Forbes North Public School
Annual Report

2015

4100
Introduction

2015 has been a year of continued growth at Forbes North Public School. Student enrolments have surpassed 300 for the first time in the school’s 58 year history – a reflection not only of the growing population within the school’s catchment area but also of the quality teaching and learning programs offered by the school. The Annual Report for 2015 is provided to the community of Forbes North Public School as an account of the school’s operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Steve J McAlister
Principal

School contact details:

Forbes North Public School
Thomson and Facey Streets
Forbes NSW 2871
W: forbesnth.p.school@det.nsw.edu.au
E: www.forbesnth.p.schools.nsw.edu.au
P: 02 6852 2187

School background

School vision statement

At Forbes North Public School we believe in providing “Learning for Life Through Quality Teaching in a Safe and Caring Environment” so that every student reaches their true potential and becomes a confident, creative individual who is prepared to embrace 21st century challenges in order 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 and has an anticipated enrolment of 315 students in 2015. 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 Reading to Learn, Best Start and Language, Learning and Literacy (L3) and a focus on engaging students through interactive whiteboard technology for improved learning. A greater emphasis on improving student Numeracy will be achieved through the programs Maths Matters and Targeted Early Numeracy (TEN).

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’.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Through this process we were able to identify the following:

**LEARNING ELEMENTS**

**Learning Culture**
- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both (Delivering)
- School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language) (Delivering)
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students (Delivering)
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning (Sustaining and Growing)
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs (Sustaining and Growing)

**Well-being**
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning (Delivering)
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code (Delivering)
- The school encourages students to recognise and respect cultural identity and diversity (Delivering)
- School staff maintain currency about requirements to meet obligations under Keeping Them Safe (Delivering)

**Curriculum and Learning**
- The school has an effective plan for student transitions in place (Delivering)
- Curriculum delivery integrates technology, library and information services (Delivering)
- The school provides a range of extra-curricular offerings for student development (Delivering)
- The school actively collects and uses information to support students’ successful transitions (Sustaining and Growing)
- There are systematic policies, programs and processes to identify and address student learning needs (Sustaining and Growing)
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students (Excelling)

**Assessment and Reporting**
- Individual student reports include descriptions of the student’s strengths and areas of growth (Delivering)
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents (Sustaining and Growing)
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels (Sustaining and Growing)
- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance (Excelling)
- Evaluating and reporting student performance data underpins the whole-school assessment strategy (Excelling)

**Student Performance Measures**
- Performance for equity groups within a school is comparable to the performance of all students in the school (Excelling)
TEACHING ELEMENTS

Effective Classroom Practice
• Teachers regularly review and revise teaching and learning programs (Delivering)
• Teachers routinely review previous content and preview the learning planned for students in class (Delivering)

Data Skills and Use
• Teachers analyse and use student assessment data to understand the learning needs of students (Delivering)
• The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data (Delivering)
• Data analysis informs the school’s learning goals and monitors progress towards them (Delivering)
• The school leadership team regularly uses data to inform key decisions (Delivering)
• Teachers incorporate data analysis in their planning for learning (Sustaining and Growing)

Collaborative Practice
• Staff regularly evaluate teaching and learning programs including the assessment of student outcomes (Delivering)
• Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups (Sustaining and Growing)
• The school identifies expertise within its staff and draws on this to further develop its professional community (Sustaining and Growing)

Learning and Development
• Teachers participate in professional learning targeted to school priorities and their professional needs (Delivering)
• The school has processes in place for teachers’ performance and development (Delivering)
• Teachers actively share learning from targeted professional development with others (Sustaining and Growing)
• There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas (Sustaining and Growing)
• Teachers are actively engaged in planning their own professional development to improve their performance (Sustaining and Growing)

Professional Standards
• Teachers understand and implement professional standards and curriculum requirements (Delivering)
• Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes (Delivering)
• The school has a culture of supporting teachers to pursue higher-level accreditation (Delivering)
• Teachers are committed to their ongoing development as members of the teaching profession (Delivering)
• Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals (Sustaining and Growing)
• Teachers work beyond their classrooms to contribute to broader school programs (Sustaining and Growing)

LEADING ELEMENTS

Leadership
• Parents and community members have the opportunity to engage in a wide range of school-related activities (Delivering)
• The school is committed to the development of leadership skills in staff and students (Delivering)
• The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice (Delivering)
• The school solicits and addresses feedback on school performance (Sustaining and Growing)
• The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students (Sustaining and Growing)
• Staff have purposeful leadership roles based on professional expertise (Excelling)
• The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes (Excelling)
School Planning, Implementation and Reporting
- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school (Delivering)
- The three-year school plan has annual iterations focused on achieving identifiable improvements (Delivering)
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs (Delivering)
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs (Delivering)
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually (Delivering)
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting (Delivering)
- Monitoring, evaluation and review processes are embedded and undertaken routinely (Sustaining and Growing)
- The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes (Excelling)
- The school uses collaborative feedback and reflection to promote and generate learning and innovation (Excelling)

School Resources
- School staffing ensures that full curriculum implementation and delivery requirements are met (Delivering)
- Systematic annual staff performance and development reviews are conducted (Delivering)
- The school’s financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning (Delivering)
- School and other facilities are used creatively to meet a broad range of student learning interests and needs (Delivering)
- Workforce planning supports curriculum provision and the recruitment of high quality staff (Sustaining and Growing)
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan (Sustaining and Growing)
- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement (Excelling)
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community (Excelling)

