teachers implement new learning from this PL into quality teaching practices in the classroom and to help create Teaching Sprints as part of our Collaborative Planning Days. Ongoing professional learning in 2022 will be delivered through fortnightly PL sessions and CPD's, with the focus being set based around the needs to the students, staff and the school targets.

### Progress towards achieving improvement measures

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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
All staff to complete the QTSS schedule and set individual goals for improvement.	<ul style="list-style-type: none"> <li>• 100% of all Staff completed QTSS schedule and identified goals for improvement.</li> </ul>
Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).	The delivery of Professional Learning occurred 5 times (20 times a year) a term around improvements of the QT Model (Classroom & Assessment practice)
10- 25% of staff have participated in at least one set of Quality Teaching observations and feedback sessions in PLCs that cross stage and subject areas.	95% of classroom teachers participated in observations based on the Quality Teaching Model with emphasis on the focus identified in stage collaborative planning days.
All teaching staff are accredited at or working toward accreditation at proficient.	100% of staff are accredited at proficient.



## Strategic Direction 3: Partners in learning

### Purpose

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A strong partnership between the school and the home is crucial in developing individuals who have a love of learning and a desire to continue learning throughout their lives. At Forbes North Public School we will create and nurture a learning environment of shared high expectations for student achievement by encouraging individuals to strive for continual improvement.

Through the creation of a strong and vibrant learning community encompassing families, partner schools and community organisations and services we will enable students to experience success throughout their school years and into adulthood.

### Initiatives

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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.

- Parents in Partnership
- School Community Partnerships

### Resources allocated to this strategic direction

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**Socio-economic background:** \$50,177.24

**Literacy and numeracy intervention:** \$2,242.36

**Aboriginal background:** \$37,955.80

### Summary of progress

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#### Parents in Partnership

We have seen engagement with our initiative 'Parents in Partnership' through 1 of 3 activities to help achieve our goals annual progress measure. Through our Connect Meets process, we have seen a high proportion of parents engage and communicate with teachers and students through our 3 way interviews in order to set relevant learning goals. During the Re-Connect meets we have seen a decrease in parent participation. Data has been collected in the past 2 years during the implementation of this process, showing consistent parent involvement. Both Launching Rocket Launchers and Parents as Learning Partners were both unable to start during 2021 due to Covid restrictions. We will reset and begin these activities in 2022 to build strong partnerships with all key stakeholders.

#### School Community Partnerships

In working towards progress measures looking at the initiative, School Community Partnerships, we looked at many activities to help us achieve in this area. The activity, Focus on Engagement, saw us continue to implement and analyse the programs Breaky Club, Fit for Life (partnering with PCYC) and Boys to the Bush. Breaky Club helps our students begin their day nourished, settled and ready to learn. The Boys to the Bush program identified male students within our Stage 3 cohort who were at risk of becoming disengaged in learning. These students were mentored over a period of five weeks by males in our local community. Our activity of 'Prior to School Partnerships' encompasses various initiatives and links to our school such as Birth to Kinder, Playgroup, Rhyme Time and Thump Jump Rhyme. Through these partnerships, families have been able to engage with learning and craft activities, linking our parents to our school through our School as Community Centre(SaCC). As COVID placed restrictions on these activities, we hope to further engage our community in 2022 through these ongoing activities.

Our Link Up program has been able to run for the majority of 2021, enabling students in the year prior to school access school readiness activities within their designated primary school. Link-Up students continue to develop their social skills over the year. This links to our Kindergarten Transition sessions that are in Term 4. This enables students to familiarise themselves with their Kindergarten teacher and class members for the following year.

Our Transition of Years 6-7 and collaboration between Stage 3 and Stage 4 teachers continues to develop and evolve. Transition sessions, meetings with relevant staff and staff collaboration across schools help us to work towards transitioning our students to secondary school. As a result, Forbes High School is aware of the needs of all students and strategies to support and nurture them in a new learning environment. Supporting student wellbeing has been a continued focus for our school, including monitoring student attendance, and working with outside agencies and

