Forbes North Public School

Annual School Report

2012
Our school at a glance

Students
A total of 267 students were enrolled in 2012, with 30% being Aboriginal. Through the National Partnership Program, the school was able to form 14 classes.

Staff
The 2012 executive staff consisted of 5 members – a principal, 2 assistant principals, a relieving assistant principal and an additional assistant principal employed through the National Partnerships Program. A third assistant principal was engaged on higher duties in another school with a temporary teacher was employed to fill this vacancy. There were 7 classroom teachers, a Reading Recovery teacher, Teacher Librarian and a Release teacher. With National Partnerships funding, the school employed 3 temporary classroom teachers.

The majority of these teachers will be on staff in 2013. There will also be a new principal.

Significant programs and initiatives
Forbes North has continued to implement L3 (Language, Literacy and Learning) and Best Start in Kindergarten and Year 1.

The Link Up to School Program has completed its 11th year, significantly contributing to a larger number of Kindergarten enrolments.

The Stephanie Alexander Kitchen Garden Program has further increased student engagement and interest in growing, harvesting and preparing meals, with a number of students using gained knowledge at home.

The Wambinya Early Years Program has provided support for Stage 1 indigenous students who scored 0 on their Best Start comprehension assessment. This led to improved reading and comprehension results.

Student achievement in 2012
In NAPLAN, Year 5 girls (17 students) have improved by 33 scale scores from the 2011 data in the test aspect of Reading. They are also 24 scale scores above the state average growth in Reading.

In NAPLAN, 33% of the Year 3 students achieved in the top 2 bands of Writing. In Grammar, 36.8% of Year 3 students achieved in the top 2 bands.

Messages

Principal’s message
Forbes North has continued to grow, even though we didn’t reach the expected number of enrolments. In 2013, it is anticipated that we will exceed 290 students.

During term 3, the school was recognised for its growing reputation of having a positive school culture. Mr Thurston, Mr Doyle, Mrs Scott and Mrs L Hoey were asked to give a presentation on “Creating a Positive School Culture” at the Leadership Forum in Dubbo.

The many successful programs being conducted both in and out of the classroom, to address the learning needs of all students, have contributed to this reputation. Such programs include the Link Up to School Program, an early school transition program; Literacy programs like L3, Reading Recovery, Reading to Learn, Wambinya Early Years Program and Best Start, the Stephanie Alexander Kitchen Garden Program and Wiradjuri Language Program.

The dedicated team of quality teachers and committed non-teaching staff, encourage all students to be the ‘best possible person that they can be’, both academically and socially.

Major achievements in 2012 include:

- Bronze Award for Jump Rope for Heart participation
- Winning the PA&H Association Most Successful Exhibitor in 3 sections – Vegetables,
Mr Phil Thurston will be retiring at the end of 2012, after 22 years as Principal at Forbes North. In this time, he has worked diligently to build the school’s reputation and to increase enrolments. He introduced and developed programs such as Link Up to School, the current student welfare program and the Stephanie Alexander Kitchen Garden Program.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Winn Sideris, Relieving Principal

P & C message
The P&C is pleased to report another successful year of fundraising for our school. We raised money for those much needed extras that are not covered by the school’s budget but in our opinions, will make a difference in the education or health and safety of our children.

Our school would not function as well as it does without the invaluable help of its volunteers, with many of these being parents and grandparents. I believe that volunteering reinforces in our children the importance that we place on their education with many of these children going on to leadership roles within the school.

Becoming a P&C member and attending meetings is a great way of beginning your involvement within the school. What can be expected at a P&C meeting?

- Almost always attended by the school principal
- We are made aware of important issues and events within or concerning the school
- We are able to discuss any concerns we have as parents with the principal
- Plan fundraising and discuss how best to spend monies raised
- Meet other parents and discuss ideas

This year we also said goodbye to our principal of many years Mr Phil Thurston. Mr Thurston has always made himself available for P&C meetings and I could count on one hand the number of times he has failed to attend a meeting in my 8 years at the school. He has always made us a priority and I would like to wish him well in his retirement.

Most of our fundraising this year was directed towards the building of our dining room with the P&C contributing $10,000. Our thanks must go to Mrs Maree Yapp for her successful grant application to Transgrid which secured a further $10,000, ensuring that the building was completed this year.

Thank you to the teachers who put in so much effort during our major fundraiser, the school fete. And finally, to the hard working parents who are always there to put their hands up to help us out - thank you.

Wayne Markwort, P&C President

Student representative’s message
Various fundraising activities for charities were conducted by School Parliament. These included Jeans for Genes Day, Bandanna Day, Crazy Hair Day (Cystic Fibrosis), Daffodil Day, Pink Ribbon Day and the Biggest Morning Tea. We raised a total of $1,389.75 for these organisations. School fundraising activities included Adidas Fun Run, Easter pick-a-stick, can recycling, a talent quest, discos and lunch-time sport. In May we held a fundraising day (lolly bags, donations and a disco) for the Cancer Council. We donated $1,063.60 in memory of Mrs Warner.
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 Monday morning assemblies and presented class awards. We have represented the school at the ANZAC Day March and Remembrance Day.

As school captains we travelled to Sydney to accept the 2012 Learning for Sustainability Award for the Kitchen Garden Program and our School’s Environmental Management Plan.

It was a pleasure to present a cheque to the school to purchase new feather house flags and house banner flags. These were our farewell gifts.

Courtney Hanley & Kristian Markwort
2012 School Captains

School context

Student information

Forbes North Public School has experienced significant growth in recent years and has an anticipated enrolment of 290 students in 2013. 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. There is a strong emphasis on improving student Numeracy and Literacy through Reading to Learn, Best Start and L3, with a focus on engaging students through interactive whiteboard technology for improved learning. 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 learning, 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’.

