Messages

Principal’s message

Forbes North has continued to experience significant growth and in 2012 the enrolment is expected to reach in excess of 270 students. This is testament to the quality of teaching in our school and the excellent programs which address the special learning needs of students.

Students are encouraged to do their personal best in a safe and caring environment. There is a strong emphasis on improving student literacy and numeracy with a focus on technology for improved learning.

The school is proud of the genuine partnership that exists between home and the school to improve students’ learning outcomes.

The school is recognised for its outstanding student welfare programs, especially for initiatives which address violence and bullying and promote the values of respect and responsibility; for its excellent early school transition program – “Link Up to School”; for its implementation of explicit Literacy Programs such as L3, Reading to Learn and Best Start and for its Stephanie Alexander Kitchen Garden Program. The school has an outstanding dedicated and hard working staff.

Our major achievements in 2011 included:

- Students being chosen to present at the International Kids Teaching Kids River Conference in Adelaide
- Receiving a Highly Commended Award in the Tidy Towns Communities Award for Environmental Education
- Winning the Wenban Spelling Shield
- Winning the RH Lytton Cup for Public Speaking
- Winning the Lachlan Catchment Management Education Award
- Winning the PA & H Association Most Successful Exhibitor of Fruit and Vegetables at the Forbes Show.

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.

Phil Thurston

P & C message

As a P & C we are pleased to be able to support the school by fundraising for the little extras that make a difference to our children and teachers. This is the reason why we appreciate parent and community support in our fundraising efforts throughout the year.

Our P & C is a major avenue for community consultation with the school. We have been privy to many important issues as our Principal, Phil Thurston has used our meetings as a forum to:

- Present results from the School’s Global Budget
- Present results from Naplan
- Discuss policy updates within the Department of Education & Communities
- Liaise between parents and staff and coordinate joint activities

We are excited to report that the P & C fundraising efforts for 2011 have enabled us to purchase a new projector and screen for the new school hall as well as contribute towards the cost of the school purchasing a Smart Response System. This is an interactive response system combining hand held wireless remotes (clickers), a receiver and powerful assessment software which allows creation of tests and the management, tracking and evaluation of test results immediately.

P & C have finished the year with funds in the bank and the committee looks forward to continue supporting the school in 2012.

I would like to extend a huge thank you to all the committee members, teachers and parents for their hard work and support throughout this year and I wish next year’s committee all the best.

Rona Ashcroft, P & C President
Student representative’s message

School Parliament held various fundraising activities for charities including: Jeans for Genes Day, Bandanna Day, Crazy Hair Day (Cystic Fibrosis) Fun Run, Daffodil Day, Life Education Van, Teachers Crazy Hair Day, Pink Ribbon and Biggest Morning Tea. We raised a total of $1347.90 for these organisations. We also raised $99.20 for the Daniel Morcombe Appeal, sending the money to a foundation that promotes the importance of Child Safety and Well-being. School fundraising activities have included: Easter colouring in competitions, can recycling, discos, lunch-time performances, photo competition and science competition. We promoted the Coles Sports Equipment campaign and we will soon be getting some free sporting equipment. We also promoted the Woolworth’s Earn & Learn campaign and we will be receiving some free science activities that will help us learn about the Kitchen Garden. The various portfolios organised activities for the students including lunch time sport and mini performances. We helped raise awareness about environment issues, including the “Environment and Sustainability” program and recycling. School captain Elysse Girot-Serplet accepted a Tidy Town award from the Governor for our school. Rosters were also drawn up for such duties as recess canteen, recycling, foyer display and sports room. We ran Monday morning assemblies and presented class awards. We have represented the school at the ANZAC Day March and Remembrance Day.

It was an honour to be able to present a cheque to the school from our fundraising efforts as our farewell gift, to purchase a chicken house for the school’s Kitchen Garden Program.

Elysse Girot-Serplet & Dock Rix, 2011 School Captains

School context

Forbes North Public School has experienced significant growth in recent years and has an anticipated enrolment of 270 students in 2012. 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 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 prior to school transition program ‘Link Up to School’.