Management Practices and Processes
- The school leadership team communicates clearly about school priorities and practices (Delivering)
- Administrative practices effectively support school operations and the teaching and learning activity of the school (Delivering)
- Accountability practices are tied to school development and include open reporting to the community (Delivering)
- There are opportunities for students and the community to provide constructive feedback on school practices and procedures (Sustaining and Growing)
- Practices and processes are responsive to school community feedback (Excelling)
Strategic Direction 1

Successful students

Purpose

To support all students to become successful and creative learners through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

Overall summary of progress

Considerable investment in Teacher Professional Learning has enabled us to make significant progress in the area of developing successful students. Having a dedicated Instructional Leader (employed through the Early Action for Success initiative) working specifically with staff in Early Stage One and Stage One has allowed us to surpass our expected targets in many aspects of Literacy and Numeracy. The instructional leader model is to be incorporated across the school K-6 in future years.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students are achieving at the expected cluster on the literacy and numeracy continuums K-2</td>
<td>More than 80% of students are achieving at the expected clusters for Reading K-2, ES1 Writing and Numeracy K-2. Writing in Years 1 and 2 remains a concern.</td>
<td><strong>EAFS</strong> Instructional Leader Interventionist Speech Pathologist (PT) L3 &amp; TEN PL</td>
</tr>
<tr>
<td>Maintain or increase the percentage of students in Years 3 and 5 achieving the proficient level in Literacy and Numeracy</td>
<td>Smart data analysis indicates that the percentage of students achieving at the proficient level in all aspects of Literacy has indeed increased in Year 3. This progress is also reflected in all but Grammar &amp; Punctuation for Year 5 students. The percentage of students achieving at the proficient level in Numeracy has increased in both cohorts.</td>
<td><strong>Norta Equity Funding</strong> Norta Norta tutor SLSO allocation Additional CRT Learning Support Staff</td>
</tr>
<tr>
<td>Decrease the percentage of students in Years 3 and 5 achieving below minimum standards in Literacy and Numeracy</td>
<td>The percentage of students in Years 3 and 5 who are achieving below minimum standards has decreased in Reading, Writing and Numeracy. Spelling and Grammar &amp; Punctuation remain a concern.</td>
<td><strong>Norta Equity Funding</strong> Norta Norta tutor SLSO allocation Additional CRT Learning Support Staff</td>
</tr>
</tbody>
</table>

Next steps

Progress toward our ongoing goals for Strategic Direction One – ‘Successful Students’ – has exceeded our expectations to date. Due to the outstanding progress made in 2015 some adjustment of goals is necessary for the remaining two years of our three year plan. These adjustments include:

- Increasing the expected percentage of students achieving expected clusters in literacy and numeracy K-2 from 80% to 85% in reading and numeracy, with a particular focus on writing in Years 1 and 2 to have 80% achieving the expected cluster
- Further increasing the percentage of students in Years 3 and 5 achieving at the proficient level in literacy and numeracy, with a particular focus on Grammar and Punctuation
- Further decreasing the percentage of students in Years 3 and 5 achieving below minimum standards in literacy and numeracy, with a particular focus on spelling and grammar and punctuation

We will continue to provide key support to teaching staff and students in K-2 through the Early Action for Success program. Professional Learning in Focus on Reading will be provided to staff in Stages 2 and 3.
Strategic Direction 2

Quality teaching.

Purpose

Establishing and maintaining high levels of staff professionalism and commitment to ongoing school and student improvement through quality teaching and meaningful professional learning which is embedded in school culture.

Overall summary of progress

Significant resources were committed to the coaching and mentoring of teaching staff and the development of individual Professional Learning Plans for staff and Individual Learning Plans for students. Staff proficiency in integrating ICT into learning improved and sharing of teaching resources is prevalent. Students have achieved better in internal and external assessments.

Unfortunately, attendance rates have decreased slightly while suspensions have increased.

<table>
<thead>
<tr>
<th>Improvement measure (over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased student attendance rates</td>
<td>Overall attendance rates K-6 have decreased from 93.9 in 2014 to 93.1%, however attendance in both years 2 and 5 increased.</td>
<td>TPL Funds PL in R2L, Classroom Management, ICT in the Classroom HSLO/ASLO, Learning Support Team</td>
</tr>
<tr>
<td>Decrease in the incidences of student suspension</td>
<td>Incidences of suspension increased in 2015. While the number of suspensions rose, many of these were for a small group of students who were suspended multiple times. Many of the suspensions were related to incidents of a physical nature and cannot be directly attributed to a lack of engagement.</td>
<td>TPL Funds PL in R2L, Classroom Management, ICT in the Classroom Learning Support Team</td>
</tr>
<tr>
<td>Improved student achievement in NAPLAN tests and internal school assessments</td>
<td>The percentage of students achieving at the proficient level in Literacy and Numeracy has increased in Year 3 and Year 5 students. The percentage of students in Years 3 and 5 who are achieving below minimum standards has decreased in Reading, Writing and Numeracy. The number of students K-2 achieving expected benchmarks has exceeded expectations.</td>
<td>RAM Equity Funding Norla Norla tutor SLSO allocation Additional CRT Learning Support Staff</td>
</tr>
</tbody>
</table>