department staff to ensure the safety and wellbeing of students. Students are able to see the link between school and families working together to best support them. With some programs being affected in 2021 due to covid restrictions, these initiatives will commence again 2022 to build community engagement.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Increase the proportion of students attending school greater than 90% of the time to to the negotiated lower bound target of 79%	<ul style="list-style-type: none"> <li>The number of students attending greater than 90% of the time or more has decreased from 60.3% to 55.7%.</li> </ul>
Increase the proportion of students reporting expectations for success, advocacy, and sense of belonging at school to the negotiated lower bound target of 89%	The Tell them from me data shows the sense of well-being in students is 83.5%, Sense of belonging is 71.3%, Expectations of success is 91.8% & Advocacy is 87%
Increase the proportion of parents/caregivers who actively engage in planning for student learning by 5%.	<ul style="list-style-type: none"> <li>Connect Meet Data shows that there was an increase in parents/caregivers actively engaged in planning for student learning 55.5% to 62.2% from 2020 to 2021.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$199,127.33</p>	<p>Integration funding support (IFS) allocations support eligible students at Forbes North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement targeted interventions to support identified students with additional needs</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of SLSO's in classrooms has allowed for students to receive high level of support across literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The continuation of SLSO's across classrooms will remain across the school, providing students with learning difficulties identified by the learning support team, school counselor and speech pathologist.</p>
<p>Socio-economic background</p> <p>\$314,603.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Forbes North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Quality Teaching</li> <li>• Data Driven Collaborative Practice</li> <li>• School Community Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Literacy and numeracy interventionist role to support identified students with additional needs</li> <li>• professional development of staff through QTSS and CPD's to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of a teacher has allowed literacy and numeracy support for targeted students. SLSOs supported the implementation of literacy and numeracy interventions and transition to school programs. Teaching staff were allocated to supplement QTSS and Collaborative Planning Days to enable quality staff development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of SLSO support across the school to target individualized learning and small group work and increase with amount of SLSO support with the MC Support class establishment. The continuation to build staff capacity from QTSS and Collaborative Planning days.</p>
<p>Aboriginal background</p> <p>\$207,089.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forbes North 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</p>

<p>Aboriginal background</p> <p>\$207,089.02</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Community Partnerships</li> <li>• Personalised Learning</li> <li>• Data Driven Collaborative Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Aboriginal Education officer to support Aboriginal students</li> <li>• employment of specialist additional staff to support Aboriginal students in the transition to school program (Link-up program)</li> <li>• Employment of Wiradjuri Tutor to deliver Wiradjuri language and the creation of school literacy resources embedding local language</li> <li>• employment of additional staff (SLSO's) to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Full time Aboriginal Education Officer employed to support Indigenous students and their families to engage with school and maximize learning potential.  Additional School Learning Support Officers were also employed to support the individualised learning needs of identified students and transition programs.  Part-time Wiradjuri language tutor and culture tutor also employed to provide lessons K-6 weekly.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continuation of Wiradjuri tutor, extending students learning from previous years.  The AEO will continue to work alongside Aboriginal families to support families and students.</p>
<p>Low level adjustment for disability</p> <p>\$174,201.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Forbes North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Provision of targeted literacy and numeracy intervention to provide additional learning support to identified students.  Provision of support for students with additional learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to employ staff to work in collaboration with teachers to ensure the implementation of targeted programs that enhance learning and student wellbeing.</p>
<p>Location</p> <p>\$47,876.81</p>	<p>The location funding allocation is provided to Forbes North Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$47,876.81</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted speech pathologist support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Early intervention for students in speech and the implementation of individualised support and programs to run in classrooms. Parental awareness has been increased with this service. teachers have acted on recommendations from speech pathology reports.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A continuation of this program to assist speech developmental delays and provide support to identified students and early intervention to take place.</p>
<p>Literacy and numeracy</p> <p>\$7,222.50</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Forbes North Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning to Drive Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all staff have completed ongoing professional learning in 'Starting Strong' and 'working with Big Idea's. This professional learning allowed for big ideas and core concepts to be explored in great detail. it has allowed for collaboration among the whole school in the areas of numeracy programming, student learning and teacher expertise to take place. Teachers have implemented new teaching strategies in the classroom and continue reflect and seek guidance from the Instructional leader and their colleagues to continually improves teaching practices. there has been a significant increase in teacher confidence and student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> professional learning will need to be continued to support new staff members, drawing on expertise within the school and seeking on outside professional learning.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Forbes North Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p><b>The allocation of this funding has resulted in:</b>  Instructional leader employed to work with staff to identify K-2 students who require additional support in both literacy and numeracy. The IL provides professional learning opportunities for both school executive and classroom teachers. This IL gives structured feedback on lesson observations and one on one mentoring and coaching in specific areas of teaching and learning. The IL tailors interventions to address the needs of these students and facilitate professional learning opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The EAfS was completed at the end of 2021, this was replaced to the APCI to a 1.4 role. This role is a K-6 role.</p>
<p>QTSS release</p> <p>\$44,286.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forbes North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  all staff have developed a sound understanding of the Teaching Standards including PDPs. Whole school approach to expectations of teaching/learning programs. improved practices that is linked to goals in PDPs. Assistant principals are provided one day a week to work support and develop teaching and support staff through professional learning, observation &amp; feedback, lesson demonstrations, team teaching and mentoring to reach their QTSS goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  continue to support teachers through professional learning, team teaching opportunities, observations and feedback and lesson demonstrations.</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 North Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• School Community Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  targeted literacy and numeracy support for individual and targeted students to support their learning. The full-time teacher and SLSO provide high levels of support based from a triangulation of data to increase student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>SLSO support will be provided to support students learning through targeted individualised learning support programs.</p>
<p>COVID ILSP</p> <p>\$188,799.63</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of 2 teachers (K-2) and (3-6) to deliver small group targeted support and providing student in literacy &amp; numeracy in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students were identified and individualized and classroom support has been provided to students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuation of analyzing student data and targeting students learning in identified areas.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	143	146	132	128
Girls	131	122	117	121

