Forbes Primary School
SITE IMPROVEMENT PLAN
2010

Learning to Know, Learning to do & Learning to Live Together
with:
Respect  Responsibility  Honesty  Understanding  Optimism
The vision of students, parents and staff at Forbes PS is to ensure that the school facilitates the development of responsible and capable learners, and socially confident children and young people.

As a local public school, Forbes provides a relevant education for all students. Students are entitled to opportunities that allow them to develop the skills, knowledge and understandings required for them to be successful at school and to be in a position to make choices from the options available to them in their futures. At Forbes, individuals and groups are expected to share in partnership, the responsibility for achieving our vision for students and their learning.

A Forbes Student ...........

- respects and values others, has good social skills, can co-operate well, and can take a lead
- understands themselves and the world in which they live
- learns and uses their literacy and numeracy skills
- can communicate well and express themselves creatively
- is self-confident, can set goals, solve problems and participate in decision making
- is prepared to ‘have a go’ at lots of activities and can achieve a personal best in all areas of learning
- is a responsible learner who can ask questions and seek help when needed
- is able to access, gain and use information from a range of sources.

Contextual Influences

The major contextual influences on the delivery of teaching and learning at Forbes Primary School are:

◊ Parents expect their children to be capable learners, to learn the 'basics' and have a range of experiences
◊ Home / School Communication is acknowledged as a strong contributing factor to optimum student learning
◊ The development of sound work and study habits, self-confidence and good social skills is important
◊ Students display positive attitudes to learning
◊ Students display a willingness to participate in a range of learning activities
◊ There are significant numbers of students and groups of students with diverse and specific learning needs
◊ The Student Reporting Process is highly regarded by parents and well supported
◊ Parents expect the school to do its job and they value the good work of teachers
◊ Staff work in a collaborative and collegiate manner to support learning
◊ The staff are very professional and committed to ensuring the students make progress in their learning
◊ The maintenance of routine, standards, traditions and reputation is appreciated
◊ The school is well organised with a defined focus and with supportive policies and enabling guidelines in place.
◊ The amount of change must be balanced with the need for continuity and stability

In addition:
◊ Our school's welcoming atmosphere is valued by staff and parents who respect each other and work together for the benefit of the students
◊ Diversity, tolerance, fairness, pride and competence are recognised features of the school ethos
◊ The development of an appreciation for the natural environment and an awareness of our global society are seen as important understandings for the children to gain
Our resources and facilities, and the large grounds, are all valued assets to be well maintained and further developed.

Other Influences on the identification of Current Priorities:
◊ Forbes Primary School 2009 Annual Report
◊ DECS Statement of Directions & Key Focus Areas.

Core Business

Explanation Note: What the school does to provide learning for each student as described in part by the Services Agreement.

- Our curriculum is aligned with the National Goals of Schooling and the South Australian Curriculum and Standards Accountability Framework in: English; Mathematics; The Arts; Design & Technology; Health & Physical Education; L.O.T.E.; Science and Society and Environment. The School Entry Assessment influences our Reception Intake program.

- Teachers regularly plan programs incorporating a number of strands from different areas of study. These programs are delivered as integrated units of work, topics or themes that are age-appropriate, relevant and of personal interest to the students. Emphasis is placed on engagement through challenge and on the development of higher order thinking skills.

- All students R-7 participate in Bounce Back to assist them to develop successful work habits and social skills. This program is complemented with other programs also based on supporting the social outcomes of schooling.

- The assessment of student learning progress is an integral part of all curriculum planning and teaching.

- Languages other than English (Spanish) is taught on a weekly basis.

- A Literacy Agreement, along with a Reading and Viewing Agreement, incorporates structural components drawn from the best of current research. These Agreements include use of the First Steps Literacy program. First Steps is implemented on a school wide basis to assist teachers to chart their student's literacy progress (i.e. in writing), to make assessment judgements about levels of achievement, to select appropriate teaching emphases, and to report outcomes to parents.

- Significant emphasis is given to the transformation of teaching and learning through the purposeful inclusion of learning technologies.

To provide access to curriculum entitlement we:

- use a range of explicit teaching strategies in all areas of the curriculum
- provide a caring, supportive and ordered school environment
- adhere to our student behaviour management policies
- provide a range of opportunities for students R-7 to develop a set of valued personal skills
- make timely and useful assessments of student learning progress and act upon our judgements
- provide timely, honest and useful reports to parents about their children's attitudes, behaviours and progress
- modify our assessment, teaching and reporting processes in response to student needs, parent expectations and DECS requirements.

