SCHOOL CONTEXT STATEMENT

School Number: 0658

School name: Forbes Primary School

1. General information

School Name: FORBES PRIMARY SCHOOL
School No.: 0658
Courier: Southern Adelaide
Principal: Mr Iain Elliott

Postal Address: 80 Thomas Street, South Plympton 5038
Location Address: 80 Thomas Street, South Plympton 5038
Website address: www.forbesps.sa.edu.au
Distance from GPO: 7 kms Phone No.: 08 82934343

There is a Children’s Centre on site which provides preschool and childcare services.

March FTE Enrolment 2014
Primary Special Small (3-7) . 12
Reception 52
Year 1 38
Year 2 48
Year 3 37
Year 4 35
Year 5 29
Year 6 34
Year 7 23

TOTAL 296
Male 155
Female 141

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Part B

- Deputy Principal's name: Ms Elise Hutton
- School e-mail address: dl.0658.info@schools.sa.edu.au

Staffing numbers (February 2014)
- 25 teachers including 1 Principal, 1 Deputy Principal, 1 Curriculum Coordinator (pedagogy)
- SSOs 115 hours per week (7 SSOs including grounds person and IT technician)
- Classes 1 Special Class, 12 mainstream classes
- Counsellor (0.6)
- Aboriginal Education Teacher (0.4)
- ESL Teacher (0.6)
- Special Education Teachers (1.4)
- Aboriginal Community Education Officer (0.6)
- There is also a Family Services Coordinator (Social Worker) and a Community Development Coordinator attached to the site through the Children’s Centre.

Forbes is a Category 4 school on the Index of Disadvantage.

- OSHC
  - Forbes Primary School provides Out of Hours School Care (Before and After) and Vacation Care.

- Enrolment trends
  - Enrolments have been declining but now appear to be increasing with the location of the Forbes Children’s Centre on site.

- Year of opening
  - Forbes Primary School opened in 1952 and in the late 50s had a combined enrolment of 1800 students – the largest primary school ever in the state. Two schools were established in 1953- Forbes JPS and Forbes PS (3-7). The two co-operating schools amalgamated to form Forbes Primary School from the beginning of 1995.

The school is an active member of the Marion Inland Partnership of schools.

- Public transport access
  - Close proximity to bus, train and tram routes.

2. Students (and their welfare)

- General characteristics
  - We have 284 mainstream students (February 2014) placed in 12 classes - all but two reception classes are composite. Another 12 students are placed in our Year 3-7 Regional Special Small Class.

  A comprehensive Parent Information booklet is available to new families.

  The national Kids Matter Framework defines our work on mental health and student wellbeing. The school works closely with a range of social welfare and community service providers. Regular review meetings and case meetings are held. A Christian Pastoral Support Worker spends 2 days each week at Forbes.

- Support offered
  - There are 33 students in the school verified under the Students with Disabilities Policy. A significant number of additional students also receive support through our Early Assistance Program.
• Student management
The Student Behaviour Management Policy aims to provide a safe, caring and supportive environment. The Policy helps students demonstrate responsible behaviour and includes an anti-bullying policy. *Play is the Way* is used by all classes to develop positive and cooperative behaviours.

• Student government
A Student Representative Council meets regularly and the senior executive is very active in the school. Our senior students take on numerous leadership roles including road crossing and bike shed duty, school ambassadors, Better Buddies, Breakfast Club and running whole school assemblies each fortnight. Class meetings are held at least fortnightly.

• Special programs
Approximately 32% of students have a non-English speaking background. Two special education and one EALD teacher and 3 SSOs provide support for students with disabilities and learning difficulties. Many special times such as Harmony Day and Reconciliation Week are celebrated along with special activities. A growing number of students are involved in school (SAPSASA) and out of school hours sports teams. An Active after school program offers a different sporting activity for lower and upper primary students each term. We are involved in the Festival Schools Choir each year.

3. **Key School Directions**

• Site Improvement Plan
A School Professional Learning Planning Committee consisting of representatives from each team and the leadership team plan professional learning each term in addition to developing, facilitating and monitoring aspects of the Site Improvement Plan.

Site Priority Groups (Literacy, productive pedagogies, digital technologies, learner wellbeing) meet regularly to help guide our professional development.
4. **Curriculum**

- **Subject offerings**
  
  We are implementing the national Australian Curriculum Framework and will be using it exclusively in 2016. Meanwhile we continue to use the SA Curriculum Framework and the Australian Curriculum Framework using the DECD timeline for implementation. The provision of adapted curriculum programs is a feature of the school’s approach to teaching and learning. Special Education is given a high priority.

- **Special curriculum features**

- **NIT Programs**

  Physical Education is a priority amongst the students with the current allocation of 0.8 teacher time for a specialist (NIT) program. The school community values the links that result from PE and increased participation in sport. A coordination run by Physiology students from Flinders University operates for identified junior primary students.

  Learning Technologies (Computing) is a priority in the school. There are 30 laptop computers and a main Computing Suite with 30 stand-alone Windows compatible computers. All classrooms also have an interactive whiteboard. All teachers are expected to keep their skills up-dated and are encouraged and supported in the use of new learning technologies across the curriculum. In 2014 IPads are being introduced in all classes.

  LOTE (Indonesian) was introduced in 2014 and is taught R-7.

  Literacy is a NIT area for all classes and is taught by the teacher-librarian.

  Student run assemblies are held fortnightly.

  The school's finances are well and carefully managed by our Business Manager. Staff fulfil responsibilities as budget line managers and class budgets are managed by class teachers. Monthly reports of all budget line expenditures are given to teachers and Governing Council.

  Choir is available for upper primary students.

  Assessment procedures and reporting include Acquaintance Night in Term 1, written reports in Terms 2 and 4 and Parent Teacher Interviews in Term 1 (and on request).

