



School plan 2018-2020

Forbes North Public School 4100



School background 2018–2020

School vision statement

At Forbes North Public School we provide “*Learning for Life Through Quality Education in a Safe and Caring Environment*” so that every student reaches their true potential and become confident, creative individuals to build our community for today and tomorrow.

School context

Forbes North Public School, located in the town of Forbes in the central west of New South Wales, has experienced significant growth in recent years with a student enrolment of 280 students in 2017. This is a reflection of quality teaching and learning and the implementation of excellent programs which address the learning needs of all students. Students are encouraged to do their personal best in a safe and caring environment.

As an Early Action for Success school, an Instructional Leader and an Interventionist Teacher have been appointed. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future learning. There has been a strong emphasis on improving student Literacy through Focus on Reading, Best Start and Language, Learning and Literacy and a focus on engaging students through interactive whiteboard technology for improved learning. Improving student outcomes in Numeracy has also been achieved through the programs Maths Matters and Targeted Early Numeracy.

The school is proud of the genuine partnership that exists between home and the school and offers a number of parent education classes to help parents and carers engage more fully with their child's learning at school and at home. The school also has a strong focus on sport, healthy lifestyle and environmental education which is exemplified through the Stephanie Alexander Kitchen/Garden Program. The school is recognised for its outstanding student welfare programs which promote positive behaviour and contribution to the school and broader community, for the strong partnership which exists with the Aboriginal community, in particular for its Wiradjuri Language Program and for its outstanding extended transition program, "Link Up to School".

School planning process

In 2017, the school once again sought the opinions of parents, students and teachers about the school in terms of community participation, learning and engagement and quality teaching via surveys and focus groups.

Utilising the '*Tell Them From Me*' surveys for parents and community, students and staff, and the self-assessment tools available through the *School Planning and Reporting Online* function, the surveys and focus groups conducted as part of the planning process indicate that the majority of parents value the communication provided by the school and the links with the school and wider community.

The teaching of literacy and numeracy skills is highly valued, as is having access to specialist support for student learning and having staff who are constantly updating their knowledge and skill set to meet the individual learning needs of the students and the expectations of the school community.

2018 to 2020 again see a greater emphasis on community involvement in school planning and evaluation. A continuation and expansion of programs and initiatives to further improve student outcomes in Literacy and Numeracy will be evident and quality professional development opportunities for all staff will be provided.

School strategic directions 2018–2020



Purpose:

To provide a whole school approach to the delivery of quality learning experiences that enable students to develop strong identities as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to a high expectations learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Purpose:

To create and maintain a stimulating and engaging environment for educators, supported by a positive culture that develops skilled and high performing staff through collaboration and shared expertise.

Purpose:

To develop a collaborative, sustainable learning community K–12 based on the values of continuous self-improvement. Provide strong, strategic leadership committed to fostering public education in the Forbes community.

