School plan 2015 – 2017

Forbes Public School 1136

STRATEGIC DIRECTION 1
Culture of student achievement

STRATEGIC DIRECTION 2
School Values and Citizenship

STRATEGIC DIRECTION 3
Community engagement across the K-12 schools
## School background 2015 - 2017

### School vision statement
Forbes Public School is committed to maintaining a tradition of excellence for 21st century learners. The core purpose is to ensure the development of all our students into robust, confident, creative and successful individuals who are inquiring learners that will make a positive contribution to the wider community. Every student in every classroom has the opportunity 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 280 students, including 17% Aboriginal students. The school values diversity across its community. The school has a learning centre that caters for moderate 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/](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 Term 3 2014, the planning process for the 2015-2017 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 2015-2017 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.
Purpose:
To develop consistent high quality educational practices and student achievement driven by 21st century learning.

Purpose:
To embed a culture of success and set of positive values based on the PBL elements of being safe, respectful and responsible global citizens.

Purpose:
To develop whole school community organisational practices which facilitate outstanding opportunities for all members.

STRATEGIC DIRECTION 1
Culture of student achievement

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School Values & Citizenship

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Community engagement across the K-12 schools
## Strategic Direction 1: Culture of student achievement

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop consistent high quality educational practices and student achievement driven by 21st century learning.</td>
<td>Students: Work independently and collaboratively to explore learning and communicate ideas through differentiated learning.</td>
<td>Whole school approach to Professional Learning for teachers to develop 21st Century skills set for students. Structures to monitor student achievement to enhance 21st Century skills for students with data entered into PLAN. This includes procedures to support student self-regulation. Increased partnership and involvement of the school community in learning and engagement to enable each child to be the best they can be. 3 way conferences involving the student, parent/carers and teacher are completed each year with independent educational goals.</td>
<td>Product</td>
</tr>
<tr>
<td>Improvement Measures</td>
<td>Staff: Engage in professional learning to equip teachers with 21st century approaches to learning. Staff have the knowledge and confidence to support these approaches across the school.</td>
<td>Community: Parents and cares partner with students learning to build high expectations of students. A holistic approach to education is shared and supported through increased understanding and involvement.</td>
<td>Students are literate and numerate and creatively use technology. Students think logically and deeply in applied learning spaces. Students are innovative and resourceful and plan activities independently and reflect on their learning. Students effectively collaborate, work in teams and communicate ideas to the world.</td>
</tr>
<tr>
<td>All students meet their personalised learning goal.</td>
<td>Leaders: Will actively support all cross sections of the school to enhance successes of the holistic approach to education in 21st Century learning.</td>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>100% of staff to attend professional learning to increase knowledge of the new BoS Curriculum.</td>
<td>Professional Learning for all staff in 21st century fluencies.</td>
<td>Programs show evidence of teaching of critical thinking, evaluation/feedback, problem solving, collaboration and planning. Staff review current curriculum to facilitate effective learning strategies across KLA’s. Teachers meet with parents/carers to plan learning goals.</td>
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</tbody>
</table>

**Improve and Measures**

- All students meet their personalised learning goal.
- 100% of staff to attend professional learning to increase knowledge of the new BoS Curriculum.
- Professional Learning for all staff in 21st century fluencies.
## Strategic Direction 2: School Values & Citizenship

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>To embed a culture of success and set of values based on the PBL elements of being safe, respectful and responsible global citizens.</td>
<td>Students: Students engage in constructed learning activities that develop the PBL values in the local and global environment.</td>
<td>Continue to build upon a whole school culture and approach to PBL.</td>
<td>Product</td>
</tr>
<tr>
<td></td>
<td>Staff: The PBL team and the whole school staff will implement and lead quality delivery of content and approaches to inspire students.</td>
<td>Professional learning across all sectors of the school to develop a consistent PBL approach.</td>
<td>✓ Students are positive and effectively equipped citizens to succeed.</td>
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<td></td>
<td>Staff: Will create learning opportunities to apply the PBL skills and 5 keys to success as global citizens.</td>
<td>Scheduled forums and workshop groups for parents/carers and the community.</td>
<td>✓ Staff equipped to consistently build students capacities.</td>
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<td></td>
<td>Community: Strengthen proactive partnerships to support student development and be actively involved in their children’s learning.</td>
<td>PBL team work closely with Forbes High School to develop a consistent framework and culture of success.</td>
<td>✓ Parents use a common language at school and at home.</td>
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<td></td>
<td>Leaders: Will continue to develop authentic and meaningful approaches to enhance individuals capacity to be the best they can be.</td>
<td>SRC actively promote as leaders our school values in various settings.</td>
<td>✓ Increase the roles and responsibilities of the SRC</td>
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### Improvement Measures

- Students are positive and equipped citizens which results in a reduction of suspensions and brown cards.
- All staff have professional learning enabling them to build student capacity around school values and citizenship.
- All policies will be reviewed and updated to ensure they are current and significant within the school context.
- Whole school surveys and data demonstrate effectiveness of the PBL.

### Practice

- Cohesive interdependent learning community focussed on the development of effective skills that can be transferred into any setting for all individuals.
- Opportunities across the wider community to demonstrate these global citizenship skills are facilitated.
### Strategic Direction 3: Community engagement across the K-12 schools

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</table>
| To develop whole school community organisational practices which facilitate outstanding opportunities for all members. | **Students:**  
Will be engaged in teaching and learning opportunities across K-12 schools. | **Facilitate enrichment and engagement opportunities with students from primary school into the Forbes High School learning environment.** | **Product** |
| **Staff:**  
Engage in purposeful professional learning opportunities across K-12 schools. | **Enrichment opportunities across the school for students are created.** | **Continuous learning opportunities across our K-12 community of schools are embedded for students and staff.** | **Practice** |
| **Community:**  
Show case public education across all sectors.  
Agencies and organisations work together across sectors for the benefit of individuals and families. | **Combined Professional Learning opportunities with schools in the Forbes community.** | **Quality teachers share best practice.** | |
| **Leaders:**  
Work with all stake holders to establish and maintain effective organisational structures for the betterment of all individuals in the educational setting. | **Successes across the combined K-12 community are regularly communicated.** | **Effective transition plans in place from preschool to Primary, then from Primary to High School including special education linkages.** | |

### Improvement Measures

LEEP is implemented – Lachlan Engagement and Enrichment Program for Stage 2 and Stage 3 students from Forbes North and Forbes Public with Forbes High School is successfully operated.

Effective transition plan from preschool to Primary, then from Primary to High School including special education linkages.

All staff will have identified professional learning goals that are aligned to the 5P plan and to the National Teaching Standards and will actively seek out and participate in Professional Learning aligned to these goals.