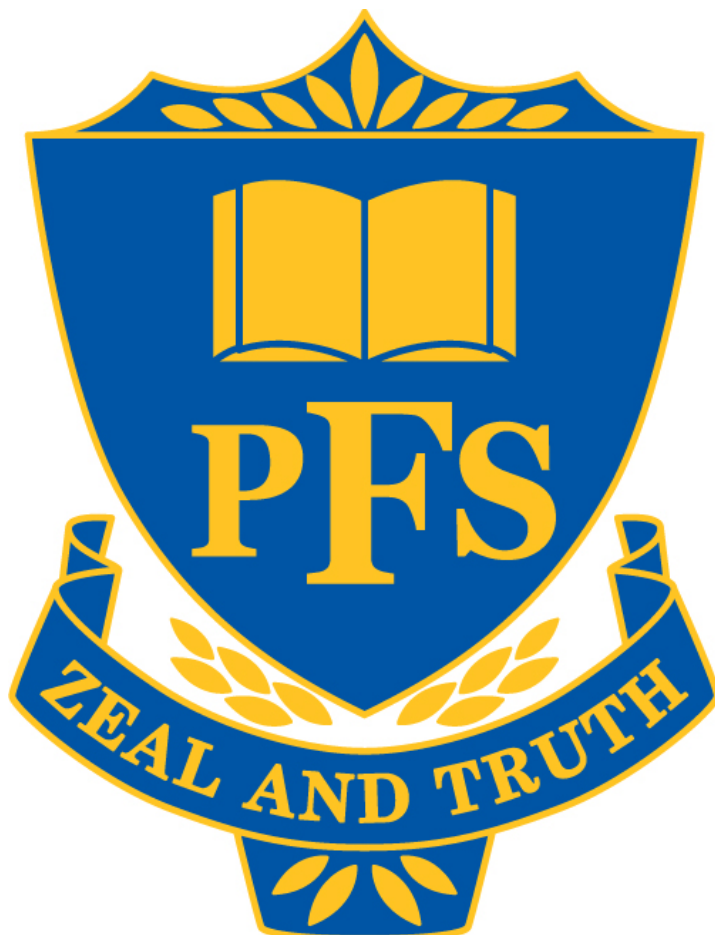


2022 Annual Report

Forbes Public School



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Introduction

The Annual Report for 2022 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 320 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 14 mainstream classes and 5 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.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
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	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
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

Socio-economic background: \$125,956.68

QTSS release: \$62,631.95

English language proficiency: \$4,764.47

Aboriginal background: \$59,613.55

Integration funding support: \$45,194.00

AP Curriculum & Instruction: \$150,571.00

Low level adjustment for disability: \$114,921.00

Summary of progress

Focus was on increasing student confidence and competence in reading quality texts. The Assistant Principal Curriculum Instruction (APCI) delivered professional learning in identifying features of a quality text. Staff also completed micro learning modules in "Quality texts and the syllabus" as part of the K-2 English curriculum reform. Teachers analysed texts to identify quality literature to include in classrooms to support whole class reading comprehension.

Teachers collaborated to analyse writing samples, using the school developed marking rubric, in order to identify specific feedback that could be given to students which was then reflected in teacher programs. Students became more self-aware of their own writing goals and a teacher focus on ensuring students were able to self-assess their work against identified criteria was implemented. This will continue to be an expectation in 2023. Stage 2 teaching programs reflect the identified needs of the students however the programs were not able to be evaluated for effectiveness due to significant school interruptions as a result of several extreme flooding events with the school being non-operational for many weeks. Stage 2 teachers will continue to collaborate and program based on student need with structural elements of imaginative texts being a focus in 2023.

Targeted interventions for identified students to increase proficiency in reading was implemented with data harvests inclusive of tracking occurring weekly. Positive growth was recorded for all students with facilitators meeting with teaching staff to discuss results and implications. Groups were reviewed every term with flexibility of groupings ensuring students were able to receive ongoing support. Feedback from teachers indicated that the targeted interventions has a positive impact on reading outcomes and it will be continued in 2023.

A working group was established with APCIs within the Forbes network attending. Building on the knowledge of all APCIs to drive local priorities and directions ensured the collective capacity of all APCIs increased which then enabled teachers to be supported within their local context. This network will continue in 2023.

Whole school professional learning in numeracy was delivered to staff in response to triangulation of data which identified strengths and areas of development. Consistency in programming inclusive of implementing Number Talks, collaborative planning time enabling analysis and discussion of student progress and planning of future targeted learning outcomes saw a rigorous evaluation of impact completed on a regular basis with granular data for each student captured.