Next steps

Progress toward our target of improved student achievement in NAPLAN and internal assessments is on track, however our targets of achieving improved attendance rates and lower incidences of suspension are somewhat concerning. Due to this the following adjustments to the plan will be made:

- The school plan will reflect a greater emphasis on the education of parents and care-givers about the importance of school attendance and the impact that regular non-attendance can have.
- As such a large percentage of suspensions were for aggressive behaviour or physical violence, greater emphasis will be placed on social skills and developing positive relationships across the school

Continued investment in Teacher Professional Learning will develop capacity in providing innovative and engaging teaching and learning programs.
Strategic Direction 3

Community engagement across K-12 schools.

Purpose

To develop a shared culture, awareness and perception of public education within the Forbes community by establishing and consolidating effective partnerships, enhancing student wellbeing and promoting continuous learning across our community of schools from K to 12.

Overall summary of progress

Community engagement remains an absolute priority at Forbes North PS, both for Forbes North and for the wider Forbes community of schools. While some progress has been made in getting more parent and community participation in some aspects of schooling, parental/community input into the key areas of school planning and school management remains under-represented. This is despite greater emphasis by the school on inter school initiatives and attempts to raise the focus on collaboration and inclusion.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improvement measure</strong>&lt;br&gt;(to be achieved over 3 years)</td>
<td><strong>Progress achieved this year</strong></td>
</tr>
<tr>
<td>Increase parent participation in P&amp;C, school and inter school initiatives</td>
<td>There are a number of new members on the P &amp; C committee, however overall attendance at meetings remains at the same level as in previous years. Parents responded positively to the establishment of the Lachlan Engagement and Enrichment Program across the public schools in the Forbes area.</td>
</tr>
<tr>
<td>Improve community and school identity through a focus on collaboration and inclusion</td>
<td>Collaboration between the P &amp; C and school staff to improve the school identity and physical appearance has seen positive results. A focus on community inclusion and engagement, through a development of high expectations relationships has commenced.</td>
</tr>
<tr>
<td>Maintain and increase the percentage of students continuing in public education for secondary schooling</td>
<td>The percentage of Forbes North PS graduates continuing their education in a public secondary school has remained stable.</td>
</tr>
</tbody>
</table>

Next steps

The Lachlan Engagement and Enrichment Program (LEEP) will continue in 2016 and be expanded to incorporate a creative and performing arts focus as well as the current science and mathematics focus.

Further investment in resourcing the physical environment to incorporate a traditional ‘yarning circle’ and a refurbishment of our Wiradjuri room, initiatives which were hampered in 2015, will also remain a priority.

Greater participation by parent and community members in aspects of school planning will be enhanced through the establishment of focus groups for specific areas.
### Key initiatives (annual)

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>Aboriginal Education Officer provided support to students K-6 as well as to community members. Aboriginal SLSOs supported student learning in literacy and numeracy. Aboriginal SLSO supported transition program Link-Up To School</td>
<td>AEO Salary (FT) SLSO Salaries (2 x 22 hrs/week; 1 x 1 day/week) T/L Resources</td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td>English as a Second Language or Dialect (ESL/D) teacher worked with a child of deaf parents to establish vocabulary, sentence structure, social conventions and listening habits</td>
<td>ESL/D Teacher Salary (1 day/week for 1 term)</td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>Smaller class sizes enabled through employment of additional class teacher. Additional time allocated to experienced staff to mentor and coach colleagues. Early childhood specialist provided for Link Up program. Provision of specialist staff for kitchen/garden program. SLSO supported student learning in literacy and numeracy. Additional administration time.</td>
<td>CRT Salary (F/T) CRT Salaries (1 x 1 day/week; 1 x 1 day/3fn) ECT Salary (1 x 1 day/week) SLSO Salaries (3 x 22 hrs/week) SAO Salary (2 days/week) T/L Resources</td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>Two Learning Support Teachers working across K-6 providing additional support and expertise in program development for students with low level adjustments for disability. SLSO supporting delivery of specific programs to address individual need.</td>
<td>LST Salaries (1 x 4 days/week; 1 x 3 days/week) SLSO Salary (22 hrs/week) T/L Resources</td>
</tr>
</tbody>
</table>

### Other school focus areas

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Action for Success</td>
<td>Instructional Leader providing quality professional learning for staff K-2 in literacy, numeracy and data analysis to drive future learning. An Interventionist provides additional support to CRT during literacy and numeracy sessions as well as modelling best practice teaching and assessment practices. Speech pathologist working with identified students to support speech and language development.</td>
<td>Instructional Leader Salary (F/T) Interventionist Salary (F/T) Speech Pathologist Salary (15 hrs/week) Professional Learning T/L Resources</td>
</tr>
<tr>
<td>Wiradjuri Language Program</td>
<td>Wiradjuri Language tutor delivering language and culture lessons to all students K-6, one lesson per class each fortnight. Wiradjuri Choir performed at various events.</td>
<td>Language Tutor Salary (12 hrs/week) Teacher relief T/L Resources</td>
</tr>
</tbody>
</table>
Mandatory and optional reporting requirements

Student representative’s message
Throughout the year various fundraising activities for charities were conducted by School Parliament. These included Jeans for Genes Day, Bandanna Day, Daffodil Day and the Biggest Morning Tea. School fundraising activities included a Fun Run, Easter pick-a-stick, can recycling, talent quests, discos and lunch-time sport.