Strategic Direction 1: Successful Learners

Purpose <p>To provide a whole school approach to the delivery of quality learning experiences that enable students to develop strong identities as self-directed learners.</p> <p>Quality learning experiences, along with positive, respectful and caring relationships, will contribute to a high expectations learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.</p>	People <p>Students Know how and why they are learning and develop their critical thinking, problem solving, collaborative and communication skills to achieve their individual learning goals.</p> <p>Staff Adjust their teaching to meet students' learning needs by providing targeted intervention in the areas of Literacy and Numeracy. Support students to set and achieve their learning goals.</p> <p>Parents/Carers Collaboratively develop learning goals with student and school staff and support students in achieving those goals.</p> <p>Community Partners Work collaboratively with the school to support student achievement and growth in learning, engagement and wellbeing.</p> <p>Leaders Utilise structures and processes to identify, address and monitor student learning needs.</p>	Processes <p>CURRICULUM & LEARNING: Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.</p> <p>PERSONALISED LEARNING: Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes.</p> <p>STUDENT WELLBEING: Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.</p>	Practices and Products <p>Practices Students and staff use assessment data to monitor outcomes and gaps in student learning to inform planning for quality learning experiences.</p> <p>A student centred learning environment where all students are supported, challenged receiving timely and meaningful feedback on their learning, to inform future direction.</p> <p>Products Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.</p> <p>Whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.</p> <p>Relationships between all members of the school community are both valued and nurtured to ensure continuity of quality student learning.</p>
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Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Practices and Products
To create and maintain a stimulating and engaging environment for educators, supported by a positive culture that develops skilled and high performing staff through collaboration and shared expertise.	Students Reflect on their learning and determine their learning needs Identify, clearly communicate and accept responsibility for their individual learning goals through effective feedback	RESEARCH INFORMED PEDAGOGY: Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.	Practices Data use and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in Literacy and Numeracy
Improvement Measures All teachers adhering to scheduled maintenance of correct accreditation standards or working to achieve proficiency. Use of evidence-informed teaching practice by all staff. Improved student growth in NAPLAN tests and internal school assessments	Staff Maintain accurate documentation, records and assessment data to evaluate and drive their teaching strategies to maximise student learning. Work collaboratively to ensure their pedagogy aligns with research-proven practices to increase the probability of success.	COLLABORATIVE PRACTICE Develop and implement collaborative processes for consistency in teacher judgement.	Continuous collaboration amongst all staff in explicit teaching approach to Literacy and Numeracy, including lesson observations, peer mentoring, effective feedback, sharing of ICT resources
	Parents/Carers Support the implementation of quality programs and practices within the school and engage in literacy and numeracy information activities around assessment and teaching strategies.	EVALUATIVE PRACTICE: Strengthen evaluative culture and practice by establishing regular points of reflection throughout the year and providing professional learning on the use of quality data to inform future teaching and learning.	All staff work undertake professional learning to meet required standards while working towards maintenance of accreditation.
	Leaders Provide opportunities for all staff to engage in evidence-based teaching for ongoing improvement of student outcomes.	Evaluation Plan PLAN 2 data K–6 TTFM surveys NAPLAN data Best Start data Meeting minutes Teaching programs Classroom observation data and feedback SEF version 2 feedback School Self-Assessment Surveys Teacher Accreditation	Products Systems are embedded where staff make informed and consistent judgments about student progress based on deep knowledge and understanding of the Literacy & Numeracy Progressions Regular meetings and opportunities to collaboratively plan, reflect, and to improve teaching practice.

Strategic Direction 3: Excellence in Leading

Purpose	People	Processes	Practices and Products
To develop a collaborative, sustainable learning community K–12 based on the values of continuous self-improvement. Provide strong, strategic leadership committed to fostering public education in the Forbes community.	Students Experience a continuum of learning and a consistency of expectations from K–12 Collaborate across the Forbes' public schools in a variety of forums. Staff Participate in combined professional learning activities to enhance the continuum of learning in all KLAs Share expertise across schools as required and provide collegial support in teaching, learning and welfare Ensure that student progress is accurately mapped and communicated through the school years (Pre-school to Kindergarten; Stage to Stage; Primary School to High School) Parents/Carers Actively participate in school planning and the promotion of quality teaching and learning. Be well informed of teaching and learning programs and strategies and support these in the home and school Community Partners Provide support to FNPS, FPS and FHS in the delivery of quality teaching programs that promote student well-being Leaders Provide a collaborative learning community with students, parents and staff supporting life-long learning and positive well-being.	Promote the school as a centre of learning for life by engaging school, parents, community groups and volunteers in meaningful educational programs to enhance engagement and student outcomes. Facilitate enrichment and engagement opportunities and improve transition processes for students entering Kindergarten and moving from primary to secondary education settings	Practices Increased interaction between students and staff of the three public schools through collaborative planning of intra and inter school activities Proactive leadership in all schools supports the learning continuum K–12 where two-way reciprocated and respectful communication between students, staff and parents at both the intra and inter school level Promotion of a positive, culture of continual learning for staff, students and parents across all schools Greater interaction between students and staff of Forbes' public schools and positive image for public education within the Forbes community.
Improvement Measures		Evaluation Plan	Products
Increase parent participation in P&C, school and inter school initiatives		TTFM surveys Meeting minutes Attendance at meetings, community events and fundraisers Evaluation of inter-school professional learning	A continuum of learning across the K–12 community of schools Parent collaboration and participation in school planning, evaluation, teaching and learning across all schools A supportive public school community are involved in P&C, school and community events and fundraisers.
Transition processes for Preschool to Kindergarten, Stage 1 to Stage 2 and from Primary to High School.			
Increase the percentage of Forbes North students continuing in public education for secondary schooling			