Student enrolment profile

The school had 267 students enrolled in February 2012: 143 boys and 124 girls. 30% of students were Aboriginal. Continuing growth is expected in 2013, with 50 kindergarten students enrolled.

![Enrolments graph]

Student attendance profile

The 2012 attendance rate was 94.5%, a slight increase on 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>93.8</td>
<td>94.3</td>
<td>95.0</td>
<td>95.4</td>
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<tr>
<td>1</td>
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<td>94.6</td>
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<td>95.3</td>
<td>91.3</td>
<td>93.3</td>
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<td>3</td>
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<td>92.7</td>
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<td>4</td>
<td>91.8</td>
<td>94.8</td>
<td>95.2</td>
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</tr>
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<td>5</td>
<td>91.5</td>
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<td>95.7</td>
<td>94.7</td>
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<td>6</td>
<td>91.0</td>
<td>91.2</td>
<td>93.2</td>
<td>95.5</td>
<td></td>
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<tr>
<td>Total</td>
<td>92.5</td>
<td>93.2</td>
<td>92.8</td>
<td>94.2</td>
<td>94.5</td>
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</table>
Management of non-attendance

Parents are encouraged to contact the school by phone if their child is going to be absent from school. Parents are required to provide the school with an acceptable explanation within seven days of the absence. Parents are informed in writing if their child’s attendance is a matter of concern. The school reviews the attendance of students at weekly Learning Support Team Meetings and attendance improvement plans for individual students are developed as necessary. In cases where attendance continues to be a concern, a referral is made to the Home School Liaison Program for further investigation and if the matter cannot be resolved referral will be made to the Department’s solicitors for legal action. In serious cases referral may be made to Community Services for Educational neglect.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8.000</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
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<tr>
<td>RFF Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<td>PSP Funding Scheme</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.532</td>
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<tr>
<td>Total</td>
<td>19.064</td>
</tr>
</tbody>
</table>

Two full-time permanent Aboriginal staff members were employed in 2012, being an Aboriginal Education Officer and an Aboriginal Teacher.

5 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>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Staff retention

For the duration of 2012, Assistant Principal Michele Herbert, relieved as Principal at Middleton Public School. Mrs Sharon House gained a permanent classroom teacher position in May and Miss Amanda Acheson was appointed permanent School Administration Officer in June. Also, in term 2 we were saddened by the passing of Mrs Bronwyn Warner.

At the end of 2012, Mr Phil Thurston retires as Principal and Mr Steve McAlister will take up the role in 2013.

Miss Anne Bryant took leave in semester one, relinquishing her classroom teacher position late in semester 2.

Miss Carmel McMurray successfully gained the Principal’s position at Eugowra Public School, commencing in Term 2.

Temporary classroom teachers remained the same.

In term 3, with Every Student, Every School we gained a learning and support teacher, Mrs Sue-anne Nixon, for 4 days per week.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>110959.32</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>318936.87</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>711259.90</td>
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Expenditure

<table>
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<th>Key learning areas</th>
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<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>791.23</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>School-operated canteen</td>
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<td>Capital programs</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

Structure of classes

<table>
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<th>Roll Class</th>
<th>Year</th>
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<td>16</td>
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</tr>
<tr>
<td>KS</td>
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<td>20</td>
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<td>3M</td>
<td>3</td>
<td>19</td>
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</tr>
<tr>
<td>3/4D</td>
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<td>13</td>
<td>20</td>
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<tr>
<td></td>
<td>4</td>
<td>7</td>
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<td>3/4R</td>
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<tr>
<td>5/6E</td>
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<td>7</td>
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<td>24</td>
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<tr>
<td></td>
<td>6</td>
<td>16</td>
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</table>

School performance 2012

Achievements

Music

Once again, students were provided with an opportunity to experience the talents of quality professional performances by Jacana and Zeeko. Jacana comprised of four talented musicians. They played contemporary classical music while teaching the students many facts about the instruments they used. Zeeko was a trio performing largely original music which explored nature and the relationships different cultures have with it. Many of their instruments were hand-made from natural items found in the environment.

School Choir

The FNPS School Choir is made up of a mixture of K-6 students who participate in singing practice at the school once a week. This year the choirs have competed in the Forbes Eisteddfod, at school events and are currently working on their performance for the Forbes Carols by Candlelight in December.

Arts

Heritage Week

Forbes North participated in the Forbes Heritage Week celebrations which took place from Saturday 5th May to Sunday 13th May. The theme set by the National Trust of Australia for 2012 was ‘Amazing Stories – Innovation and Invention’.

Students entered work in both Art and writing categories and winners from our school were:


Art: Any Medium – Highly Commended KH ‘The Historic Gold Rocker Box’
Maggie Wallace was selected to participate in the Area netball team. Tyler Murphy and Charlie Staines were both selected to participate in the State Rugby League Western team at Hoxton Park and Leeton.

The school had a number of visiting sporting representatives including the ARL Blitz, Go-Go Golf, AusCricket and AFL and Touch Football Gala days. These programs provide all students in Years 3-6 with opportunities to participate in modified games and learn the skills required for each sport.

Girls from Years 3-6 competed in the Touch Gala day and boys from Years 3-6 competed in the Russell Richardson and David Peachy Shield, playing rugby league.

Students in Years 2-6 participated in the School Special Swimming Scheme during a two week period in Term 4. This is an excellent program where students are taught the correct stroke and necessary skills to survive in and around water. Students are taught by Mr Nick Doyle and Mrs Katrina Leslie who are accredited AUSTSWIM teachers.

Premier’s Sporting Challenge

All students in Years 3-6 participated, receiving an overall gold certificate. There were 29 diamond, 56 gold, 35 silver, 18 bronze and 7 encouragement awards earned by the students.