We promoted the Coles Sports Equipment campaign and the Woolworths Earn & Learn campaign and will be receiving some free Numeracy, Literacy and Science resources. Rosters were also drawn up for such duties as recess canteen, recycling, foyer display, sports room and award presentation. We ran Friday afternoon assemblies and presented class awards. We have represented the school at the ANZAC Day March and Remembrance Day.

It was a pleasure to present a cheque to the school to purchase new bricks that were laid to make a path to the office and door mats for inside the office. These were our Year 6 farewell gifts.

Alex Hanley & Andrew House

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
A total of 305 students were enrolled at Forbes North PS at census in 2015, with 33% being Aboriginal. By utilizing funding allocated through equity loadings the school was able to form 14 classes.

![Enrolments Graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.0</td>
<td>95.4</td>
<td>96.5</td>
<td>94.5</td>
<td>94.0</td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>94.2</td>
<td>96.1</td>
<td>95.2</td>
<td>94.0</td>
</tr>
<tr>
<td>2</td>
<td>93.3</td>
<td>95.0</td>
<td>93.6</td>
<td>94.2</td>
<td>94.4</td>
</tr>
<tr>
<td>3</td>
<td>92.7</td>
<td>93.0</td>
<td>96.2</td>
<td>93.9</td>
<td>93.1</td>
</tr>
<tr>
<td>4</td>
<td>95.2</td>
<td>94.5</td>
<td>93.2</td>
<td>93.2</td>
<td>93.2</td>
</tr>
<tr>
<td>5</td>
<td>95.7</td>
<td>94.7</td>
<td>93.5</td>
<td>91.6</td>
<td>93.7</td>
</tr>
<tr>
<td>6</td>
<td>93.2</td>
<td>95.5</td>
<td>94.5</td>
<td>94.1</td>
<td>88.5</td>
</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td>94.5</td>
<td>94.9</td>
<td>93.9</td>
<td>93.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
<td>94.4</td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
<td>93.8</td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
<td>94.0</td>
</tr>
<tr>
<td>3</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
<td>94.1</td>
</tr>
<tr>
<td>4</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
<td>94.0</td>
</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
<td>94.0</td>
</tr>
<tr>
<td>6</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
<td>93.5</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
<td>94.0</td>
</tr>
</tbody>
</table>
Workforce information
Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.000</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.000</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9.000</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.420</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.400</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.800</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.300</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.953</td>
</tr>
<tr>
<td>Other positions</td>
<td>1.040</td>
</tr>
<tr>
<td>Total</td>
<td>21.913</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two full-time permanent Aboriginal staff members were employed in 2015, being an Aboriginal Education Officer and an Aboriginal Teacher.

1 other Aboriginal teacher was employed on a temporary full-time basis. 4 other Aboriginals were employed as part-time Learning Support Officers.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation Financial information

Ongoing professional learning for teaching and support staff is a key element of ongoing school improvement. All staff at Forbes North Public School participated in professional learning throughout 2015.

All staff participated in mandatory training in Emergency Care, Anaphylaxis training, Child Protection and Code of Conduct updates during the course of several Staff Development Days.

Teaching staff also undertook training in several aspects of the Australian Curriculum including familiarization with the new History and Geography syllabuses. Additional professional learning also took place in Reading Recovery, L3, L2, Reading to Learn, Maths Matters, Teaching Early Numeracy, Speech, Language and Communication, Understanding Hearing Loss, Understanding Autism, Behaviour Management, Disability Standards and the National Consistent Collection of Data.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>198802.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>341114.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>714104.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>49055.71</td>
</tr>
<tr>
<td>Interest</td>
<td>9385.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24881.73</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1337344.73</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>53811.79</td>
</tr>
<tr>
<td>Excursions</td>
<td>25322.48</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>61077.84</td>
</tr>
<tr>
<td>Library</td>
<td>1687.71</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1863.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>595807.73</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>70534.17</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32786.79</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>63138.68</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13050.01</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>17219.22</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5651.88</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>941951.82</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>395392.91</td>
</tr>
</tbody>
</table>

Of the twelve staff members required to show accreditation through the Board of Studies/Teaching and Educational Standards (BOSTES), nine have reached the level of Professional Competence with the other three in the beginning stage of their careers.

Forbes North PS invested approximately $52,079 (including teacher relief) in Professional Learning during the 2015 school year, an average of approximately $2,900 per teacher, an increase of approximately $500 per staff member.
Professional Learning

Staff participate in many learning opportunities throughout the year.

Succession planning is a key element in school planning. Staff are encouraged to volunteer in leadership positions and attend professional learning such as Growth Coaching, Western Primary Principal Conference, Stronger Smarter Leadership Program and to lead teams in curriculum development in collaboration with other schools.

These opportunities allow the staff to remain up to date in the latest educational processes and are encouraged to maintain high expectations.