Teaching staff also undertook significant professional learning in understanding the new K-2 English and Mathematics syllabus which will enable successful implementation in 2023.

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>Improve the percentage of students achieving in the top 2 bands or above in NAPLAN Numeracy by 12%.</p>	<p>Year 3</p> <p>During 2022 we achieved an 11.3% increase in students achieving in the top 2 bands or above in NAPLAN Numeracy. This is 0.7% below our target of 12%.</p> <p>Year 5</p> <p>During 2022 we achieved 20.7% of our students achieving in the top 2 bands or above in NAPLAN Numeracy. This is 7.9% below our results from 2021.</p>
<p>Improve the percentage of students achieving in the top 2 bands or above in NAPLAN Reading by 5%.</p>	<p>Year 3</p> <p>During 2022 we achieved 47.5% of students achieving in the top 2 bands or above in NAPLAN Reading. This is 1% below last years results and below our target of 5% increase.</p> <p>Year 5</p> <p>During 2022 we achieved 34.38% of our students achieving in the top 2 bands or above in NAPLAN Reading. This is an increase of 2% but below target of 5% for 2022.</p>
<p>Improve the percentage of students achieving expected growth in NAPLAN Numeracy by 15%.</p>	<p>Year 5 in 2022 saw a 4% increase of students achieving at or above expected growth in NAPLAN numeracy results. This is 11% below our target of 15% growth.</p>
<p>Improve the percentage of students achieving expected growth in NAPLAN Numeracy by 5%.</p>	<p>Year 5 in 2022 seen a 6% increase of students achieving at or above expected growth in NAPLAN reading results. This is 1% above our target of 5% growth.</p>
<p>The school identifies what growth is expected for each student and has put into place systems and processes to regularly review this data so that it can inform targeted intervention that enables identified students to achieve positive value added results.</p>	<p>During the 2022 school year staff at Forbes Public School used student tracking systems listed in the next evaluation selection to target specific groups and identify areas of need and tailored intervention strategies. Learning and support staff and SLSO's have implemented programs such as Mutli and Mini Lit and target reading strategies with experienced teachers for specific reading focus areas. For example students identified through our TAP program missing sound grapheme knowledge undertook an intensive program for the duration of the term to help improve these areas identified through TAP program assessment GPC.</p> <p>Intervention strategies implemented by others LaST focused on the two student groups achieving just below grade level and above grade level. The aim was to extended students working above to ensure expected growth and move students who are just under grade level into the appropriate level of achievement for the grade.</p> <p>Data of students in reviewed every 5 weeks in collaboration time with colleagues. This ensure that student tracking data is update to date and future teaching and learning is reflective of the needs of students at point in time. During these data harvests staff collaborative discuss student results and how to best support the future improvement in focus areas. Staff also discuss grades for consistent teacher judgement when reporting to parents.</p>
<p>All teachers contribute to collating and analyzing data. There is consistency of assessments used across the school K-6. Teachers collectively use data to inform collaborative teacher planning, the formation of intervention groups and to modify their own teaching practices</p>	<p>Staff at Forbes Public School use a collaborate teams based approach to collecting, collating and analyzing student data. Consistent assessments are completed from K-6 following a school wide assessment scope and sequence. Ensure that all students are completing the relevant assessment format, allowing for all students to be assessed at the same point in time. This results in purposely implementation of future teaching and learning sequences.</p>

to drive student outcomes across both class and stage settings.	Teachers use collaborative planning time to track and monitor student progress, this tracking system is displayed on a whole school data wall. This demonstrated collective and collaborative approach we share to improving student outcomes.
Improve the Attendance rate of students attending over 90% of the time by 7% as extracted from SCOUT.	Our attendance data is reflective of natural disaster events of flooding during the 2022 year. This caused school closures and students being isolated from town. As a result, our total attendance was at 87.6% falling shy of the 90% target.
Improve Tell Them from Me scores for Data Informed Practice by 3%, Collaboration by 6%,	Both Data informed practice has incrementally increase by the following amounts: Data informed- 2021 7.3% to 7.5% in 2022 Collaboration - 2021 7.3% to 7.8% in 2022 While this has not reached the target set it is a positive trend to be built upon during 2023.