LaTonya Mailes and Charlie Staines were successful in making it to the State Athletics Carnival in Sydney. LaTonya threw a personal best of 21.79 metres in discus. Charlie, in the 200m sprint, gained 8th place overall and ran an impressive 28.43 seconds. LaTonya and Charlie have both demonstrated outstanding efforts in Athletics this year.
**Active After School Community Sports (AASC)**

AASC is in its eighth year at Forbes North. 2012 saw Mrs Michelle Ross take over the coordination of the program. AASC is a great program to get children involved and exposed to an active lifestyle, whilst being provided with a nutritious afternoon tea. The program runs twice per week for seven weeks each term. K-2 participated on Wednesdays and Years 3-6 on Thursdays for 90 minute sessions. We have experienced significant growth in participation numbers and have seen new AASC deliverers being trained. Sessions were run by registered deliverers Del Mulligan and Anna Mraz. Students were exposed to many different activities including: dancing, tennis, hockey and multisport activities. Forbes North was also able to purchase new equipment to use during AASC sessions throughout the year.

**Other**

**Wenban Spelling Shield**

The Year 6 team of Charlie Staines, Daniel Robb-Potts, Chelsea Turner & Daniel Mewett (reserve) fought hard in the annual competition against St Laurence’s School and Forbes Public School. It was only in the final round that the team was unsuccessful in retaining the shield.

**Kids Teaching Kids**

Kids Teaching Kids is a program designed to engage students in learning about the environment through student lead workshops and presentations. During Australia Post Kids Teaching Kids Week participating students present their workshop within their school and local community.

In 2012, the Western area Kids Teaching Kids conference theme was The Year of the Farmer. Schools selected topics along the lines of sustainable production, the weather and conservation on farms.

Our focus for 2012 was ‘No Dig Gardening’. Students at Forbes North took part in fortnightly garden lessons and actively learnt about the positive effects no dig gardening had on soil quality and salinity levels in areas in which they were used. This knowledge was then shared with other schools around the region at the local Kids Teaching Kids conference held at Corinella Public School.

Chelsea Turner, Kaitlyn Wright, Daniel Mewett, Tijuana Richards, Johnathan Bing, Jacob Howarth, LaTonya Mailes and Kaidyn Haynes were the lucky and talented students chosen to present at the western area Kids Teaching Kids Conference where they not only learnt about a wide range of environmental issues through attending workshops, but gained a range of interpersonal skills such as increased self-confidence, leadership and public speaking skills.

**Premier’s Spelling Bee**

John Darcy, Charlie Yapp, Iesha Mackay and Charlie Staines represented the school at the Regional Spelling Bee finals in Molong on Monday 17 September. There were some very talented spellers and the word lists were extremely difficult. All four students performed well with Iesha making it to round 2, Charlie S to round 3, and John and Charlie Y to round 4. A great effort by all students.

**Premier’s Reading Challenge**

2012 was another very successful year for the Premier’s Reading Challenge at Forbes North, with 52 students from K-6 completing the Challenge. This year, two students were awarded their gold certificates, which means that they had successfully completed their Challenge every year for four years. Congratulations to Jessica Ashcroft and Andrew House. We must also congratulate three Year 6 students who received their platinum certificates. This meant that these students have participated in the P.R.C. from Kindergarten through to Year 6. Congratulations to Kristian Markwort, Melissa Taylor and Chelsea Turner. A great achievement!
Public Speaking
Johnathan Bing, Paige Thomas, Brielle Thornton and John Darcy participated in the CWA Public Speaking held in Tullamore this year. The students enjoyed preparing and practicing their speeches on topics including ‘The Window’ and ‘Every Child should have a pet’. Students from Forbes North represented the school with pride and all came away from the day with improved confidence in speaking in front of an audience.

RH Lytton Public Speaking was held at St Laurence’s this year. Our team included Samantha Thornton, Daniel Mewett, Kaitlyn Turner and James Taylor. Daniel Mewett came third after speaking about the topic “Am I ready for high school?” He gave a very amusing speech outlining all the reasons why his parents and teachers thought he was not ready for high school.

Debating
Megan Skinner, Melanie House, Tijuana Richards, Chelsea Turner and Paige Thomas made up the 2012 debating team, which participated in the Western Region challenge. The Round One debate was held at Forbes North Public School, against Middleton Public School, Parkes. The topic for the debate was “That we are doing enough for the environment” Forbes North made up the negative team. Unfortunately the Parkes team defeated Forbes North in this debate.

“Zoos should be abolished” was the topic in the Round Two debate against Parkes Public School. Our team had an impressive debate written however, sadly Parkes Public School were forced to forfeit the debate.

Our girls travelled to Quandialla Public School to debate the Round Three debate of “We are a healthy Nation”. As the negative team our girls presented a firm case and the adjudicator had difficulty splitting the points. Quandialla however, came out successful on the day.

NAIDOC Public Speaking
Paige Thomas and Samantha Thornton participated in the NAIDOC Public speaking competition this year. They both had to speak together as a team on the topic “40 Years of Tent City”. From this experience they greatly improved their speaking skills.

RH Lytton Orator’s Award
The RH Lytton Public Speaking was hosted by St Laurence’s this year, with Forbes Public and Forbes North also participating.

