Forbes Primary School

2022 annual report to the community

Forbes Primary School Number: 658

Partnership: Marion Inland

	Signature
School principal:	Mr Kirby Dickinson
Governing council chair:	Airlie Kelly
Date of endorsement:	**21 February 2023**

Government
of South Australia

Department for Education

Context and highlights

Forbes Primary School is a Category Index 4 school catering for students Reception to Year 6. We are situated 7 kms from the CBD. By the end of Term 4 2022, our enrolments are 253 students across 10 mainstream and 2 Special Options classes. Encompassing 45% school card holders, 46% non-English speaking background, 16% students with disabilities, 14 students in care and 16% Aboriginal and Torres Strait Island students. Our values are Respect, Responsibility, Optimism, Understanding and Honesty and motto is 'Never Less Than Your Best'.

We implemented our Interoception Room, a space to support students to regulate emotions, and we are building a junior primary nature play area. Students have had extra-curricular opportunities including debating, choir, and after school sports, including Basketball, Cricket, T-Ball, Aussie Rules Football, Volleyball, and Athletics. We have also been involved in Surf Safety, Book Fair, Sports Day and Aquatics.

This year we have had a focus on literacy improvement, particularly in the junior primary. We have updated our One Plans through regular student review meetings. SRC and the ATSI action group ran a First Nations' assembly, Nunga Tag, Reconciliation programs, lunch time school sports, whole-school disco, introduction of Nude Food Day, recycling of soft plastics and creating a whole school Acknowledgment of Country. We continue our focus on improvement through teacher observations and feedback cycles. These provide an opportunity for leaders to observe and report back on practice against identified goals. Building a goal setting cycle into each PDP meeting allowed teachers to share and track their improvement journey. We continue to teach Kaurna language to our ATSI students, with some student attending an ATSI STEM conference.

Governing council report

2022 started a little differently with Covid restrictions in place once again. But as soon as face to face learning was back for all students, the atmosphere was filled with great excitement and enthusiasm for the year ahead. With a lot happening, the whole year just seemed to just fly by!

The Governing Council and Parent Network Committee members were amazing as always, volunteering their time to attend meetings planning, discussing their ideas and opinions and updating the governing council constitution. We held several fundraising events that included Election BBQs, stalls, donut day, Ice block Fridays, Sports day canteen and more. With the proceeds going towards the new JP nature play completed in Term 4. Grounds and Facilities were upgraded including the Front Office and Room 19s outdoor area.

Kick Start for Kids and Michels Warren Public Relations continued their support holding Breakfast Club, providing students with a healthy start to their day. We were even lucky enough to have some players from the Port Adelaide FC come along to help.

Basketball and T-Ball teams were coached by our wonderful parent volunteers (and Yr 6 students). Without their time and dedication, these sporting teams and competitions simply wouldn't happen. Spots filled up fast for SAPSASA competitions and the very popular after school soccer, AFL and cricket clinics.

Student learning happened in and outside the classroom with many classes gardening in both the veggie garden and establishing a new one on the decommissioned pool site, bringing that area back to life. Easing of Covid restrictions allowed more community-based activities and excursions. The Forbes Choir performed beautifully at the Adelaide Festival of Music; a few brave students also volunteered to sing at the Edwardstown Bunnings Xmas celebrations. The performing didn't stop there with SRC holding their first ever talent show assembly. Forbes once again took part in the Children's University program. OSHC and Vacation Care continued to thrive with fun and exciting activities on offer to keep the kids busy outside of school hours. Naidoc week was celebrated with our ATSI staff and students arranging special guests, story time, art, and dancing activities.

Leadership and staff worked hard on pupil free days and throughout the year developing and implementing specialised learning programs to support all students across all areas of the curriculum, including establishing the Calm Down Cave which has shown great results in helping our students identify, manage, and self-regulate their emotions and wellbeing. The end of the year saw Maureen take some well-deserved leave. Year 6s left their mark,working on art tiles before heading to high school. We then said a sad farewell to many integral staff members and families, so many of which have played important roles in our Forbes Community for a long time. They will be missed dearly, and we wish them well and greatness in their future endeavours.