Beginning Teachers

Forbes North PS employs four teachers in the beginning stages of their careers. None of these four staff members are permanent however the school continues to invest in their professional learning and provide opportunities for them to meet their accreditation requirements.

Community Partnerships

Ray White Rural Community Partner

In 2015 Ray White Rural committed to a partnership to assist the school with different aspects within the school to emphasise community/school partnerships.

Ray White staff have volunteered to assist with cooking barbecues for specific school functions such as sports days, open days and the schools presentation day.

Forbes North Public School appreciates the commitment of Ray White Rural in strengthening community partnerships.

Good Start Brekky Club

Our School Brekky Club is a partnership with Australian Red Cross and Forbes Services Memorial Club and provides brekky every School day. In 2015 our wonderful volunteer staff of 25 people prepared and amazing 7,566 breakfasts with an average of 39 per day.

Forbes SaCC

Our School has a Schools as Community Centres on site which services families in the Forbes community. Groups for families with young children are run every week and supported by services such as Community Health, Parkes Family Support Service, Australian Red Cross and more. Our Facilitator has an office in our School and also works with community events such as Reading Day and Forbes Food Revolution.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Teaching and Learning

- 100% said it was ‘Very Important’ or ‘Important’ that staff participated in relevant Professional Learning
- 90% said it was ‘Very Important’ or ‘Important’ to have small class sizes
- 100% said it was ‘Very Important’ or ‘Important’ to have access to specialist support for children’s learning
- 95% said it was ‘Important’ or ‘Very Important’ for our school to work closely with neighbouring schools

Communication

- 95% access the printed newsletter
- 70% use the School App
- Only 20% use the website
- 85% stated that they attend parent-teacher interviews
- 30% stated the school had never contacted them to discuss their child’s progress
- 20% stated they have never contacted the school to discuss their child’s progress
- 30% said they contact the school regularly
- 65% stated they only contact their child’s teacher ‘if they think it is necessary’, ‘only when asked to’ or ‘hardly ever’
- 100% said it was ‘Very Important’ or ‘Important’ to have regular contact with their child’s teacher

Community Involvement

- 100% of respondents indicated they were currently involved in the school in one or more of the ways mentioned
- 100% of respondents indicated they would like to be involved in the school in one or more of the ways mentioned
- Only 10% indicated that they would like to be involved in school planning

Policy requirements

Aboriginal education

With 33% Aboriginal enrolment Forbes North places significant emphasis on the teaching of Aboriginal language and culture across the school as well as programming all lessons to incorporate Aboriginal perspectives and the 8 Ways of Knowing.

During 2015 the Wiradjuri language was taught to all classes from Kindergarten to Year 6. Wiradjuri is taught through games, singing, music, dance, writing and speaking in language to each other. Senior classes attempted to write their own dreaming stories while replacing English words with the equivalent Wiradjuri word. These stories were then made into class books. All junior students, both indigenous and non-indigenous thoroughly enjoy learning the language and are able to recognise many Wiradjuri words.

As well as performing at many local and regional events the Wiradjuri Choir ran Kids Teaching Kids language activities which included teaching the Greeting song, Heads, shoulders, Knees and Toes song, as well as teaching basic animal names, numbers and body parts and family names. Our Students were complimented by Elders, committee members and teachers for their professional delivery of the activities.

Forbes North Public School receives funding due to the number of Aboriginal students enrolled and the percentage of our total student population these students represent.

In 2015 this funding was used to employ a full-time Aboriginal Education Officer (AEO) and 2 Aboriginal
School Learning and Support Officers (SLSO), one for 20 hours per week and one for five hours per week.

This funding was also utilised to supplement and support the delivery of our Wiradjuri Language Program (see item on Wiradjuri Language).

**Multicultural Education and Anti-racism**

33% of students from Forbes North Public school are of Aboriginal descent and a further 62% are of Anglo-Saxon descent. It is with this in mind that the need to look at cultures beyond our own is valued with such importance. HSIE provides the vehicle to study other cultures and encourage an attitude of tolerance and respect in students for those different to themselves. In particular the students investigated our nearest neighbours and links to the global community during HSIE lessons. Students also participate in research activities for the CWA International Project.

**Learning and Support**

Forbes North Public school has two learning and support teachers working 4 and 3 days a week respectively. The Learning and Support Teachers, through the school’s learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. The role is underpinned by a collaborative and consultative approach so that the student and/or their parent or carer is actively involved in the student’s education.

The Learning and Support Teachers work collaboratively with the classroom teacher to support assessment for learning, personalised adjustments and teaching strategies for their students with additional educational needs and identify specific learning and support needs. Direct support for students with additional learning and support needs is provided through a range of strategies including the areas of social integration, language and communication, literacy, numeracy, vision and hearing screening, fine and gross motor programs, speech pathology and behaviour monitoring.

**Speech Pathologist**

Forbes North Speech Pathologist Emily Pavey has been working within the school for the past 8 months supporting students who exhibit a full range of communication disorders, including language, articulation (speech sound disorders), fluency (stuttering), voice/resonance, and social communication needs. Emily also works with students who have communication problems that may affect success in classroom activities, literacy, and learning. Emily provides one on one and group intervention in the school setting, and also engages with teachers, support staff and families to devise goals for the classroom as well as the home. Within the school setting, Emily administers a range of speech and language assessments, and provides comprehensive reports containing assessment results, recommendations and individualized programs to be implemented at school and at home. Emily is thoroughly enjoying working with the students at Forbes North and is very passionate about helping them reach their speech and language goals.