Student information

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

Student enrolment profile

![Enrolments graph]

Student attendance profile

![Student attendance rates graph]
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.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>KL</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
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<td>K/1H</td>
<td>K</td>
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<tr>
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<td>17</td>
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<td>11</td>
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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>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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<td>Teacher of Mild Intellectual</td>
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<td>Teacher Librarian</td>
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<td>School Learning Support</td>
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<td>School Administrative &amp; Support</td>
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<td>Total</td>
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Two full time permanent Aboriginal staff members were employed in 2011 an Aboriginal Education Officer and an Aboriginal Teacher.

3 other Aboriginals were employed as part time Learning Support Officers.
Financial summary

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

Date of financial summary: 30/11/2011

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<table>
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<tr>
<th>Expenditure</th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<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>Utilities</td>
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<td>Maintenance</td>
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<td>Trust payments</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
<td><strong>558,132.98</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>110,959.32</strong></td>
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A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Music

As part of the school’s Music program, we integrate the teaching of Musica Viva activities to allow students to learn about and experience music from around the world. This program is effective in exposing students to a range of cultures and their musical heritage and teaches them about specific elements of dance and music.

As a culmination of the program, in Terms 2 and 4 the Musica Viva performing groups attended our school for a performance. This year we had the brass instrument group ‘Sousaphonics’ and Irish music group, ‘Fada’.

Arts

**Lions Peace Posters**

The Lions peace poster competition has been judged and the following students were in school winners:

Winner – Elyssie Girot-Serplet
Highly Commended - Kyle Ryan, Lachlan Brown, Emily Phillips and Tyler Barnes

**Environmental Bag Competition**

The Forbes Environmentally Concerned Community held a ‘Forbes Plastic Bag Free’ competition. Liam Thorpe and Elyssie Girot-Serplet’s designs were the school winners of this town competition.

**Heritage Art Competition**

All students participated in the Sesquicentennial celebration in May. The bush dancing group performed two dances and The Wiradjuri Choir performed Waltzing Matilda in Wiradjuri.

Students entered Art categories and winners from our school were:

1st - Alex Carroll, Norielle Rubillar, Kaitlyn Wright
Highly Commended - Harrison Crisp, Jessie Rix, Kyle Ryan.
Commended – Emily Gartner, Libby Mylecharane, Daniel Robb-Potts.
Finalist – Ruby Staines, Samantha Thornton, Galen Ryan.

Mitchell Howard won an award for his diorama of “Life on the Goldfields”.

Students entered Writing categories and winners from our school were:

1st - Daniel Ashcroft
Highly Commended – Jack Hodges - Lockwood
Commended – Dock Rix
Finalist – Ruth Shipway

**Margaret Watts Poetry Competition**

1st – Daniel Ashcroft
2nd – Mitchell Howard
Highly Commended – Emily Phillips
Commended – Kristian Markwort
Sport

Students from Years 3-6 represented Forbes North in many different PSSA sports including: boys and girls cricket, boys soccer, rugby league, netball, girls touch football, swimming, athletics and cross country. The rugby league team did particularly well having made it to the fourth round of the knockout draw.

Charlie Staines of Year 5 got through to the State Athletics Carnival in Sydney for both 100m and 200m sprint events. He came 6th in the 100m heat and 5th in his 200m heat, which is an outstanding effort.

Kyle Ryan was selected to participate in the Area selection trials for Soccer in Mudgee.

Liam Thorpe, Daniel Ashcroft, Roy Bell, Kristian Markwort, Jaiden Gray, Kurt Mylecharane, Nic Mulligan, Issac Carlisle and Dock Rix were selected to participate in the Area Selection trials for Rugby League in Dubbo.

Boys from Years 3-6 competed in the Russell Richardson Cup and David Peachy Shield at Orange, playing Rugby League.

The school had a number of visiting sporting representatives including the ARL Blitz, Go Go Golf, AusCricket and AFL gala day. These programs gave all students opportunities to participate in modified games and learn the skills required for each sport.

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

129 year 3 to 6 students participated in a 10 week challenge to increase their daily physical activity. 27 achieved diamond, 37 silver, 22 bronze and 7 received encouragement awards.