Our speakers, Kaitlin Turner, James Taylor, Samantha Thornton and Daniel Mewett were fabulous representatives. Although nervous, their speeches were well-prepared and executed. Well done to Daniel for his 3rd place.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

![Graph showing percentage of students in bands for Year 3 Reading]
Reading – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Grammar & Punctuation
Numeracy – NAPLAN Year 5

- Progress in reading
- Progress in numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.
**Significant programs and initiatives**

**Aboriginal education**

8 Ways of Learning

The Aboriginal 8 ways of learning is a new initiative which has been implemented in teaching and learning programs at FNPS. This is a pedagogy framework that is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning plans, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modeled/scaffolded genre mastery, and connectedness to community. It allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques throughout their teaching. In this way, focus can remain on core curriculum content while embedding Aboriginal perspectives throughout each lesson. All staff have been accredited in 8 ways and are currently integrating 8 ways into teaching and learning programs. Using the 8 ways pedagogy allows teachers to create programs that are engaging and therefore use a variety of teaching strategies to cater for the diversity of students and to develop lessons which relate to students backgrounds and existing knowledge. FNPS also has a staff member trained as an 8 ways facilitator and a member of the RAET team.

**Wiradjuri Language**

The Wiradjuri language was taught to all students in Years 1 to 6. Mr Ron Waldrop and Ms Rachel Barker taught the students during Term 1 and 2. Unfortunately Ron Waldrop was unable to continue teaching after Term 2. All students enjoyed the musical aspect of the language and culture that Mr Waldrop introduced.

Through music, games, cooking and language all students and parents are developing an understanding and acceptance of the customs and beliefs of Aboriginal people.

The Wiradjuri Choir was the first Choir to sing the National Anthem in Wiradjuri. This was performed at the official opening of the Block Cave Learning Centre at North Parkes Mines, in front of the NSW Governor.

Throughout the year the Choir performed at numerous functions including performing at the Principals Conference in Dubbo. They performed at the Forbes Community NAIDOC Day Celebrations as well as at the Forbes Pre-School, Forbes High School and Red Bend’s NAIDOC Day Celebrations. Our Choir performed at the Community Multicultural Day Luncheon in October.

A new uniform was purchased for the Choir consisting of a Red and Royal blue indigenous artwork designed shirt and a Royal blue pleated knee length skirt – which is commented on at every event. We hope to gain further funding for 2013 to enable more tutors to be trained in the Wiradjuri Language.

![Wambinya](image)

This has been a valuable program in our Early Stage 1 and Stage 1 classrooms throughout 2012. It has seen the employment of an extra SLSO and more support for our indigenous students who scored 0 on their Best Start assessment for comprehension. Due to the extra funding and the extra SLSO time we received through this program student results in reading and comprehension were increased. All students on Wambinya reached the regional benchmark in reading and many of them achieved much higher reading levels. 50% of students reached level 3 on the Best Start continuum for comprehension which is the expected level for Kindergarten. Comprehension will be our focus in 2013 as a result of this.
Multicultural education

English as a Second Language (ESL)

During Term 4, we had a new student receiving English as a Second Language New Arrivals Program. A teacher was employed 1 day per week to provide the student with extra support, both in the classroom and in one-on-one situations. The program has been highly beneficial in providing intensive language support to enhance the student’s understanding of English conventions. As a result, the student was able to settle into the school situation and gain confidence in preparation for Year 1.

National partnership programs

The students have benefited significantly from the program’s funding over the last 2 years but the:

- continued implementation of Reading to Learn (R2L) and Best Start
- provision of professional learning in NAPLAN data analysis, Maths Matters (Phases 1-3), the 8 Ways of Learning and eiTeach
- joint schools’ creation of a Connected Learning position at AP level to facilitate professional learning in ICT
- creation of a professional learning coordinator position at AP level to support teachers in the implementation of Best Start and the completion and implementation of the Numeracy Continuum; and
- employment of additional classroom teachers to reduce student-teacher ratios, SAO to strengthen staff support and school accountability and SLSOs to provide explicit classroom support.

The combined schools’ creation of a Partnership Mentor position at PH2 level provided leadership development programs, the induction of early career teachers, data analysis training and the coordination of professional learning networks.

Although the National Partnership program finishes at the end of Semester 1 2013, the School Management Plan will enable most in-school funded programs to continue until the end of 2013.

Other programs

Priority Schools Program (PSP)

With this funding the school was able to provide additional temporary staff to ensure the smooth running of existing programs. A teacher and an Aboriginal SLSO were employed for 4 hours once a week for the Link Up to School Transition program, to improve school readiness. A garden specialist was utilised one day per week to continue enhancing student and community engagement through the Kitchen/Garden Program.

Teacher time of 0.4 was used for form an additional classroom, reducing the student-teacher ratio.

With the National Partnership Program’s use of an ICT mentor, it was necessary to purchase additional ICT equipment. This has led to improved interactive learning in the classroom.

Development of Numeracy Assessment strategies has led to consistent judgement when assessing students A-E.

OT Support

The “Get Your Motor Running” program designed by Occupational Therapist, Amanda Prince, continued to help to improve targeted children’s abilities to learn in class by achieving a calm but alert state following exercise. Exercises are designed to challenge a child’s vestibular, proprioceptive and tactile senses so that they are better able to interpret the world around them.
Red Cross Good Start Breakfast Program

In 2012, 21 volunteers served 4892 breakfasts over 193 days. That’s an average of 25 breakfasts every school day. The program provides a nurturing environment for the students, who sit together at tables and socialise while they enjoy a nutritious breakfast. The children have been well behaved and use beautiful manners. We are fortunate to have the support of our wonderful volunteers, Forbes North staff, Forbes local Red Cross Club, and our local club, the Forbes Services Memorial Club. We thank all involved for their ongoing support.

Forbes North SaCC

(A Schools as Community Centre)

There are activities for families with young children every day of the week at SaCC - Friends on Fridays, Link Up to School, Playgroup, BLISS Breastfeeding Support Group meet regularly at the School, while Rhyme Time is held fortnightly from the Forbes Town Library. The SaCC Facilitator is involved in community groups and networks such as Forbes Birth to Kinder and Forbes Families NSW network. It is by working with other local service providers that we are able to provide opportunities for families to access a range of activities. We are looking forward to another exciting year in 2013.