5. **Sporting Activities**

  Opportunities for students to access and participate in school sporting competitions are actively promoted and provided at Forbes Primary School.

  Various schools, groups and community clubs are associated with the provision of sporting opportunities for students. The school participates in SAPSASA activities. The Governing Council regularly reviews the Sports Policy and investigates ways of increasing student participation.
6. Other Co-Curricular Activities

- General
  The Forbes Forest (native vegetation) was established in 1994 and in 1995 a vegetable garden was established. These are supported as part of our commitment to environmental education. This Forest was rejuvenated during 2006 with the help of some environmental students from Flinders University and again in 2009 following a successful submission to the Conservation Volunteers.

7. Staff (and their welfare)

- Staff profile
  Staff are professionally committed, work very well together and high expectations are shared.
  Team work and distributed leadership is encouraged, supported and prevalent.
  Staff are expected to co-operate with each other and to manage their workloads with consideration for the workload of others.
  Efficient school administration procedures have been developed to assist in this.
  Effective communication and decision-making are given a high priority.
  The SSO team meets monthly.
  The PAC meets as required and has input through staff meetings.

- Leadership structure
  The Principal position is a five and a half year appointment, which expires at the end of 2019. The Deputy Principal position is a five year tenure that concludes at the end of 2018. A Curriculum Coordinator (Pedagogy) was appointed in 2013 for five years.

- Staff support systems
  Support for training and development is given a very high priority with a substantial budget allocation.

- Performance Management
  The Principal, the Deputy Principal and the Business Manager divide responsibility for the staff performance management program. The program is designed to enable individuals to identify their achievements and to access support towards enhancing their skills and abilities within the context of the school’s priorities.

8. School Facilities

- Buildings and grounds
  The school's grounds are large and spacious. (4.28 hectares).
  All classrooms are self-contained, carpeted and air-conditioned (with split system units).
  The upgraded classrooms, library / resource centre and upgraded administration area are located in three main buildings of solid construction.
  Wet Areas are located adjacent to corridors in all three buildings. A school hall (gymnasium) was built in 1992.
  The playing areas are comprised of a basketball and netball courts; three ovals; adventure playgrounds; large grassed areas and large hard play areas.
  All classrooms and the resource centre have interactive electronic whiteboards.
  During 2009 and 2010, projects valued at more than $7 million provided major upgrades to the Forbes site. Most classrooms were upgraded in moves focussed around the provision of new Junior Primary and Upper Primary facilities. In addition a large Children’s Centre encompassing pre-school, child care and family health services was opened in 2010.

- Cooling
  All classrooms are self-contained, carpeted and air-conditioned.

- Specialist facilities
  Currently NIT is provided in PE, Indonesian and Literacy.
- Staff facilities
  The staffroom is large, comfortable and well-equipped.
- Access for students and staff with disabilities
  Ramps are provided for all classroom blocks.
- Access to bus transport
  Close access to bus routes (Marion Road).

9. School Operations
- Decision making structures
  The school's management policies are designed to support the core business of the school. Effective communication, participative decision making, delegated responsibility and shared leadership are features of the school's organisational structures.
- Regular publications
  Fortnightly newsletters are sent home to families electronically and hard copies are available on request. Staff communication is electronic with daily announcements, a calendar of events, discussion groups and shared documents.
- Other communication
  E-mail is used for communication between staff. A general information pack is available to parents.

10. Local Community
- General characteristics
  Forbes Primary is a neighbourhood school with increasing enrolments. Historically, most of the students who enrol at Forbes come from families who are residents of the local area. Currently, many of these families have had a long association with the school – their older children attended Forbes and now their younger children attend the school.
  One or more parents from many families either attended Forbes in the 1960's or 1970's or know someone who did. These parents in particular are proud of the school's history (eg the biggest school in the state), its good reputation in the local community and the valued traditions of the school.
  New families are now moving into the neighbourhood to take advantage of affordable real estate offerings.
  There are also a significant number of low-income families living in housing trust and other rental accommodation in the local area. Some of these families gain additional support for their children by accessing a range of community welfare services. These agencies work closely with the school.
  The level of transient enrolments is increasing (approximately 15% per annum, eg 4-5 students per class per annum). A small number of students enrol for short-term periods of time while in emergency accommodation at the local women's and children's shelter. Some students attend Forbes because they have gained eligibility for placement in the regional primary special class.
  A noticeable number of parents selectively choose Forbes as their preferred school to provide their children's education.
  This mixed school profile provides each year level cohort with its own demanding breadth of social and academic diversity. Careful class placements are made and resources are allocated on a needs basis.
  Parents value the school newsletter and periodic class newsletters.
  OSHC – Before School Care 7.30am-8.30am; After School Care 3.00pm-6.00pm; Vacation Care is available during all holiday periods.
- **Parent and community involvement**
  Parents at Forbes are able to express their aspirations for their children and expect their children to learn. They are generally supportive and appreciative of the work done by teachers and by the school as a whole.
  Governing Council is active and supportive. Committees are convened by school councillors and have staff representation. These committees in 2014 are *Education & Communication, Finance, Out of School Hours Care, Grounds & Facilities, and Uniform.*
  The council also supports an active Parent Network program. A large number of parents are involved as volunteers in the school, including the L.A.P. program.
  The community is very supportive of the staff and the school and of a range of social and fundraising events.

- **Local Government body**
  Marion City Council (with the current Mayor, Ms Felicity-Ann Lewis, an ex-student of Forbes).

11. **Further Comments**
  Diversity, tolerance, fairness, pride and competence are recognised features of the school ethos.
  The school is well organised with a defined focus, and with supportive policies and guidelines in place.
  Forbes Primary School celebrated its 50th birthday in 2002.