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	92.7	88.4	89.3
1	91.4	91.9	94.2	85.7
2	92.1	91.9	93	92.2
3	93.1	93.9	91.9	88.7
4	94.2	92.4	91.1	86.7
5	93.1	92.4	92.4	88.9
6	90.4	91.8	91	87.2
All Years	92.6	92.4	91.9	88.4
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

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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.



Harvesting some mulberries in Garden lessons to use in Kitchen lessons.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.66
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

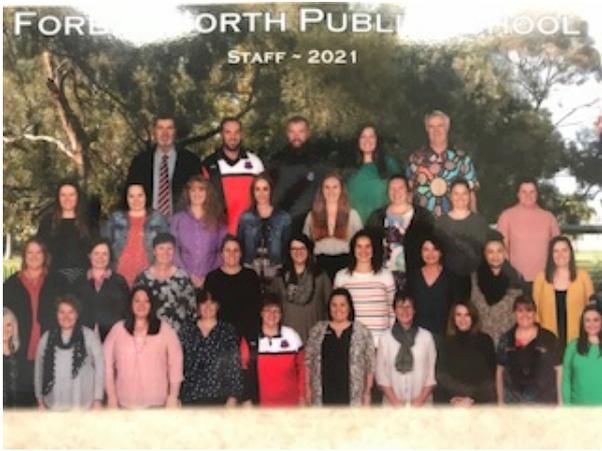
## Teacher qualifications

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.



Staff photo 2021

# 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 (\$)
<b>Opening Balance</b>	284,973
<b>Revenue</b>	4,047,392
Appropriation	3,985,741
Sale of Goods and Services	5,078
Grants and contributions	55,329
Investment income	444
Other revenue	800
<b>Expenses</b>	-3,936,660
Employee related	-3,560,673
Operating expenses	-375,987
<b>Surplus / deficit for the year</b>	110,732
<b>Closing Balance</b>	395,705

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	146,102
<b>Equity Total</b>	711,620
Equity - Aboriginal	207,121
Equity - Socio-economic	327,951
Equity - Language	0
Equity - Disability	176,548
<b>Base Total</b>	2,182,681
Base - Per Capita	61,383
Base - Location	47,877
Base - Other	2,073,422
<b>Other Total</b>	553,867
<b>Grand Total</b>	3,594,270

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey was conducted in Term 4 (November 2021) and gave students in years 4,5 and 6 the opportunity to respond to targeted questions surrounding engagement, wellbeing and other factors positively or negatively affecting their enjoyment and performance at school.

**Social Engagement** - students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. At Forbes North, our students measured a sense of belonging at 61% opposed to the NSW DoE average of 81%. This area requires attention and focus going forward in 2022.

**Institutional engagement** - students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. Forbes North students responded positively to valuing school outcomes and exhibiting positive behaviour. Our school responded with 26% of students having positive homework habits against 63% of the NSW DoE average.

**Intellectual engagement** - Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. This domain is one Forbes North can focus on improving in 2022. 57% of students stated they are interested and motivated, 80% stated consistently putting in an effort at school and pleasingly 85% claimed they receive quality instruction which was close to parity with state averages.

**Drivers of student engagement** - a critical component of the Tell Them From Me Survey relates to drivers of student engagement at school. At Forbes North, 75% of respondents claimed quality instruction as a driver of student engagement, 77% stated teacher - student relations, 67% a positive learning climate and 76% considered high expectations for success as a key driver of engagement. The Tell Them From Me Survey will be conducted again in May 2022 and twice yearly to continue to develop a focus on improvement measures for our school.

Parents are looking forward to reengaging with the school in 2022 attending Connect Meets and Reconnect Meets parent / student interviews in term 1 and term 3, 2022. Teachers valued the opportunity to collaborate and reflect on data in stages and teaching teams to design learning sprints and team teaching practices.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Students completing at Lachlan Swimming carnival at Condobolin.