Link Up to School

This year celebrated the 11th year of the Forbes North Link-Up to School Program. Forbes North staff prepare their school for each child rather than expecting each child to adapt to the school. The Link-Up transition program is an important component of this as it provides each child with a gradual and Early Childhood focused transition period, offering them the best opportunity for the smoothest and most rewarding Kindergarten commencement for the following year. Major aspects of our 2012 Link-Up program included initially ensuring the children settled into their new environment. Then as the year progressed we slowly moved from familiar to unfamiliar environments and expanded the integration of the children into the school setting by participating in school orientation visits, including visits to the library, school garden and kitchen, canteen and the new school hall. We also enjoyed our annual mini-athletics carnival! By Term 4, the 2013 Kindergarten teachers regularly met with the Link-Up group so that the children and the teachers became more familiar with each other and the teachers had an opportunity to observe each child’s individual skill level and readiness for school.

Link-Up is most appreciative of the support of all the Forbes North Staff, particularly Winn Sideris (Relieving Principal), Louise Hoey, Linsey Scott and Elise Schubert (2013 Kindergarten Teachers). Thanks also to the dedicated, caring and skilled Link-Up team – Maree Yapp, Kathy Wighton, Kate Gartner and Wayne Markwort plus our regular casual staff. We are also most appreciative of the amazing assistance from our regular volunteers, Miss Anna and Miss Renee.

We look forward to a wonderful 2013 Link-Up!

Colette Genet-Marks, Link-Up Teacher.

Virtues Program

Forbes North has continued to develop the Virtues Program throughout the school in 2012. The Virtues program nurtures our children in the skills and qualities they need to be successful in school and in life. Although they are the oldest practices in the world, virtues are essential to the true goal of education. This program is an inclusive program aimed to bring out the best in our students. We integrate key virtues into our current curriculum and discipline systems. This Virtues program focuses on key values such as: Respect, Honesty, Self-discipline, Cooperation, Forgiveness, Reliability, Patience/Perseverance, Kindness, Determination/Enthusiasm and Consideration. Each week at a whole school assembly, teachers present a ‘Virtue Award’ to one student from each class for demonstrating the Virtue of the Week. Students are encouraged to demonstrate the virtues in the classroom and
on the playground by receiving ‘Virtue Tickets’. These tickets are placed in Virtue Boxes for a weekly draw with 10 of the tickets earning a ‘Canteen Voucher’. These vouchers are also presented at a whole school assembly each week. The Virtues program helps us to maintain and continue to create a safe and caring school.

**Maths Matters**

In 2012 all staff at Forbes North Public School were trained in phases 1, 2 and 3 of Maths Matters. This course has given teachers an in-depth understanding of the numeracy continuum and how to place students correctly onto this continuum. With correct placement teachers can see exactly where students are up to and what support they need to continue to move along the continuum. All teachers now have a deeper knowledge of how to teach mathematical concepts and will start to see improved results. The Maths Matters journey is continuing next year with Phase 4 being implemented in 2013.

**Reading Recovery**

The Reading Recovery Program continued to run in the school during 2012. Eight students started the program, with six students successfully completing the program throughout the year. The students have been able to transfer the strategies for reading and writing learnt in reading recovery, back into the classroom. All Year 1 classroom teachers have been impressed with the confidence and improvement of the students involved in the Program this year. Aleeisha Saville began the program on text level 4 and discontinued on text level 22. Briana Little started on level 6 and finished on level 20. Meghan Fahey started at level 1 and exited the program at level 20.

**L3**

L3 is a research-based, Kindergarten classroom intervention program targeting text reading and writing. It complements the daily literacy program for students who enter school with diverse literacy backgrounds and its purpose is to reduce, not only the number of students requiring additional literacy support in Year 1, but the severity of the difficulty they have learning to read and write. In 2012, the kindergarten team at Forbes North completed the second year of their two year commitment to training in L3 for Kindergarten. Since the start of 2011, the Kindergarten teachers have noticed further significant improvement in the children’s reading, writing and the student’s engagement overall. This is illustrated by the following graph, which shows the reading level growth across 2012, and most importantly compares the end of year 2012 reading results with end of year 2011.

At end of 2012, Forbes North PS recorded 89% of students reading above Level 9 on an instructional text, far exceeding the L3 target level of 50% achieving Level 9. This is a 19% improvement on end of year 2011, where 70% of students achieved reading levels above Level 9.

![Forbes North PS L3 Reading Level Growth](image)

**Environmental Education**

Forbes North has had an outstanding year in 2012, winning the Award of Excellence 2012 Learning for Sustainability. Our school captains Courtney Hanley and Kristian Markwort, along with Chelsea Turner were very lucky to travel to Sydney, with Mr & Mrs Markwort, to accept the award on behalf of the school. Forbes North was honoured for their outstanding contribution to
the environment through programs including the Stephanie Alexander Kitchen Garden program, Environmental Education Days such as Eco Day and River Day, participating in the local Kids Teaching Kids program, Waste to Art and NetWaste.

2012 also saw the beginning of a new project for Forbes North, donated by the 2011 Year 6 graduating class. Our new chicken coop, with the addition of two egg laying hens, has enabled students to gain hands on knowledge of the poultry industry. Students have learnt how to feed, care for and maintain healthy egg laying chickens. Classes take it in turn to collect the eggs, label and date the eggs and then use them in recipes in the kitchen. With additional support from Rio Tinto we have also been able to fence off a wider area for the chickens to forage around throughout the day.