A massive thankyou to all leadership, staff, students, families, and our community including our local MPs, Lions Club, businesses, sporting, and support groups for everything you did for Forbes Primary School in 2022. I would like to say a special thankyou to our parent volunteers and governing council members for your unwavering time, support and dedication.

Kind Regards, Airlie Kelly.

2022 FPS Governing Council Chairperson.

Quality improvement planning

Goal 1: Growth in Numeracy for every student in Years R-6
-Teachers will thoroughly analyse PAT-M and NAPLAN data to inform intentional programming and planning for differentiated learning – aligned with the Australian Curriculum (Mathematics)
-All teachers will participate in Back to Front Maths with Tierney Kennedy and commit to implementing numeracy strategies.
-Teachers to intentionally plan for differentiation that follows the Australian Curriculum Maths in relevant year level.
-Classroom observations and walk and talks, to clarify effectiveness of the programming, teaching and learning.
-Back to Front Maths misconceptions/diagnostic tests used by teachers to support differentiation and formative assessment within teachers programming and planning.
Goal 2: Growth in Literacy for every student in Years R-6
-Teachers will thoroughly analyse PAT-R, NAPLAN, phonics, Initialit and RR data to inform intentional programming and planning for differentiated learning – aligned with the Australian Curriculum (English)
-To revisit Initialit and QAR teaching practices to ensure fidelity and coherence across the site.
-Professional development to be provided according to staff needs in Initalit, QAR and English Curriculum.
-Teachers to intentionally plan for differentiation and formative assessment that follows the Australian Curriculum English in relevant year levels.
-Classroom observations and walk and talks, to clarify effectiveness of the programming and learning – to ensure the 3 strands of the Australian Curriculum and being covered.