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

Integration funding support: \$150,121.00

Professional learning: \$33,375.04

Aboriginal background: \$80,000.00

Per capita: \$81,671.13

Low level adjustment for disability: \$35,200.14

Summary of progress

Building staff capacity to drive whole school improvement through shared expertise and distributive leadership was prioritised. Through the performance and development process (PDP), middle leadership supported staff to identify relevant professional learning. This process was interrupted and delayed due to competing priorities as a consequence of state-wide health orders. Consistency in distribution of roles was identified as an issue in the development of the skills of aspiring leaders.

The Curriculum Action Team (CAT) collaborated weekly to research and identify quality evidence-based effective teaching practices in order for all teachers to have expert contemporary content knowledge with the school trialing innovative teaching practices to measure impact in our school context.

A whole school culture based on high trust, high expectation and high performance that positively impacts staff and students was a focus. Staff induction processes were refined based on teacher feedback including the development of digital resources. Attendance procedures were reviewed to ensure policy and procedures were implemented consistently with identified students supported to increase attendance.

In 2023, a focus on reading will form an explicit whole school direction the Curriculum Action Team, APC&I and LaST will focus on.

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 data by 4%	Sense of Belonging- downwards trend from 73%-70% Positive Behaviour for Learning- 93%-91%
Improve Teacher Tell Them From Me scores for establishing and maintaining an Inclusive School and for Leadership by 5% to exceed state average.	Leadership results from Tell Them From me increased in the 12 month period from 2021 - 2022 by 0.03%. Starting at 7% and increasing 7.3% which exceeds the state average meeting our target.
Teachers and SLSO's demonstrate a clear understanding of their role and key accountabilities and responsibilities. They seek support to drive improvement within their roles.	100% of SLSO and teaching staff have engaged in various Professional Learning opportunities throughout 2022. The whole staff participated in a Crisis Prevention Institute (CPI)- Verbal Intervention refresher which involved blended delivery (Face-to-Face and online) in preparation for the introduction of the IER policy in 2023. Staff undertook PL specific to their

<p>Professional Learning emphasizes developing effective classroom teachers and improved professional practice. The leadership team develops processes for collaboration.</p>	<p>role including two SLSOs attending Diabetes in Schools- Level 2, five staff (teachers and SLSOs) undertaking the Health Care procedures re-certification training, five executive completing The Art of Leadership, three staff participating in Connecting to Country and all staff compliant in newly introduced mandatory training modules including Anti Racism Policy Training and Aboriginal Cultural Education by mid year. 5 staff were selected from nominations of more than 20 to undertake the Online Training (OLT)- Understanding and Supporting Behaviour, however, flood impact forced the postponement to 2023. SLSOs involved in LaST delivery of MultiLit kept comprehensive data on each of the students who participated in the program throughout the year. This was collated by the SLSOs as part of their role and communicated to relevant staff. Regular Chaplain reports tracked the involvement and outcome of students on their caseload as well as PL completed.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$195,315.00</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"> • Data Informed Practice • Distributive Leadership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Staff during 2022 have engaged in Professional Learning around new syllabus implementation, Sentral reporting process, Super Six comprehension and reformed Performance and Development Process (PDP). All staff completed the Performance Development Process (PDP) successfully and these will be reviewed at the beginning of 2022 and continued on for the 2023 PDP cycle.</p> <p>The Curriculum Action Team (CAT) aimed to facilitate the roll out of a whole school Spelling tracking data sheet - Due to the impact of flooding on the school and the displacement of staff and students the Curriculum Action Team will roll out the whole school Spelling Data Tracking Sheet in 2023. The whole school spelling program was and will continue to be adjusted to allow for more explicit teaching time.</p> <p>Program Evaluation - All executive staff trialed using program check list evaluation format, which they used to review programs each term. Stage 1 group used weekly program evaluation processes to adjust and track learning sequences and student results.</p> <p>Aspiring leadership program- saw the successful appointment of a former AAPLS to Assistant Principal position.</p> <p>After evaluation, the next steps to support our students will be: Executive to complete Semester 2 program evaluations. Curriculum Action Team will implement Spelling Tracking Data Sheet at the beginning of 2023.</p>
<p>Socio-economic background</p> <p>\$125,956.68</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Annual numeracy data below is the same as term 3 week 10 as a data harvest has not been able to be completed due to school displacement as a result of local flood event.</p>