Eco Day

In Term 3, Forbes North Public School attended Eco Day which was held at the Forbes Livestock Exchange. Tamika Goldsmith, Samuel Brown, Stuart Shaw, Rubin Young, Kaitlin Turner, Alister Carlisle and Mrs Ross worked with a number of local organisations and schools to gain increased knowledge on environmental issues and how to care for living things. The students enjoyed learning about the Forbes Livestock Exchange, indigenous culture, NetWaste, composting, weed control, mini beasts and snakes.

Crunch & Sip

The Crunch & Sip program has continued throughout 2012 where students are encouraged to bring in healthy snacks and drink water during an allocated time each day. Students have participated in other programs throughout the year such as AppleQuest, The Gutsy Challenge, Nude Food Day and Fruit and Veg Month activities which coincide with the Crunch & Sip program.

Forbes North received a grant this year from the Greater Western Area Health Service to help continue this successful program. The money has gone towards the purchase of more citrus and fruit trees to build upon our school orchard.

Crunch & Sip continues to be a successful program which promotes healthy eating whilst also complementing the Stephanie Alexander Kitchen Garden Program.

Stephanie Alexander Kitchen Garden Program

In the Kitchen

Forbes North Public School has been a part of the SAKGP for four years now, engaging Years 3-6 each fortnight and Years 1-2 each term in the growing and harvesting of produce and then creating delectable meals to be shared with each other in the dining room.

The graduating class of 2012 was the first to complete their internship of four years in the kitchen thus becoming independent, skillful and proficient in their knowledge to prepare meals at home.

We were fortunate to have the Dining Room built onto the kitchen this year through funding sought by Mrs Yapp from TransGrid and Forbes North P & C. The children now have the setting and clearing of tables “down pat” before cleaning up their work areas and leaving the kitchen in a pristine condition. It’s pleasing to see how much pride students take in their efforts.

Due to the children focusing on cultural units on the United Kingdom, we held a high tea and also welcomed Mrs Marg Adams as our “celebrity chef” who demonstrated some of the culinary delights of her heritage. A Bush Tucker Day was celebrated with camp ovens cooking Campfire Baked Potatoes, Damper and Gramma Pie. Mrs Joy Dietrich returned this year also as a “celebrity chef” to tantalize us with some of her favourite recipes.

Gratitude has to be given to our volunteers: Mrs Cathy Cousins and Mrs Belinda Facey who assisted in the kitchen and made the job at hand so much easier.
Some of the gastronomic delights brought to our tables this year were: Many Salads, Pasta with Lemon Garlic Sauce, Stir-Fried Corn with Red Onions and Lup Cheong, Baked Stuffed Zucchini, Greek Pumpkin and Rice Tart, Vegetable Curry Puffs, Mushy Peas, Chop Suey, Longevity Noodles with Snow Peas and Water Chestnuts, Kedgeree, Herb Scones, Dampers, Soda Breads, Rhubarb Cake, Baked Apples, Puddings, Lemon Yoghurt Cake and Coconut Banana Pikelets, just to name a few.

On a last note, remember when cooking up a storm in the kitchen “Good mums let you lick the beaters, great mums turn them off first”.

*Julie Bourke (Kitchen Specialist)*

**In the Garden**

As in previous years, all children in Years 3 to 6 were involved in gardening activities for 45 minute lessons on a fortnightly rotation. Students in Years 1 and 2 visited the garden every 4 weeks. The children are clearly motivated and focused on completing the tasks they have been assigned.

Each class is divided into four groups so that each time they visit the garden, they are involved in a different aspect of gardening. These activities include composting, planting, harvesting, constructing, spraying, trimming and weeding.

The garden has seen further development, with the constructing of trellises for grapes and passionfruit and new bottomless concrete planters for more fruit trees. The greatest excitement for the children was the arrival of the chicken coup. This was donated by the Year 6 children in 2011 and the hens were donated by the Allen family. The classes have a roster to care for the hens and eagerly look forward to collecting the eggs, which are used in the kitchen.

Along with caring for the plants in the garden, caring for the hens further instills a sense of responsibility, respect and cooperation amongst the students. They also learn the importance of participation and consideration for others in achieving goals set.

The school’s Science and Technology Program and Environmental Education Program are based on garden activities. Topics covered included insects, soils, weather, seeds, composting and recycling.

Many garden activities also add to the development of Literacy and Numeracy skills with activities such as mixing sprays, ratios of fertilisers, measuring areas for application of nutrients, spacing of seeds and rows for planting. Opportunities for Literacy based activities are limitless.

The garden again hosted many visitors from other schools and community groups throughout the year.

The Forbes Horticultural and Garden Club conducted a day at the school during the holidays, involving a meal cooked in the kitchen and a garden tour which was enjoyed by all.

The school was again successful in exhibiting at the Forbes PA&H annual show. This time we received awards for Champion School Exhibit; Most Successful School; Champion Open Exhibit and Most Successful Overall.

The kitchen/garden program continued to be recognised for its contribution to the development of sustainability and received the Western Region DET Sustainability Award. Forbes North was the only school recognised for this award and our school captains travelled to
Sydney for the state presentation held at Homebush Stadium to receive the award.

It is most rewarding when the children tell of what they are growing in their gardens at home – evidence that the program is influencing habits outside of school.

It is encouraging when approached by members of the community, who applaud the work we are doing in relation to the Stephanie Alexander Kitchen Garden Program.

*Denise Thurston (Garden Specialist)*

**Technology (ICT)**

eTeach

eTeach is a professional learning program that uses interactive group sessions and in-classroom coaching/mentoring to help teachers integrate technology into their teaching, using an instructional model that:

- Supports high-quality lesson design
- Promotes inquiry-based learning
- Creates technology-rich learning environments
- Builds community among students and teachers

The program ran for two years and will cease at the end of 2012. Teachers participated in coaching and mentoring sessions once per month with two leaders from the eTeach21 Centre in Dubbo. Forbes North has 3 teachers trained in this program: Nick Doyle, Juley Clarke and Gemma Egan.