**Reading Recovery**

The Reading Recovery Program continued to run effectively in the school during 2015 with regular communication with Year 1 Teachers, L.A.S.T., Instructional Leader, Teachers and Parents being the key to success. Seven students successfully discontinued from the program and were able to transfer the strategies learnt for Reading and Writing back into classroom practice. Notable results were achieved by Chloe Reid entering the program at text level 1 and discontinuing on text level 16, Hayden Howarth beginning on level 5 and discontinuing on level 17, and Riley Smith commencing at text level 10 and discontinuing on Level 20.

Sue Hoey, Reading Recovery Teacher
Birth to Kinder

2015 has been a busy year where we have developed and created annual events and we have delivered some great teamwork from our team and community members. The committee has strived to continue support for reading from birth, through our Book for Newborn Program, consolidation of our “Link to Learn” School information which is in its second year, Bin-A-Book initiatives, Simultaneous Reading Day and of course our Reading Down Town Day. It has been wonderful to see the Forbes community became more involved in our Reading Down Town Day and it is essential to acknowledge the support of Forbes Town Library, Mainly Music and the Forbes Country Music Association in all their time and commitment to children activities. The committee have been blessed as an organisation to have volunteers of Red Bend students who were exceptional with the set-up and assistance of activities on reading day.

Birth to Kinder is a small community represented committee who have managed with minimal funding and it is great to see the commitment of all those involved, especially when it takes time out of peoples already very busy days.

During book week a poster competition was held for the book Children’s Book Council theme “books Light up our World”.

All students created a poster in Library lessons and the winners from each class chose a book to keep. Pictured are some of the winners with their chosen book.

During term 3 the transition from OASIS to Oliver began with Oliver being fully implemented in Term 4. The new operating system has been much easier to use.

Additional iPads were purchased for the library and to use for the Primary Enrichment Program.

Library

During 2015 43 students from K-6 completed the Premiers Reading challenge. This was a wonderful response and improved on from 2015. Students loved reading all the new books which were placed in the library.

Garden/Science

Garden science has continued to be a curriculum area that provides a unique way for students to explore the world around them in an exciting and motivational setting. Forbes North school garden science lessons provide out of doors science lessons for all students Kinder to year 6. The school's extensive fruit and vegetable garden provides the starting point for all biological science units. Physical, chemical, biological and earth and space science units are all carried out in the school out door learning area. All units taught in garden science are linked to the new Australian science curriculum.
Science inquiry skills of questioning, predicting, planning, processing, analysing data and communication in groups is fostered during garden science lessons. The children enjoy working in groups conducting experiments in all science strands.

Planting, caring for and harvesting produce in the school garden underlies the Kitchen garden program at Forbes North. Caring for school hens and egg collection expands animal husbandry knowledge. Students are involved in weekly kitchen lessons planning menus, harvesting produce and preparing that produce in the school kitchen. Science, mathematics and literacy links are fostered throughout the Kitchen/garden science program.

Environmental science is a growing focus area at Forbes North School. Many environmental projects stem from the kitchen /garden program.

Community links are fostered by the school garden in many ways. Produce is entered in the Bedgerabong and Forbes shows, Forbes Horticultural Society exhibition, Forbes Geranium Club exhibition, school fete and regular Rotary markets.

**Debating and Public Speaking**

In 2015, the debating team consisted of Maddison Lewin-Howard, Eboni Whalan, Emily Gartner and Laura Campbell. We participated in the Western Challenge Debating competition where we took part in three debates. Round one, was hosted by Eugowra Public School and the topic was “Pocket money should be earned.” Our team spoke extremely well and we were awarded the win for this debate.

For round two, Forbes North travelled to Forbes Public School to debate the topic “Computers should replace books” It was another tough debate however our team was successful and we were awarded the win.

The third Western Challenge Debate topic was “All children should do homework” against Mulyan Public school. The team did a wonderful job and it was a very close debate. Unfortunately, the debate was awarded to Mulyan Public School. Our debating team put a great amount of time and effort in to each debate. It was very pleasing to see the team learn so much from each debate.

Forbes North also participated in the debating section of the RH Lyton Cup against St Laurence’s and Forbes Public. We debated St Laurence’s on the topic of “Sporting stars are good role models.” The debate was very close and the two adjudicators both liked different schools. After much deliberation, the debate was given to St Laurence’s.

In the Public Speaking section of the RH Lyton Cup, our senior team consisted of Georgia Tincknell and Jessica Ashcroft. The senior team was Matty Duke and Faith Cowan. All representatives spoke very well and Georgia was awarded third place.

In Public Speaking, Forbes North also participated in the Country Women’s Association of NSW Oxley Group Public Speaking Contest. Our senior candidates were again Georgia Tincknell and Alex Hanley. Our junior candidates were Tait Ryan and Emily Molloy. All speakers spoke extremely well however no candidate received a place in this competition.

**ICAS University of NSW Competitions**

During 2015 15 students participated in the ICAS Competitions.

The International Competitions and Assessments for Schools (ICAS) is an independent, skills-based assessment program which recognises and rewards student achievement. ICAS is unique, being the most comprehensive generally available suite of academic assessments for primary and secondary school students.