<p>Socio-economic background</p> <p>\$125,956.68</p>	<p>The measure of numeracy data below is triangulated from student observation and student working samples with Essential Assessment and Check In data with NAPLAN and Consistent Teacher Judgment. All data sources enable staff to formulate where each students numeracy need is at in line with grade level outcomes.</p> <p>The data measures below are the same as Term 3 week 10 as we have been unable to complete our data harvest in week 5 due to extreme flooding and school being non-operational.</p> <p>Kindergarten - 21% Below grade level - 63% At grade level - 17% Above grade level</p> <p>Year 1 - 66% Below grade level - 30% At grade level - 5% Above grade level</p> <p>Year 2 - 27% Below grade level - 46% At grade level - 27% Above grade level</p> <p>Year 3 - 35% Below grade level - 51% At grade level - 15% Above grade level</p> <p>Year 4 - 29% Below grade level - 46% At grade level - 26% Above grade level</p> <p>Year 5 - 48% Below grade level - 27% At grade level - 24% Above grade level</p> <p>Year 6 - 32% Below grade level - 31% At grade level - 38% Above grade level</p> <p>After evaluation, the next steps to support our students will be: Staff hand over of students including data analysis. Creation of new data wall as a result of relocation. Identifying targeted students for 2023 group intervention sessions. Referrals are in processing for Learning and Support team for consideration at the beginning of 2023.</p>
<p>Aboriginal background</p> <p>\$139,613.55</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 • High Performance Culture <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal SLSO, APCI and Curriculum Action Team to organise professional development day for staff of 2023 to look at new English and</p>

<p>Aboriginal background</p> <p>\$139,613.55</p>	<p>Math Syllabus units, and to discuss Aboriginal student outcomes. Staff were sent a survey to determine whether they would prefer to complete PL modules in their own time and meet to discuss, or complete together.</p> <p>After evaluation, the next steps to support our students will be: Executive to discuss ways to increase parent engagement with Kindergarten Information Session. Organise alternate dates and possibly an alternate site to run Kinder Start Program. Review student attendance data, student attendance during Term 4 has being directly impacted by flooding.</p> <p>Annual reflection:</p> <p>Induction - All staff participated in school induction at the beginning of the year. Class folders were distributed to all learning spaces in the school that contain detailed outlines and instructions of the school systems and procedures. During our SDD at the beginning of 2023 all staff will participate in the induction process as a whole staff group. This will allow for new staff to be well informed as well as any adjustments and evaluations of the current systems and processes to be made.</p> <p>Mentoring and beginning teacher supports - Staff during the 2022 period who are identified as beginning or early career teachers are paired and supported by mentor or experienced teachers in our setting. Teachers have been support and assisted in the accreditation process and created individualised and authentic PDPs. Professional learning opportunity have been specifically choosen and delivered based on the needs of our beginning and early career staff.</p> <p>Attendance data- Attendance data has been significantly affected by the continued impact of flooding and changing school site up to the local High School.</p> <p>High school/kinder transition - All transition process in term 4 where significantly impacted and adapted to suit the change in school location due to the flooding in the local area. Year 6 students accessed an increased amount of transition opportunities as they attended Forbes High School for the last 4 weeks of term 4. Kinder Prep was relocated to Forbes Preschool were kinder students for 2023 attended an intensive 3 day kinder pre program organsied by 2023 kinder staff collaboratively with Pre school staff. Both transition programs have been very successful, with amazing community feedback.</p>
<p>English language proficiency</p> <p>\$4,764.47</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 <p>The allocation of this funding has resulted in the following impact: ESL support provided to identified students have enabled personalised support and access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continued in class support and individualised program delivery to students who need support with English as a second language.</p>
<p>Low level adjustment for disability</p> <p>\$150,121.14</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>Low level adjustment for disability</p> <p>\$150,121.14</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"> • Data Informed Practice • High Performance Culture <p>Overview of activities partially or fully funded with this equity loading include:</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 • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Stage 2 and 3 developed targeted maths groups, 6 in total. Using our 3 classroom teachers, 1 special ed teacher and 2 LaST. Infants staff used this data to create specific differentiated programming to tailor for the needs of each class. The triangulation of our internal and external data sources enabled the evaluation of current understanding of our students and plan for future learning sequences. Enabling identified students access to differentiated curriculum and individualised programs.</p> <p>After evaluation, the next steps to support our students will be: Using completed assessment data to find trends and whole school areas for growth to target students identified below proficiency k-6.</p>
<p>Location</p> <p>\$58,508.39</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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Stage excursions organized across the school enabled students to experience hands on activities linked to curriculum outcomes.</p> <p>Excursions this year included:</p> <p>Kindergarten and Years 1 and 2 - Dubbo Zoo Excursion which linked to outcomes from the Geography Unit: GEe-1 identifies places and develops an understanding of the importance of places to people and GE1-1 describes features of places and the connection people have with places.</p> <p>Years 3 and 4- Parkes Radio Telescope and Aviation Museum which linked to outcomes from Science Unit: ST2-11DI-T describes how digital systems represent and transmit data and History HT2-3 describes people events and actions related to world exploration and its effects.</p> <p>Year 5 -Lake Burrendong Excursion which linked to outcomes from Geography Unit: GE3-3 compares and contrasts influences on the management of places and environments as well as PDHPE Unit PD3-8 creates and participates in physical activate to promote healthy and active lifestyles.</p> <p>Year 6- Canberra Excursion which linked to the History Syllabus as part of the unit on Australia as a Nation where we looked at aspects of our democracy and parliament: HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society; HT3-4 describes and explains the struggles for rights and freedoms in Australia,</p>

<p>Location</p> <p>\$58,508.39</p>	<p>including Aboriginal and Torres Strait Islander peoples; HT3-5applies a variety of skills of historical inquiry and communication.</p> <p>Students enjoyed the opportunity to access these excursions and the educational activities experienced as a result. All students were able to attend, which positively impacted student engagement and connection to teachers, peers and school.</p> <p>After evaluation, the next steps to support our students will be: In 2023, there will be a relentless focus through establishing strong home/school family connections to ensure all students have access to learning opportunities and educational experiences provided by the school.</p>
<p>Professional learning</p> <p>\$33,375.04</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"> • Distributive Leadership • High Performance Culture <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 the following impact: Provide opportunities to refine, consolidate and reflect on the current practices involving induction of staff, attendance, transition continuity, PBL leadership and coaching and mentoring.</p> <p>Then: Induction, attendance, transition and mentoring practices will reflect consistent application and excellence in educational practices.</p> <p>High expectation and high-performance culture ingrained into school systems and procedures reflecting best educational practice for both staff and students. Aspiring leaders delivered professional learning to all staff introducing induction digital inductions folders that would be used to assist new staff in school systems and processes when commencing employment. During the professional learning staff were able to provide feedback on the draft folder and add any relevant information to be added.</p> <p>After evaluation, the next steps to support our students will be: Continue high expectations culture, with a focus on strategic and relentless TPL. Additionally, a focus on beginning teacher requiring support, team teaching each Wednesday with experienced teacher to refine classroom management practices and curriculum implementation, focusing on reading explicit teaching strategies will be implemented in 2023.</p>
<p>QTSS release</p> <p>\$62,631.95</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 • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$62,631.95</p>	<p>The allocation of this funding has resulted in the following impact: During collaborative and departmental times, staff have engaged with the APCI in professional learning to discuss what features are found in a quality text. Teachers analysed texts available as a part of the quality literature collection available to teaching staff in the collaboration space.</p> <p>After evaluation, the next steps to support our students will be: Staff to engage in collaboration to select relevant quality texts for use in whole class reading comprehension. CAT team and APCI in conjunction with Librarian to audit current quality texts.</p> <p>Staff to complete online micro learning module "Quality texts and the Syllabus" as a part of the English K-2 Curriculum reform suite of professional learning.</p>
<p>COVID ILSP</p> <p>\$110,526.00</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 2022.</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] <p>The allocation of this funding has resulted in the following impact: Intensive literacy intervention was provided to targeted students identified by weekly data harvests to improve students reading outcomes. All infants students made an improvement of at least 22% from pre-test to post-test scores of words read correctly per minute. All primary students made an improvement of at least 14% from pre-test to post test scores of words read correctly per minute</p> <p>After evaluation, the next steps to support our students will be: Review whole school literacy data to identify potential students who require further support in 2023.</p>
<p>Per capita</p> <p>\$81,671.13</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"> • High Performance Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Foster a whole school culture driven from high expectations and high performance to improve staff and student outcome by providing opportunities to refine, consolidate and reflect on current practices involving induction of staff, attendance, transition continuity, PBL leadership, individualised student support and coaching and mentoring. Induction, attendance, transition and mentoring practices will reflect consistent application and excellence in educational practices. <p>The allocation of this funding has resulted in the following impact: School attendance and PBL data improvement, student TTFM surveys indicating stronger engagement and connection to school and staff. Mentoring and support of staff have also enabled improvement in teacher capacity and student outcomes.</p>