**Connected Learning**

Our digital world is an exciting place for teachers and students alike. Teachers at Forbes North have been working closely with the Western Region Connected Learning Coach, Jillian Reedy, to improve their knowledge and skills to provide quality teaching and learning in classrooms. This year Forbes North has purchased student lap tops for Stage 2 classes and I Pods for K-2. These digital technologies in our school have provided new and unique opportunities to enhance teaching and learning and further engage our students.

Video conferencing is another great way to open the classroom to engage students in discussion with students in other classes, other schools and beyond. It also allows collaboration between schools, presentations of project work and discussions with experts such as scientists and authors. These are just some of the ways that videoconferencing can enhance and enrich students’ learning. Students at Forbes North have participated in many Video Conferences over the year including: Bathurst 1000 debrief direct from Brad Jones Racing Workshop, Sustainability in Primary Schools – Showcase, Chooks in Schools, Discover the Stage with the Sydney Opera House and Author talk; Red Dirt Diary, with Katrina Nennestead.

**Progress on 2012 targets**

**LITERACY**

**Target:** Maintain the percentage of students in K-2 achieving appropriate Regional benchmarks for Reading at 81% or above.

**Achievement:** This target was exceeded with an increase from an average of 81% (2011) to 86% (2012).

**Target:** Maintain the percentage of students in Kindergarten achieving a Best Start level of 3 or above at 87%.

**Achievement:** This target was exceeded. 94% of students have achieved Level 3 or above on the Continuum in Literacy. 100% of students achieved Level 3 or above in phonics.

**Target:** Increase the percentage of 2012 Year 3 students in the proficient bands of NAPLAN in Reading from 12% (2011) to 30% in (2012).
Achievement: 29% of Year 3 students achieved in the proficient bands of NAPLAN in Reading in 2012.

Target: Increase the percentage of 2012 Year 3 students in the top band (band 6) of NAPLAN in Writing from 3% (2011) to 7% in (2012).

Achievement: Although only 5.3% of Year 3 students achieved in the top band of NAPLAN in Writing, this was an increase of 2% on the previous year.

Target: Increase the percentage of 2012 Year 5 students in the proficient bands of NAPLAN in Writing from 4% (2011) to 15% (2012.)

Achievement: This target was exceeded, with 19.6% of Year 5 students achieving in the proficient bands of NAPLAN in Writing

Target: Increase the percentage of 2012 Year 5 students in the proficient bands of NAPLAN in Reading from 21% (2011) to 30% (2012).

Achievement: Basic achievement was reached. While only 17.1% of Year 5 students achieved in the proficient bands, 3% more students than in 2011 achieved in the top band.

NUMERACY

Target: Increase the percentage of 2012 Year 3 students in the proficient bands of Overall Numeracy in NAPLAN from 23% (2011) to 28% in (2012).

Achievement: Only 18.4% of Year 3 students achieved in the proficient bands of Numeracy. This was well below expectation.

Target: Increase the percentage of 2012 Year 5 students in the proficient bands of Overall Numeracy in NAPLAN from 25% (2011) to 30% (2012).

Achievement: Only 17% of Year 5 students achieved in the proficient bands of Numeracy. This was well below expectation.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, a follow-up evaluation from 2011, was undertaken by the school as part of the Low SES School Communities National Partnership Program. This included a comprehensive evaluation of both educational management practice and curriculum implementation, in relation to the School Management Plan.

Findings and conclusions

- A higher than expected number of K-2 students achieved the Regional Benchmark in Reading from 81% (2011) to 86%. Kindergarten, in particular, improved from 84% (2011) to 94% (2012).
- Teachers completing their 2nd year of training in L3 (Language, Literacy & Learning) has greatly contributed to these results.
- Kindergarten students achieved a Best Start level 3 or above on the Literacy Continuum, of 94% (2012). This was a 7% increase from 2011.
- In the Best Start Numeracy Continuum, 87% of Kindergarten students achieved a level 3 or above. This was also a 7% increase from 2011.

These results are due to the establishment of smaller classes, the employment of additional School Learning Support Officers and the creation of a professional learning coordinator position at AP level. This enabled increased and explicit support for low to middle achieving students and those students with complex learning needs.

- A higher number of Year 3 students achieved in the proficient (top 2) bands of NAPLAN in Reading, from 12% (2011) to 29% (2012)
- In 2012, 3% more Year 5 students achieved in the proficient bands (top 2) of NAPLAN in Reading.

Future directions

In 2013, focus will be:

(a) Maintaining the percentage of K-2 students achieving appropriate regional benchmarks for reading at 81% or above

(b) Increasing the percentage of Year 3 to 6 students in the proficient bands (top 2) in Reading, Writing and Numeracy.
Analysis of school assessment data and the achievement of A or B grades in Student Progress Reports, will form the basis of the targets. Years 3 and 5 NAPLAN results will be used as indicators of success.

Targets and strategies have been identified in the 2012 – 2014 School Management Plan available from the school office and on the school’s website.

Parent, student, and teacher satisfaction

As it is a strategy in the School Management Plan and funded through National Partnerships, in 2012 the school sought the opinions of parents, students and teachers about the school’s Kitchen Garden Program.

The surveys looked at how it was enhancing student engagement and the impact it had on student learning outside of school.