-Across all curriculum areas, explicitly teach the purpose, structure, language features and vocabulary in all text types e.g. science information reports etc
In 2023, we will be focusing on reading.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
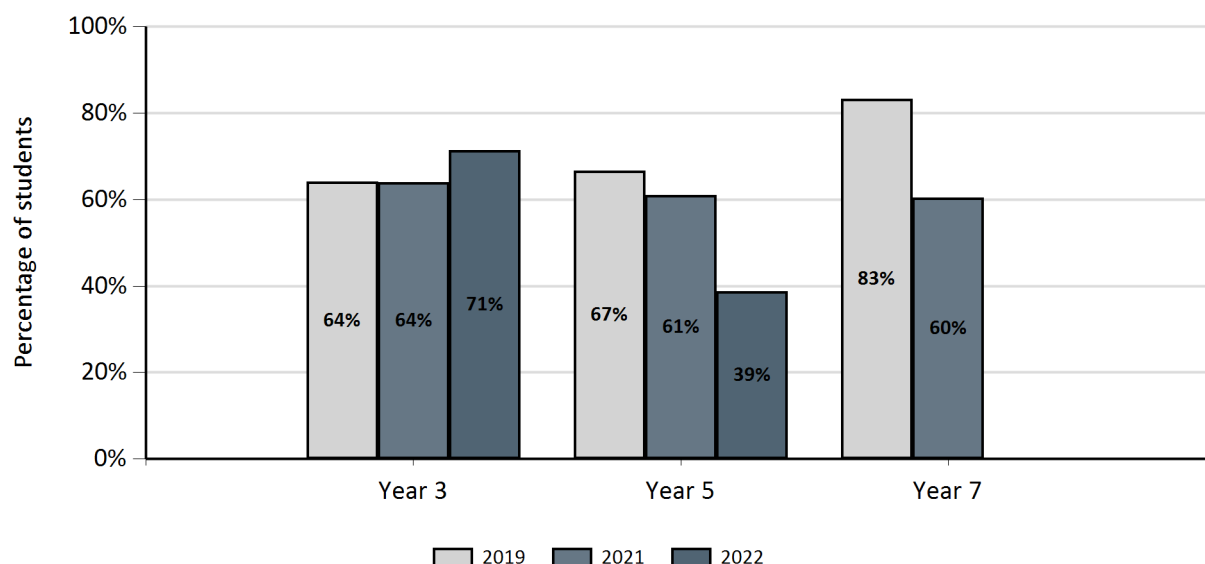
Reading
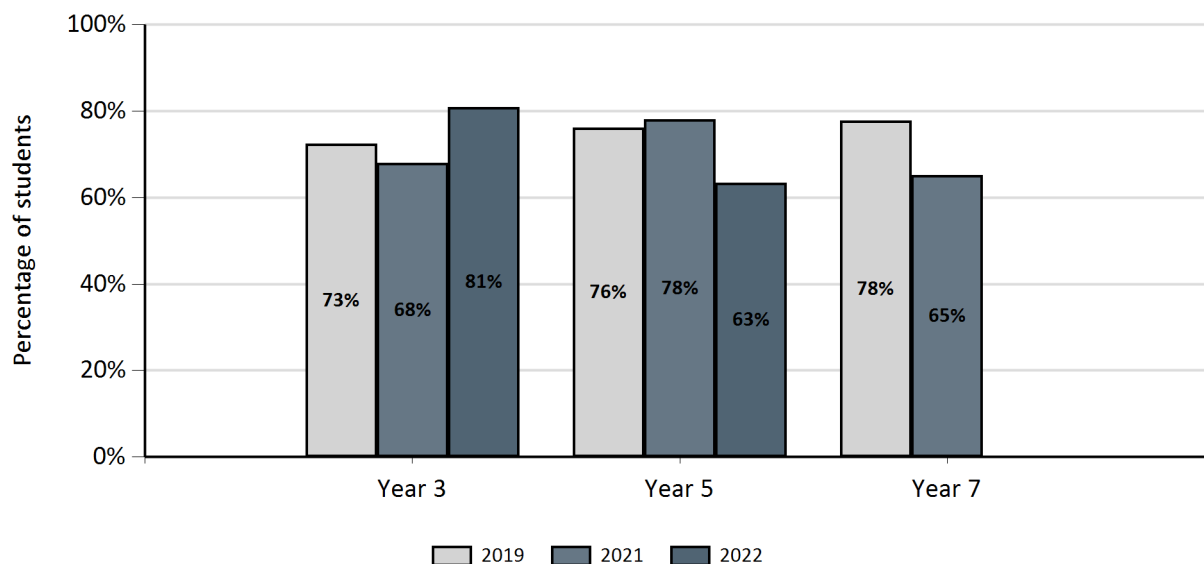
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	42	42	22	10	52%	24%
Year 03 2021-2022 Average	33.5	33.5	15.0	8.0	45%	24%
Year 05 2022	30	31	5	3	17%	10%
Year 05 2021-2022 Average	35.5	36.0	8.0	5.0	23%	14%
Year 07 2021-2022 Average	43.0	43.0	6.0	4.0	14%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
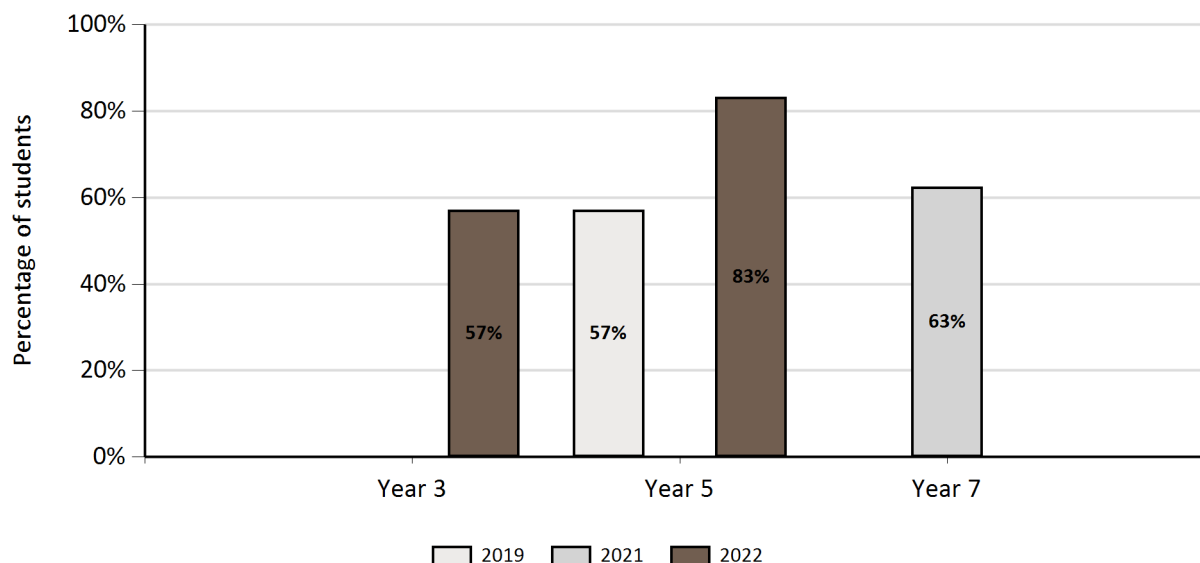Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
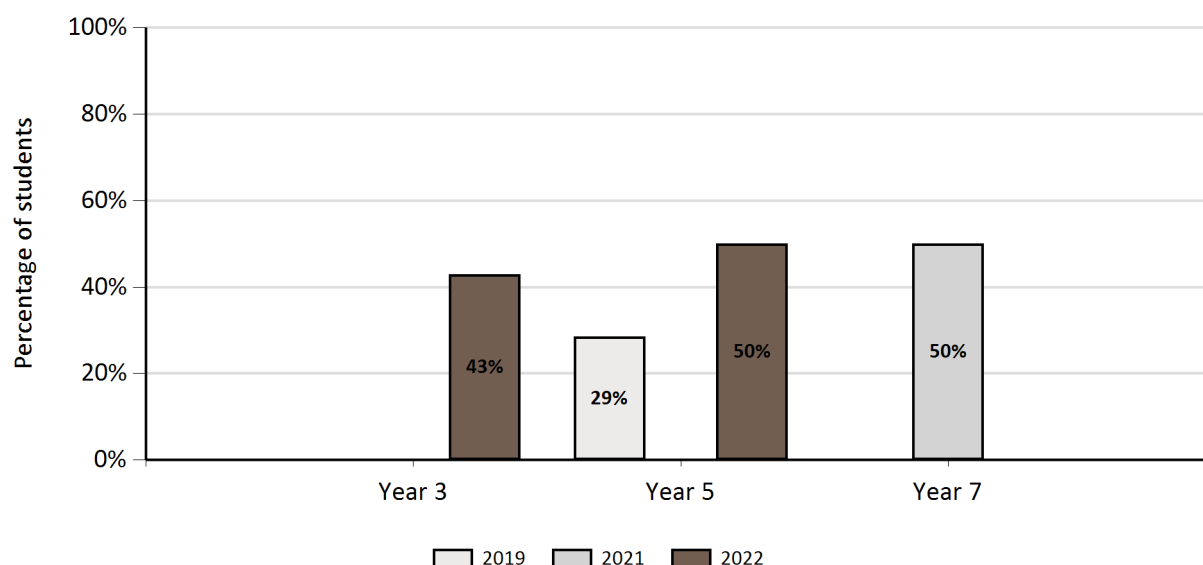Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	7	7	2	0	29%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	6	6	0	0	0%	0%
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	8.0	8.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

> Reading Doctor Program (Access at school and home).
> Emmaus Reading tutor reading program (Cross-age tutoring) for Reception classes.
> InitiaLit Literacy program tracking and monitoring R-2
> Back to front Math Program
> Indigenous Reading Project
> Reading tracking- WARP Multilit ASTI students 3-6yrs

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

> Numeracy:Out of 11 students (from 3-6) that completed the testing - 3 were below SEA, 4 were at SEA and 5 were above SEA . Out of those 5 above students , 4 students were 1 band above SEA and 1 student was 2 bands above.
> Literacy: Out of 16 (3-6) that completed test 4 were below Sea, 6 were at SEA (out of the students above 5 students we 3 bancds above and 1 student 2 bands above).
> Majority of our students are at SEA or above in both Literacy and numeracy and the students that are above SEA are significantly above in most case.

School performance comment

Numeracy (PAT M):
Overall, there was a 34% increase in numeracy results from 2021 across Year 1-6 in 2022. Students meeting SEA were: Year 3-72%; Year 4-66%; Year 5-77%; Year 6-77%. We will continue to work with Tierney Kennedy in 2023 to continue to improve the teaching and learning of numeracy across the school.

Literacy (PAT R):
Students meeting SEA were Year 3-81%; Year 4-84%; Year 5-59%, Year 6-78%.
We continue to use InitiaLit to monitor students from Reception to Year 2. This is done termly, via a cumulative review of content taught within the scope and sequence of the program.

Phonics Screening Check: In 2022, 62% of our Year 1 students passed the Phonics Screening Check.

Attendance

Year level	2019	2020	2021	2022
Reception	82.1%	84.4%	85.8%	86.1%
Year 1	87.4%	78.2%	86.9%	87.0%
Year 2	85.9%	84.0%	86.9%	83.7%
Year 3	85.7%	76.1%	84.9%	83.8%
Year 4	90.8%	81.3%	81.9%	84.5%
Year 5	89.3%	81.4%	88.3%	83.0%
Year 6	88.7%	81.9%	84.9%	84.1%
Year 7	88.1%	75.6%	84.1%	N/A
Primary Other	86.9%	84.7%	81.8%	79.1%
Total	87.2%	80.8%	85.4%	84.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Staff are aware of student attendance and are proactive when an issue may present. Using phone calls and ClassDojo, teachers contact families to discuss student attendance.
Attendance is also constantly monitored by our Senior Leader - Wellbeing and AET/ACEO with students of concern being highlighted, and follow-up conversations and home visits with families with required.
Attendance rate for 2022: 84.3%

Behaviour support comment

Our student behaviour support is underpinned by the principles of Restorative Justice. As a school, we have worked hard to build an understanding of functional behaviour analysis, trauma and proactive strategies for students who struggle to manage themselves and need assistance. Our behaviour support practices are focused on encouraging the use of restorative approaches to manage conflict and tensions, by focusing upon repairing distress and strengthening relationships. We continue to seek opportunities for our learners to participate in and be engaged with learner-driven educational practices and student lead activities. Our data supports these methodologies having a significant positive effect on learner behaviour. All staff completed the Berry Street Model and the Zones of Regulation to support the self regulation and engagement for students.
In 2022 we implemented an Interoception Room to support co- and self-regulation within students, teaching them life-long skills.

Parent opinion survey summary

Yet to receive results.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	18.8%
NS - LEFT SA FOR NSW	1	3.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	20	62.5%
VI - LEFT SA FOR VIC	2	6.3%
WA - LEFT SA FOR WA	3	9.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

A working with children check (WWCC) involves obtaining criminal history and other lawfully available information about an individual. All employees (teachers and support staff) who work with children need a WWCC before commencing work. Some volunteers who work with children also need a WWCC before volunteering. Employees must maintain a current check during their employment or volunteer role. Current DHS or DCSI child-related employment checks will be recognised until they expire. If an employee has a student WWCC, the student WWCC will be valid until it expires. After expiry, the employee must get a general WWCC. Forbes current policies, procedures and checklists are in line with the above, managed and recorded competently by business manager, Pam Dowling.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	43
Post Graduate Qualifications	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	25.1	1.3	14.1
Persons	0	28	2	23

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$3,924,439
Grants: Commonwealth	$5,700
Parent Contributions	$74,079
Fund Raising	$8,523
Other	$32,661

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Forbes PS created an Interoception Room in the JP building. This room was staffed by teachers, SSOs and the PCW. This room is to support students to regulate, reset and refocus to successfully re-enter the classroom. Breakfast club engaged students before school 3 times a week. 4 students went to the Student Voice Summit.	With the introduction of the Interoception Room, there was a 75% decrease in high-level student incidents. It also supported students with anxiety about coming to school, as it was a safe place for them to go before transitioning into their classrooms. Breakfast club ensured that students were able to start with fuel ready for learning, giving them a greater chance to succeed. Student Voice Summit gave students an opportunity to express their views and create change for the future.
	Improved outcomes for students with an additional language or dialect	Supported Initialit 2 in the mornings, with several EALD students. Focused time with explaining the set task, what was required during oral and written work and supporting students during written activities and story time (vocabulary, sentence formation/structure, text types). Supported UP during novel reading activities. Looked at vocabulary (and pre-reading setting information), grammar and sentence formation during written skills/tasks. Listened to reading and discussed comprehension questions, inferring etc. Middle primary worked in small groups on grammar and sentence/paragraph structure for different text types.	Students completed the WARP test at the beginning and end of the year. All students showed growth in their results.
	Inclusive Education Support Program	The Inclusive Education Support Program (IESP) funding was used in a variety of ways to support Forbes PS students. Some support was used as interim funding to support the immediate needs of students before applying for specific student funding. A speech intervention group was created and supported by the department Speech Pathologist. In 2022, the school created a social skills support group, supporting our most vulnerable students to make and maintain strong friendships. This group also supported our students to develop the skills of persistence and resilience.	Eight students were identified to be a part of our speech intervention group, with continual reviews from the Speech Pathologist. At the end of 2022, it is recommended that only 3 of these students will need to continue in program in 2023.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	The IESP funding was used in a variety of ways to support Forbes PS students. Some support was used as interim funding to support the immediate needs of students before applying for specific student funding. A speech intervention group was created and supported by the department Speech Pathologist. In 2022, the school created a social skills support group. This group supported some of our most vulnerable students to make and maintain strong friendships. This group also supported our students to develop skills the persistence and resilience. Students 'at risk' we added to Reading Doctor and would practise daily.	Eight students were identified to be a part of our speech intervention group, with continual reviews from the Speech Pathologist. At the end of 2022, it is recommended that only 3 of these students will need to continue the program in 2023. An increase of 62% of students meeting SEA in the Year 1 Phonics Screening Check.

Program funding for all students	Australian Curriculum	Back to Front Mathematics by Tierney Kennedy was used to support the Maths growth at Forbes PS. Tierney came on several occasions throughout the year to give training and resources to staff. Targeted wave 2 intervention supported by the Literacy Guarantee Unit to support explicit phonics support to JP classes.	The PAT Maths data collected in Term 3 showed, on average, each class grew by more than a years' worth of growth, with some classes showing increases of more than 2 years. Year 1 Phonics Screening Check increased to 62% of Year 1 students meeting SEA benchmark.
	Aboriginal languages programs Initiatives	Reading Doctor Program (Access at school and home). Emmaus Reading tutor reading program (Cross-age tutoring) for Reception classes. InitiaLit Literacy program tracking and monitoring R-2 Back to front Math Program Indigenous Reading Project Reading tracking- WARP Multilit ASTI students 3-6yrs	Numeracy:Out of 11 students (from 3-6) that completed the testing - 3 were below SEA, 4 were at SEA and 5 were above SEA . Out of those 5 above students , 4 students were 1 band above SEA and 1 student was 2 bands above. Literacy: Out of 16 (3-6) that completed test 4 were below Sea, 6 were at SEA (out of the students above 5 students we 3 bancds above and 1 student 2 bands above). Majority of our students are at SEA or above in both Literacy and numeracy and the students that are above SEA are significantly above in most case.
Other discretionary funding	Better schools funding	Identified students were able to access social justice funding to allow participation in all school based activities. Leadership upskilled through PD such as "Instructional Leadership".	All students were included as part of the community. Leadership upskilled.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	We created two Debating teams that had training and competitions throughout 2022. A STEM club was created who met some lunchtimes.	Students learnt the skills or presenting evidence, reasoning and rebuttal. Student engaged with STEM resources and developed their understanding of technology and coding.