<p>Per capita</p> <p>\$81,671.13</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>Induction - All staff participated in school induction at the beginning of the year. Class folders were distributed to all learning spaces in the school that contain detailed outlines and instructions of the school systems and procedures. During our SDD at the beginning of 2023 all staff will participate in the induction process as a whole staff group. This will allow for new staff to be well informed as well as any adjustments and evaluations of the current systems and processes to be made.</p> <p>Mentoring and beginning teacher supports - Staff during the 2022 period who are identified as beginning or early career teachers are paired and supported by mentor or experienced teachers in our setting. Teachers have been support and assisted in the accreditation process and created individualised and authentic PDPs. Professional learning opportunity have been specifically choosen and delivered based on the needs of our beginning and early career staff.</p> <p>Attendance data- Attendance data has been significantly affected by the continued impact of flooding and changing school site up to the local High School.</p> <p>High school/kinder transition - All transition process in term 4 where significantly impacted and adapted to suit the change in school location due to the flooding in the local area. Year 6 students accessed an increased amount of transition opportunities as they attended Forbes High School for the last 4 weeks of term 4. Kinder Prep was relocated to Forbes Preschool were kinder students for 2023 attended an intensive 3 day kinder pre program organsied by 2023 kinder staff collaboratively with Pre school staff. Both transition programs have been very successful, with amazing community feedback.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Collaboration of ACPI's across networks to share expertise and information to continue to drive local priorities and directions. <p>The allocation of this funding has resulted in the following impact:</p> <p>Through virtual meetings and collaboration with APCI staff a small network has been established. This has shown an increase in the knowledge and understanding of the new APC&I role. This understanding has enabled the development of staff by the APC&I through data informed practice and evidence-based pedagogy, which will continue into 2023.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Our APCI will engage in the Leadership Practice for improvement program that will involve 3 days of professional learning with the Cowra network of APCI staff. A 2023 schedule of meetings will be negotiated within the network group early in 2023. This will enable the continued focus on staff TPL and collaborative practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	143	146	146	156
Girls	137	157	154	153

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	93.2	89.9	91.5
1	93.6	92.3	91.8	85.5
2	90.8	92.3	91.6	88.1
3	93.9	91.3	91.3	88.7
4	93.9	92.2	89.9	87.8
5	92.2	91.9	91.1	85.2
6	91.7	90.9	91.5	86.3
All Years	92.9	92.1	91.1	87.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

In 2022 student attendance was implicated intermittently over the 2022 school year by ongoing flood affected areas within the Forbes district and surrounding areas. In November 2022 Forbes was affected by the largest flood to impact the town and surrounding areas since 1972, exceeding that of the 1990 flooding. As a result, the school was subject to closure for periods of time.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5
Classroom Teacher(s)	15.31
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.95

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	396,109
Revenue	4,889,244
Appropriation	4,766,004
Sale of Goods and Services	2,060
Grants and contributions	115,830
Investment income	5,250
Other revenue	100
Expenses	-4,709,661
Employee related	-4,376,375
Operating expenses	-333,286
Surplus / deficit for the year	179,583
Closing Balance	575,692

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.

	2022 SBAR Adjustments (\$)
Targeted Total	195,315
Equity Total	420,456
Equity - Aboriginal	139,614
Equity - Socio-economic	125,957
Equity - Language	4,764
Equity - Disability	150,121
Base Total	3,434,257
Base - Per Capita	81,671
Base - Location	58,508
Base - Other	3,294,078
Other Total	515,519
Grand Total	4,565,548

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 2022 Tell Them from Me Parent Survey responses were collated and analyzed against the NSW Govt Norm, indicating Forbes Public School performed above and well above the state average scores in comparison to the government norm. In 2023 there will be a focus on continuing this positive trajectory in parent satisfaction. The Parent community and staff will in particular focus on policy and school procedure updates in line with student leadership, cultural safety and school assets.

Students Tell Them from me surveys reported an increase in sense of belonging at school in 2022, along with advocacy and school and expectations for success, scored Forbes Public School above that of the NSW Govt Norm. In 2023 staff will work with students around student voice and vision.

Teachers identified utilising the Tell Them from Me survey platform that greater access to and use of Technology, parent involvement, collaboration as well as working within an inclusive school were the strongest drivers of student learning and job satisfaction in 2022. In 2023 staff will continue a teams-based approach, with timetables time for collective efficacy and collaborative planning.

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.