Students:

136 Years 3-6 students completed the survey.

- 93.3% enjoy the kitchen while 96.7% like working in the garden;
- 61% felt that fortnightly visits to either the kitchen or garden was adequate, while 34.5% felt weekly or twice a week was better;
- 90.5% of students have an increased interest in cooking and 84.5% in the garden;
- While only 45.5% had a vegetable garden at home 81% of those without, indicated that they’d like to have one;
- Participation in the Kitchen/Garden Program has enticed 77.5% to eat more vegetables;
- In the kitchen, the majority of the students enjoyed most the cooking and tasting of dishes. About 50% indicated that they liked washing up, cleaning, chopping vegetables, learning about healthy food choices, preparing food for others and learning life skills;
- In the garden, most students enjoyed planting, harvesting, caring for the chooks, getting their hands dirty and having fun with their friends in a team situation while learning;
- 73.5% of students indicated that they sometimes (48.5%), often (14%) or usually (11%) cooked the same dishes at home.

Parents:

Parents who returned the survey are quite happy with the program. They feel it:

- Is worthwhile with a positive impact on attitudes to food;
- Encourages fussy eaters to try new foods and to eat fresh foods;
- Keeps struggling learners interested in school;
- Provides an opportunity for students to learn valuable life skills; and
- Offers reinforcement for those parents who are trying to model a healthier lifestyle.

One parent commented that their children don’t believe them when encouraging healthy foods, particularly vegetables, but believes what is said at school.

Of the 32 surveys returned, results indicate:

- 90.5% of students talk about the kitchen activities at home and 84.5% discuss the garden;
- 78% of the parents sometimes cook the recipes at home while 13% often do;
- 81.5% of students show more interest in helping with the shopping e.g. choosing fresh ingredients;
- 47% of families have a home vegetable garden, with 72% of these children wanting to assist in it;
- Of the 53% who don’t have a home vegetable garden, 9% indicated they’d like to;
- 81.5% of parents felt that their children want to eat, or at least try, more fruit and vegetables; and
- 87.5% of parents thought that their children were trying to make healthier choices when choosing foods.
Professional learning
All staff participated in mandatory professional learning, including WHS.
Teachers gained Professional Learning knowledge in the following:
- Kindergarten teachers completed the second year of a 2 year commitment in Language, Literacy & Learning (L3)
- 4 teachers completed their 2 year training in the eiTeach Program and all other teachers received individual coaching by the National Partnership ICT Mentor
- All teachers trained in Phases 1-3 of Maths Matters
- Two Assistant Principals and a classroom teacher underwent training in the introduction on the new Australian Curriculum
- Leadership training by Assistant Principals at regional PPA conference
- Best Start – Kindergarten and Year 1
- All staff were given an overview of Every Student, Every School

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
LITERACY
- Increase the number of students achieving the Regional Reading Benchmark in Kindergarten, Year 1 and Year 2.
- Increase the number of students in Years 3 to 6 achieving in the proficient bands (Top 3) in Reading and Writing.
- To sustain the low percentage of students in Years 3 and 5 in the lower two bands of NAPLAN in Literacy.

2013 Targets to achieve this outcome include:
- Maintain the percentage of students in K-2 achieving appropriate Regional benchmarks for Reading at 81% or above.
- Maintain the percentage of students in Kindergarten achieving a Best Start level of 3 or above at 87%.
- Increase the percentage of 2013 Year 3 students in the proficient bands of NAPLAN in Reading from 29% (2012) to 30% in (2013).
- Increase the percentage of 2013 Year 3 students in the top band (band 6) of NAPLAN in Writing from 5.3% (2012) to 9% in (2013).
- Increase the percentage of 2013 Year 5 students in the proficient bands of NAPLAN in Writing from 19.6% (2012) to 25% (2013).
- Maintain the percentage of 2013 Year 5 students in the proficient bands of NAPLAN in Reading at 17.1%.

Strategies to achieve these targets include:
- Continue the implementation of Reading to Learn (R2L) and update training of executive staff.
- Participate in the Language, Learning and Literacy (L3) Program.
- Continue implementation of Best Start.
- Strengthen support for staff and school accountability through the employment of an additional SAO for 3 days/week.
- Reduce the student-teacher ratio in groups by the employment of 1.3 additional classroom teachers.
- Analyse NAPLAN data to inform stage-based literacy planning and class-based programming.
- Explicit teaching of writing text types across all Stages, with emphasis on the persuasive text type.
School priority 2
Outcome for 2012–2014

NUMERACY
- Increase the number of students in Years 3 to 6 achieving in the proficient bands (Top 3) in Numeracy.
- To sustain the low percentage of students in Years 3 and 5 achieving in the lower two bands of NAPLAN in Numeracy.

2013 Targets to achieve this outcome include:
- Maintain the percentage of Kindergarten students at appropriate Best Start levels at 80% or higher in the following areas:
  - Forward Number - Level 4
  - Backward Number - Level 4
  - Numeral Identification - Level 2
  - Early Arithmetic Strategies (Perceptual) – Level 1
- Increase the percentage of 2013 Year 3 students in the proficient bands of Overall Numeracy in NAPLAN from 18.4% (2012) to 23% in (2013).
- Increase the percentage of 2013 Year 5 students in the proficient bands of Overall Numeracy in NAPLAN from 17% (2012) to 19% (2013).

Strategies to achieve these targets include:
- Reduce the student-teacher ratio in groups by the employment of an additional 0.7 classroom teacher.
- Analyse Smart2 and NAPLAN data to inform stage-based Numeracy planning and class-based programming.
- Continue to develop and update Continuum of Learning K-6 on all strands of Numeracy.
- Participation in Maths Matters Phase 4 P.L.
- Further develop assessment strategies for each stage to ensure consistency of judgement when assessing students A-E.
- Provide ongoing support to classroom teachers by the creation of a professional learning coordinator position at AP level.
- Ongoing training and implementation of 8 Ways of Learning.

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.

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Katrina Leslie, Assistant Principal
Nick Doyle, Relieving Assistant Principal
Louise Hoey, Additional Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: