

School plan 2018-2020

Forbes Public School 1926



School background 2018–2020

School vision statement

Forbes Public School is committed to maintaining a tradition of excellence. The core purpose is to ensure the development of all to reach their potential in a safe, respectful and responsible learning environment.

School context

Forbes Public School is situated in the heart of the Forbes community. The school has an enrolment of 295 students, including 17% of students that identify as Aboriginal . The school values diversity across its community. The school has a learning centre that caters for moderate intellectual disability and/or severe intellectual disability (IO/IS), autism (AU), mild intellectual disability (IM) and emotional disturbance (ED) students. Forbes Public School has a very strong literacy and numeracy focus with exceptional technology facilities. The school is supported by an active Parents and Citizens Association and strong community relationships, working closely with the AECG and outside agencies. Forbes Public School aligns with the Positive Behaviour for Learning philosophy and maintains a proactive approach to student welfare. More information can be obtained through the school website <http://www.forbes-p.schools.nsw.edu.au/>.

School planning process

Evaluation is an integral part of our school. This is carried out across all sections of the community and examined with data to inform decisions and targets. In 2017, the planning process for the 2018–2020 school plan started with the evaluation of the current school plan. This rigorous process saw both staff and students reviewing current initiatives and practices. Whole school staff meetings were dedicated to the task of critiquing and evaluating each of the current priority areas and providing feedback on each strategy. From here, authentic data and evidence was collected from both internal and external sources. The data was analysed to determine areas for strength and areas for development, with ideas for future directions recommended. School community members and staff were able to celebrate achievements and reflect upon the areas for further development. Using the data presented, focus groups were formed. Participants included the school leadership team, staff and parents. The executive team facilitated the discussion, and strategies were developed (under the 5Ps– Purpose, People, Processes, Products and Practices), to meet the three identified 2018–2020 strategic directions. The school plan has been a collaborative effort of all stakeholders and has been designed to drive the future directions of the school through prioritising initiatives to ensure that they align to the vision and mission statements and the three strategic directions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in Learning

Purpose:

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



STRATEGIC DIRECTION 2

Excellence in Teaching

Purpose:

Continue to develop consistent high performing educational practices for all staff



STRATEGIC DIRECTION 3

Excellence in Leading

Purpose:

To develop a collaborative sustainable learning community K–12 based on the values of continuous self improvement that will provide strategic leadership for the education of all stakeholders.

Strategic Direction 1: Excellence in Learning

Purpose

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

Improvement Measures

Increase the proportion of students achieving proficiency K–6 in their set progressions.

Stage appropriate results in Literacy and Numeracy.

Students can identify their learning intention and how to move forward with the progressions.

People

Students

Work independently and collaboratively to explore learning and communicate ideas through differentiated learning intentions and success criteria.

Staff

Increase staff knowledge, understandings and skills that impact school priorities.

Build staff capacity to confidently meet the needs of students while participating in professional development based on curriculum programs.

Parents/Carers

Parents and carers partner with FPS to continue to build high expectations of student achievement and wellbeing.

Processes

Research informed pedagogy underpins learning practice in teaching.

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

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

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

Evaluation Plan

1. What Works Best Reflection Guide underpins learning.
2. Ongoing review of Smart Data and PLAN data.
3. Internal student performance data (L3, Benchmarking, Spelling, formative Literacy and Numeracy assessment).
4. Classroom observations.

Practices and Products

Practices

- Programs show evidence of teaching of critical thinking, evaluation/feedback, problem solving, collaboration and planning.
- Staff apply and adjust current curriculum to facilitate effective learning strategies across the KLA's.
- Teachers meet with parents/carers to plan learning goals.
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Products

- Students are literate and numerate and creatively use technology.
- Students think logically and deeply in applied learning spaces.
- Students are innovative, resourceful self regulated and reflect on their learning in collaborative settings.

Strategic Direction 2: Excellence in Teaching

Purpose

Continue to develop consistent high performing educational practices for all staff

Improvement Measures

All teachers maintaining current accreditation standards.

Teaching and learning programs reflect high performing educational practices.

Teachers employ authentic assessment strategies to track student progress and achievement.

People

Students

Students are involved in regular feedback opportunities via meetings, forums and surveys.

Staff

Staff continue to access PL that maximises the impact on student learning.

Parents/Carers

Parents/carers are involved in regular feedback opportunities via meetings and forums.

Processes

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

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

PDP's reflect Professional Learning to inform best practice.

Evaluation Plan

1. Achievement of goals are identified in personal learning plans.
2. Staff progress through accreditation and align Professional Learning to the teaching standards.
3. PLAN data reflects growth.
4. Teaching and learning programs show evidence of revisions based on feedback.

Practices and Products

Practices

- Continuous collaboration and action research to inform explicit teaching.
- Staff engage with their PDP's to embed best practice.
- Community workshops delivered for PBL to enhance wellbeing linkages.

Products

- Systems are embedded for professional dialogue and practice.
- Students are positive and effectively equipped citizens to succeed.
- The community links strongly to our school culture.

Strategic Direction 3: Excellence in Leading

Purpose

To develop a collaborative sustainable learning community K–12 based on the values of continuous self improvement that will provide strategic leadership for the education of all stakeholders.

Improvement Measures

1. Public Education confidence is increased.
2. Prep to Year 12 continuum of learning and enrichment opportunities developed.
3. Milestones reflect key reference growth areas.

People

Students

Engaged in meaningful teaching, learning and leadership opportunities across the Forbes community of schools.

Staff

Engage in quality professional learning opportunities across K–12 schools.

Parents/Carers

Collaboratively showcase public education across all centres and engage in workshops to support student achievement.

Community Partners

Accessing agencies and organisations together across sectors for the benefit of the whole school community wellbeing.

Processes

Evaluative culture created with scheduled reflection points for best practice.

Enrichment and leadership opportunities engineered across the school for students.

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

Evaluation Plan

Monitoring and evaluation of Milestones and measures.

Collaborative profiling Preschool to Year 12.

Feedback is gathered from the school community in a number of platforms.

Practices and Products

Practices

- Effective transition plans in place from preschool to Primary, Infants to Primary, then from Primary to High School, including special education linkages.
- Effective consultation with the wider community through Parent and Citizen Association (P&C), Aboriginal Education Consultative Group (AECG) and Student Representative Council (SRC) meetings.
- Implementing Leadership days Engagement and Enrichment Program (EEP) opportunities and LEEP to extend student learning and leadership.

Products

- Identified students across the school participate in project based learning.
- Students equipped with leadership skills for various settings.
- Continuous learning opportunities across our K–12 community of schools are embedded for students and staff.
- Quality leadership practices across the Forbes community of schools demonstrate excellence.