Identified students whose success as a learner is at risk, are also entitled to:

- early assessment, intervention and assistance programs (for children in their first years at school)
- extra basic skills programs (for identified middle primary students)
- relevant curriculum support programs (for identified upper primary students)
- an English as a second language general support program (for NESB students in greatest need)
integration programs (for District Special Class students with significant learning disabilities).

All students are entitled to:

- negotiate aspects of their learning
- have clear information about what is required of them to complete their work
- receive feedback on their learning progress
- receive acknowledgment and recognition for their academic and extra-curricular achievements
- support to develop their social skills and work skills.

Organisational Management Structures: The school's management practices are designed to support the core business of the school. Effective communication, decision making, delegated responsibility, teamwork, staff performance development and shared leadership are features of the school's organisational structures.

Values and Principles

Explanation Note: What are the basic values and principles which guide the way the site operates?

During 2006, a major focus was on redefining the Core Values of our Forbes school community through a range of student, staff, parent and caregiver involvement. As a result of this extensive research the following values were ‘selected’. During the first fortnight of the school year the focus of the teaching and learning program in all classrooms will be based upon these values.

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Codes of Practice

Explanation Note: Statements about appropriate, ethical and expected behaviour for members of a group

Students are expected to:
- attend school and participate fully in their lessons
- develop responsibility for themselves as learners
- respect the rights of other students to learn and of teachers to teach
- contribute to school decision making

Staff are expected to:
- respect students and teach them well
- assess, monitor and report student progress
- stay informed and contribute to school decision making
- develop good working relationships with students, parents and each other.
Parents are expected to:
support their children's learning and the school's policies
develop good working relationships with all staff members
stay informed and to take opportunities to participate in school decision making
raise any concerns with staff or with Governing Council, as is appropriate.

At Forbes, students, staff and parents are all expected to
value the people with whom we work and
show this in the way we relate to each other.

N.B. 2010 has the potential to be a very disruptive year at Forbes with over $7.5 million of building works on this site during the 12 month period starting back in early June, 2009. Our huge challenge is to maintain the focus on teaching and learning!
STRATEGIC DIRECTIONS

A. Literacy, Numeracy and Science
   A.1 Numeracy
   A.2 Literacy – Focus on Early Years
   A.3 Science

B. Student Well-Being
   B.1 Improving Attendance and Punctuality
   B.2 Learner Engagement (Incorporating Mentor Programs)
   B.3 Improving Behaviour and Participation
   B.4 Child Protection Curriculum (Including ‘Responding to Abuse and Neglect’)
   B.5 Hopperoos (Foundation Movement Program)
   B.6 Healthy Eating
   B.7 ‘Students at Risk’

C. Learning Environment
   C.1 Children’s Centre (Due for opening in July, 2010)
   C.2 Building the Education Revolution
      - Primary Schools for the 21st Century (Due for completion in September, 2010)
      - National School Pride Program (Due for completion by the end of June, 2010)
   C.3 Information & Communication Technology (Refer to I.C.T. Interest Group Plan)

D. Environmental Management
   D.1 Environmental Management Plan (Refer to Environmental Management Plan – Version 8)

E. Monitoring and Improving Effectiveness
   E.1 DECS Improvement & Accountability Framework (DIAf)
<table>
<thead>
<tr>
<th>WHAT (Intended Outcome)</th>
<th>NOW (Current State 2010)</th>
<th>HOW (Strategies to achieve our goals)</th>
<th>THEN (Our Vision of Excellence)</th>
<th>EVIDENCE (How we will know)</th>
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</table>
| A.1 Improving Numeracy outcomes for all learners | • School Improvement Committee meets twice each term.  
• NAPLaN results are just below both regional and national averages in Year 3 & 5 but well below these averages in Year 7.  
• Numeracy results (Years 3 – 7) are analysed annually by leadership team and School Improvement Committee and this is reflected in future planning.  
• Selected as host school in Marion Alliance cluster as base for Coordinator 3 in Maths for Learning Inclusion (M4LI) project to run between May, 2009 and January, 2011. In Phase 2 in 2010. New staff are inducted & focus teacher nominated.  
• Familiarisation of J.P. staff with NAPLaN tests so programs can promote relevant student skills.  
• PAT Maths tests are held twice each year for Year 3, 4 & 5 students.  
• Nelson Mathematics program used throughout the school.  
• Maths Toolkits are in each Year 3 – 5 classroom.  
• Maths Intervention kit has been purchased.  
• Family Maths Challenges are included in Newsletters. | • Commitment made for sharing of ideas, lessons, units of work, assessment, etc.  
• Numeracy is given a high priority across the school:  
  - Programming using SACSA (& Nelson Maths Program).  
  - T & D in current maths teaching approaches.  
  - Explicit teaching of mathematical language and strategies for problem solving.  
  - Pupil-Free Day for Maths Expo in Term 4.  
• Numeracy resources are consistent with current approaches.  
• Resources are allocated to support ‘students at risk’.  
• Displays and/or celebrations highlight our commitment to Numeracy.  
• I Can Do Maths tests held twice each year for Junior Primary students.  
• Maths Intervention kit implemented following staff training. (Used with students with special needs)  
• PAT Maths tests introduced for Year 6 and 7 students. | • Staff have developed professionally in the area of Numeracy consistent with school directions.  
• Staff trial and use new ideas.  
• Staff continue to use inquiry methodologies and inclusive practices.  
• Students engaged in challenging and relevant numeracy programs.  
• ‘Students at risk’ show evidence of accelerated skill development in Numeracy.  
• Students entering Year 3 are more prepared to undertake NAPLaN testing.  
• Site wide data collection is informing practice. e.g. NAPLaN, ACER | • Data analysis reflects improved outcomes.  
  - NAPLaN test results  
  - ACER test results  
  - PAT Maths test results  
  - I Can Do test results  
• High numeracy profile is evident.  
  - Displays of work  
  - Ideas for helping students at home are published in the Newsletter.  
  - Whole school maths fun / focus days are held.  
• Students actively engaged in challenging and relevant numeracy programs. |
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| A.2 Improving Literacy outcomes for all learners | - School Improvement Committee meets twice each term.  
- Monitor students’ literacy progress through First Steps plotting in writing (R-7) and Running Records (R-4).  
- Familiarisation of J.P. staff with NAPLaN tests so programs can promote relevant student skills.  
- Use alternative grouping to support students in their learning.  
- 2009 NAPLaN results are just below both regional and national averages in Year 3 but are either near or above these averages by Year 7 and improve on those of 2008.  
- Literacy results are analysed annually by leadership team and School Improvement Committee and this is reflected in future planning.  
- Running Records data collected centrally and returned to Forbes for analysis. | - Literacy resources are consistent with current approaches.  
- Staff have T&D in the area of Literacy consistent with school directions, particularly comprehension (Lisa Burman).  
- Continue with Early Literacy Focus Groups for identified students in Year 1.  
- Implement the promotion of reading and viewing strategies, as per Forbes Reading and Viewing Agreement, through internal T&D (in teams).  
- Consistent assessment strategies are used across Year levels.  
- Continue using Running Records for identified STAR students in Years 5 – 7 (Support staff).  
- Database set up for central collection of data. | - Students engaged in challenging and relevant Literacy programs.  
- Principles incorporated in the whole school reading agreement are being implemented in reading programs.  
- Staff have developed professionally in the area of Literacy consistent with school directions.  
- ‘Students at risk’ show evidence of accelerated skill development in Literacy.  
- Students entering Year 3 are more prepared to undertake NAPLaN testing.  
- Site wide data collection is informing practice, e.g. NAPLaN, First Steps, Running Records | - Data analysis reflects improved outcomes.  
- NAPLaN test results  
- First Steps writing data  
- Year 1 Intervention Program (Early Years Literacy Program)  
- ESL Scales  
- Running Records  
- Students actively engaged in challenging and relevant literacy programs.  
- The plotting of student skills on Writing Map of Development provides evidence over time of development in literacy skills. |
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| **A.3** Improving **Science** outcomes for all learners | - School Improvement Committee formed.  
- Science Committee formed.  
- Teachers Yr 3-7 classes funded by DECS to participate in Primary Science training.  
- Staff have received Science Primary Connections training and are familiarising and beginning to implement the program.  
- No science resource boxes or systems in place for the provision of materials to implement the Primary Science Connections.  
- No Science scope and sequence.  
- No data on staff or students about Science knowledge, attitudes and methodology. | - Meet twice / term.  
- Science Committee established and meeting twice/term or on a needs basis.  
- Training being conducted as part of the National curriculum to improve teachers knowledge and confidence in teaching science.  
- Primary Connections resources processed and distributed.  
- Staff are trialing a Primary Science Connections unit.  
- Science Committee in consultation with staff to set up structures in organizing and replenishing Science resource boxes.  
- Science Committee to meet and develop scope and sequence in consultation with staff.  
- Develop, distribute and analyse staff and student Science survey at the beginning and end of year.  
- Select and conduct an assessment strategy to measure and record students’ progress in science, beginning with baseline data. | - Site Learning Plan implemented  
- Student learning outcomes in Science will improve.  
- All staff are trained and using Science Primary Connections with their class.  
- Science boxes are created, stocked and being used to support the delivery of Primary Science Connections.  
- Scope and sequence in place and being used.  
- Data collected, analysed and shared with staff, identifying growth and areas to focus on in the future. | - Regular monitoring and review of Site Learning Plan.  
- Collection, measurement and analysis of Science data.  
- Science will be taught in all classrooms.  
- Teacher planning, assessment, student work samples, Performance Management meetings, class displays and newsletter articles.  
- Science boxes are being used and in classrooms.  
- Scope and sequence being used by teachers as seen in Teacher programs, student assessment and student work.  
- Analysis of staff and student Science surveys. |
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<td>• Some JP teachers participate in CREST program.</td>
<td>• JP teachers to support each other in CREST participation.</td>
<td>• All JP teachers are involved in CREST and sharing their experiences with all staff.</td>
<td>• Performance management meetings and student activities.</td>
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<td>• Limited Science profile throughout the school.</td>
<td>• Promote science throughout the school, eg. Science Week focus, Newsletter articles, Science Assembly, Open Day</td>
<td>• Awareness of Science program throughout the school and school community.</td>
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| **B.1** Improving Attendance & Punctuality | ▪ A core group of students are consistently late arrivals.  
▪ Some (diminishing) unexplained absences.  
▪ A significant number of students arrive before 8.30 a.m.  
▪ Increasing numbers of short term placement / transient students.  
▪ Successful weekly Breakfast Program.  
▪ Monitor attendance of identified students.  
▪ Aboriginal Education Teacher and Shelter teacher to liaise with Aboriginal Womens' Shelter re identification and attendance of short term placements.  
▪ Introduce SMS alert system to make parents / caregivers more accountable.  
▪ Better attendance and punctuality identified as goals in I.E.P.'s of targeted students. | ▪ ‘Warning’ bell to be rung at 8.43 am each morning.  
▪ Continuing reminders from teachers and school leaders.  
▪ ‘Rewards’ offered at fortnightly assemblies. | ▪ Valid reasons always given for absence/lateness.  
▪ Students arrive between 8.30 and 8.45 a.m. ready for the 8.45 a.m. start.  
▪ Parents understand the seriousness of our commitment to teaching and learning which encompasses the need for punctuality. | ▪ Attendance and lateness data examined and followed-up by Leadership Team (led by Deputy Principal) and / or Class Teacher.  
▪ Decrease unexplained absences or lateness by 20%.  
▪ Reduced number of early arrivals. |
### B.2 Improving the Engagement of students in the Learning Process

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<td>Involvement in Flinders University INSPIRE Mentoring program.</td>
<td>Raise the profile of SRC and student voice.</td>
<td>Challenging activities provided for students in a supportive manner.</td>
<td>Regular attendance and improved learning outcomes of mentored students.</td>
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<td>Class Meetings are held at least fortnightly in each class.</td>
<td>SRC executive involved in Governing Council sub-committees.</td>
<td>Students have the opportunity to develop skills to support them in the transition to secondary school.</td>
<td>Students successful in achieving specific goals.</td>
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<td>Teachers are exploring a variety of strategies and inclusive practices to encourage students to participate actively in learning activities.</td>
<td>Celebrate end-points!</td>
<td>Cross-age opportunities exist.</td>
<td>Students confident about transition to secondary school.</td>
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<td>Participation in a range of programs such as: Tournament of the Minds and Debating.</td>
<td>Action Plan developed after staff and student needs surveys.</td>
<td>Limited avoidance behaviours.</td>
<td>Less sit-outs / time-outs recorded in both class and yard (involving lower total numbers and lower numbers of individuals).</td>
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<td>Individuals and groups with special needs are matched with appropriate mentors to work on student negotiated projects with positive adult role models.</td>
<td>Continue use of inquiry methodologies and inclusive practices (eg Pathways).</td>
<td>Improvement in levels of engagement for all students.</td>
<td>Positive student projects are evident around school.</td>
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<td>Develop Student Ambassador program.</td>
<td>Promote inclusive practices through training &amp; development.</td>
<td>Students intrinsically motivated.</td>
<td>Improved learning outcomes for all students.</td>
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<td>Participate in many special events such as: Harmony Day, Reconciliation Day, charity fundraising events, Speakers in Schools and Global Poverty Awareness.</td>
<td>Improve the physical learning environment.</td>
<td>Teachers sharing successful strategies.</td>
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