Forbes North results were as follows:

**Maths**

Year 2 - 1 Credit
Year 3 - 1 Distinction
Year 4 - 1 Credit
Year 5 - 1 Credit
English
Year 3 - 1 Credit
Science
Year 6 - 1 Merit

Chess Club

During 2015 Chess Club operated every Friday in the school library, attracting both experienced players and those new to the game. Between 6 and 20 students from Kindergarten to Year 6 attended on a casual basis led by one of the school’s Learning and Support Teachers. A member of Forbes High School’s Chess Club attended each week, assisting with skill development and encouraging new players. Attendees showed great enthusiasm. Chess Club supported the development of language and communication skills and provided students with a safe and stimulating environment in which to form new friendships. Chess Club will continue in 2016.

Primary Enrichment Program (PEP)

A pilot PEP program was introduced during term 4 to extend and enrich selected students from stage 2 and stage 3. Classes meet weekly to study HSIE, led by one of the school’s Learning and Support Teachers. Emphasis was placed on self-directed learning, critical reflection, collaboration and the use of technology. Students displayed high levels of motivation and creativity in their quest to extend their knowledge and communicate their discoveries in a range of engaging mediums. Due to the success of the program it will continue in 2016.

“Education is not the learning of facts. It is rather the training of the mind to think.” Albert Einstein.

English as an Additional Language or Dialect (EAL/D)

FNPS employed one EAL/D teacher one day per week to design and implement a program to support the English language development of a Child of Deaf Adults (CODA). Explicit teaching of social conventions, listening habits, sentence structure and vocabulary building formed the basis of instruction. Lessons also incorporated the student’s first language, AUSLAN supporting the use and development of this valuable skill.

Aboriginal Education

Wiradjuri Language

During 2015 the Wiradjuri Language program was taught to all students from K-6. Ms Tomkinson was our tutor again this year. She taught all 14 classes over the fortnight. Indigenous and non-indigenous students participated in these lessons. With the purchase of new resources, such as the second Wiradjuri dictionary Ms Tomkinson was able to introduce new words in Stage 2 and Stage 3. She extended the student’s knowledge of animal and family names, verbs, kitchen words and location words. Students continued to use ‘hands on’ activities to consolidate their understanding of the Wiradjuri language.

Once again Forbes North promoted a positive understanding and acceptance of the Wiradjuri language and culture within the wider community. Signs were erected at all entrances and the school hall acknowledging that our school is on Aboriginal land and respecting the elders past and present. These signs have been well received by our Aboriginal community.

The Wiradjuri Choir continues to be a popular extra curriculum activity consisting of 28 indigenous and non-indigenous students from years 3-6. These students gave up some of their free time during lunch time and outside of school hours to practise
and perform, singing songs in Language and English. One of the highlights was performing the finale for the ‘Welcome to country’ performance during the River Arts Festival Weekend. The choir represented Forbes North enthusiastically and respectfully on every occasion which has contributed to the wider community recognising the positive actions taken by Forbes North to strengthen the relationship between the school and the Indigenous community.

**Norta Norta**

During 2015 7x Year 4 and 4x Year 6 students were supported in classrooms to deliver a program and implement strategies based on the identified learning support needs of the targeted students through analysis of the 2014 NAPLAN data. This was completed through in class tuition, pairs and in small groups. This was done in consultation with parents, Learning Support teacher and class teachers to develop Individual Education Plans for these students which were implemented by the Aboriginal Tutor.

100% of students in Year 4 increased their reading level through the year some as much as 9 levels. One student attained level 30. 71% of students in Year 4 displayed good attendance patterns and increased level of engagement. 57% of students improved in Spelling and 71% displayed a commitment to completing homework.

In Year 6 50% of students were reading at text level 30 and 50% showed a reading fluency at above 80 words per minute. 75% of students have an increased comprehension level. 75% of students have displayed good attendance throughout the year. 75% of students display a high level of engagement.

Two members of the Local Aboriginal community were employed as Norta Norta Tutors.

Parents who attended the review meetings to discuss the progress of their children commented favourably on the work of the tutors, expressing their support and appreciation of the work the tutors undertake with their children.

**Performances**

Forbes North was very privileged to have three entertaining and educational performances during 2015. Every performance was creatively delivered by a variety of performers from School Performance Tours. The performances all linked to various parts of the curriculum and social development of students.

‘Dinosaur Science’ in Term One was the first performance of the year. This performance was very educational and linked to parts of the Science curriculum for the year. It was delivered through puppetry, music and story-telling and students were told many interesting facts. Also, during the performance, the students had the opportunity to build a replica of a dinosaur and gain an understanding of parts of its anatomy.

In Term Two the performance ‘My Friends and I’ the issue of positive relationship building and the understanding of other people. Music, puppetry, role-play and story-telling was used to educate assist in developing positive skills in establishing strong, healthy relationships with a variety of people in various social situations.

The final performance of 2015 was ‘Journey to the Centre of the Earth’. It was a magical, mystical combination of special effects, story-telling, puppetry and comedy which told of the journey of a young, enthusiastic scientist. This was an excellent way to complete the year’s performances as it was a wonderful reminder to students of the joy of reading and story-telling.

**Sport**

2015 proved to be another successful year in Sport at Forbes North Public School. Students from Years 3-6 represented the school in a variety of PSSA sports including: Netball, Rugby League, Boys Soccer, Boys and Girls Touch Football, Swimming, Athletics and Cross Country. Several students were successful in gaining places in District and Area carnivals in Swimming, Athletics and Cross Country.

Forbes North had a record number of students selected to participate in local trials in Rugby League and Soccer. Of these students, 12 were successful in gaining a place to try out in the Area trials in Dubbo.
One student, John Dietrich, was chosen to represent Western Area in the State Rugby League trials in Sydney.

The school had a number of visiting sporting representatives throughout the year including Milo Cricket and Rugby League 7’s. These events created pathways for our students to join the local cricket and football clubs. 40 students across years 3 to 6 were selected to participate in the Russell Richardson Cup and David Peachey Shield in Cowra in Rugby League.

Selected students in Years 2-6 participated in the School Intensive Swimming Scheme during a two week period in Term 4. This program is aimed at developing the students’ confidence in and around water. Students are also taught the correct stroke and necessary skills to survive in the case of an emergency. Students are taught by Miss Claudia Symon and Miss Danielle McManus, who are accredited AUSTSWIM teachers.

**Crunch and Sip**

The Crunch & Sip program has continued throughout 2015. Students are encouraged to bring in healthy snacks to eat during class fruit break; and drink water during the day. Woolworths has come on board this year and donated two boxes of fruit each week to divide amongst students to ensure all students are eating a piece of fruit each day. During Fruit ‘n’ Veg month, students were involved in classroom activities that centred around making healthy eating choices.

**Winn’s Retirement**

2015 was Mrs Winn Sideris’ final year teaching at Forbes North Public School. Mrs Sideris started her education as a student at Forbes North Public School.

Mrs Sideris arrived at Forbes North in 1979 and has had a long and productive career dedicating her time to improving outcomes for students, staff, community and the school. An outline of her career follows with some of the highlights listed.

Although her official retirement isn’t until June the school wanted to acknowledge her outstanding contribution to public education and especially to the students of Forbes North Public School

1978  Posted as reserve teacher to Blacktown West for 2 days. Transferred to Lithgow Public (Year 4 then Year 3)

1979  T3 (only 3 then) to Forbes North to replace Olya Willis on Kindergarten (maternity leave)

Taught various junior classes and combinations until end 1985

**Sporting Schools**

In 2015 we saw an end to the After School Sports Program and saw the beginning of a new program called Sporting Schools. Sporting Schools is an Australian Government initiative designed to help schools increase students participation in sport and to connect children with community sport.

To kick off of our Sporting schools program we had about 55 students participate in an AFL clinic run at Forbes North. These students learnt many AFL skills and developed many of their other skills including kicking, passing and tackling, students also had the opportunity to play a few games of AFL each week. 3 coaches come each week to help our students master these new skills. It was great to see so many students get involved and learn these new skills.

Term 4 hit off with a Hockey clinic, also run at Forbes North. Students were shown the correct way to hold hockey sticks as well as how to hit, trap and pass hockey balls. We had approximately 50 students participate in hockey some very experienced hockey players and some interested in learning a new sport.

Funding for this program has enabled our school to purchase sporting equipment and has provided us with coaches and transport for a variety of different sport activities. With such a huge success in its first year here at Forbes North, I am looking forward to seeing many new faces in 2016 to learn new games and have fun.
1 term off in 1982 when Dannielle was born

1986 Year 4 – 1½ terms off – Ben born
Various class/stage combinations including 2/3 (low achievers), 4/5 (high achievers), learning/behaviour class of mainly boys (14)

2007 Appointed Assistant Principal in June

2012 Relieved as Principal for Term 4
Also, Relieving Principal at various times from 2013-2015 (especially in 2014 as nearly every week)

Introduced/ran Fitness 4 Schools for 2 years
Introduced/ran AASC for 6 years
PSSA Coordinator for 15-16 years
Cross Country Coordinator for school and district for 15 years
Swimming Carnival for 22 years
Parliament Coordinator for 10+ years (Fundraising Portfolio too)
Coordinated Wenban Spelling & R.H. Lytton Orator’s Comp.
Introduced/Coordinated Premier’s Sporting Challenge – 10+ years
Biggest Morning Tea – annual fundraiser for 12 years
Major events:
• Purple Week – raised over $5,000 for Brodie Dukes
• Fundraiser for Cancer Council (in memory of Mrs Warner) - $1,000

Introduced Public Speaking Contest in 2011 to replace Forbes Orator’s Comp.
Staff welfare - Tea/coffee/milk (15/20 years), birthday cakes, special birthdays, baby bundles, fun morning teas (St Patrick’s Day, Red Nose, Pancake Day, Pink Ribbon)
Anti-racism
ARCO (8-10 years)

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Steve McAlister, Principal
Michele Morley, Assistant Principal
Winn Sideris, Assistant Principal

School contact information
Forbes North Public School
Thomson Street
FORBES NSW 2871
Ph: 02 6852 2187
Fax: 02 6852 1452
Email: forbesnth-p.school@det.nsw.edu.au
Web: www.forbesnth-p.schools.nsw.edu.au
School Code: 4100