Active After School Community Sports (AASC)

AASC is in its seventh year at Forbes North. 2011 saw Mr Nick Doyle take over the coordination of the program. AASC is a terrific 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 participate on Mondays and Years 3-6 on Wednesdays for 90 minute sessions. We have experienced significant growth in participation numbers and have seen new AASC deliverers being trained. Sessions were run by Red Bend students Mitch Doyle and Brett Dwyer, and registered delivers 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

Our Year 6 team of Tyler Barnes, Emily Phillips, Daniel Ashcroft and Nic Mulligan successfully regained the Wenban Shield in a close competition against Forbes Public School and St Laurence’s School. This was an outstanding effort and further evidence of the success of the Spelling programs in our school.
**Kids Teaching Kids (KTK)**

Kids Teaching Kids is an education model that uses local environmental issues as a theme for learning. KTK starts in the classroom and extends into the community. Forbes North has been a part of this innovative way of teaching and learning. Our first focus was on “Worm Power” presented at the local conference held at Forbes Public School then “Platypus - Pieces of the Puzzle” presented to an audience Australia wide at the Adelaide Annual Kids Teaching Kids River Conference. Stage 3 students participated in research sessions throughout the term to find out about the local platypus story. Kristy Roberts (Taronga Zoo-Dubbo) became a mentor to the Students and teachers involved (Michele Herbert and Gemma Egan). A river day was held in conjunction with the Lachlan Management Catchment Authority and Taronga Zoo where students were put in groups to test water, look at water populations and plant new trees.

Stage 3 students dressed as Platypus for the Birth to Kinder Day and presented a dreamtime story on the Platypus.

Daniel Ashcroft, Emily Phillips, Rosie Yapp, Nic Mulligan, Mitchell Ashcroft, Jack Piercy and Isobelle Herbert were the lucky and talented students chosen to present at the International 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**

Mitchell Howard, Samantha Thornton, Daniel Ashcroft and Paige Thomas represented the school at the Regional finals in Dubbo. There were some very talented spellers and the word lists were extremely difficult. All four students performed well. Mitchell and Samantha were knocked out in their 2nd round contests. Paige came equal third, getting out in the fifth round. Daniel has represented the school for four years in a row and was the runner up in Senior Section. It was a great effort by all four students.

**Debating and Public Speaking**

In 2011 The Debating team has participate in 4 debates. The team had the bye in Round 1. The team members in rotating roles were Isobelle Herbert, Daniel Ashcroft, Emily Phillips, Meagan Skinner, Rosie Yapp, Mitchell Howard and Ruth Shipway. In the Western Region Debating challenge Round 2 the students firstly travelled to Quandialla to debate the topic, “That TV news is unsuitable for Primary Schools”. Unfortunately the team from Quandialla defeated Forbes North in this debate.

Secondly the team travelled to Grenfell Public School to debate the Round 3 topic of “That Australians spend too much money on sport.” Forbes North narrowly defeated Grenfell and the student’s were very pleased with their improved efforts. Because a draw was encountered another debate was allocated.

The third Western Region Debate was against Tullamore Central School. The topic, “Mass media dominates our lives,” was a controversial topic and both teams presented their cases effectively. The adjudicator had difficulty splitting the debate but Tullamore won with a slim margin. The adjudicator congratulated both teams on their excellent research and presentation.

The Forbes North team consisting of Megan Skinner, Daniel Ashcroft, Emily Phillips and Isobelle Herbert also came 2nd in the debating section of the RH Lytton Cup.
Public Speaking
The RH Lytton Public Speaking was held again this year. Students from St Laurence’s, Forbes Public and Forbes North participated. Our Junior team consisted of Samantha Thornton and Paige Thomas. Although unplaced, both students spoke very creditably.

Nic Mulligan and Mitchell Howard represented our school on the Senior Team and Mitchell was awarded 1st place and Nic came 2nd. Overall our school was awarded 1st place and won the RH Lytton Shield.

NAIDOC Public Speaking
Kaitlyn Wright and Daniel Ashcroft participated in the NAIDOC Public speaking inaugural competition this year. They both had to speak together as a team and thoroughly enjoyed the experience. The topic was “Change - The next step is ours”.

CWA Public Speaking
Stage 3 students, Nic Mulligan, Mitchell Howard and Stage 2 Student Paige Thomas participated in the CWA’s Public speaking event held at Red Bend Catholic College this year. The students enjoyed the challenge of preparing their speeches and speaking to an audience. They all stated that their confidence in Public speaking had increased after being given this wonderful opportunity.

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)

Literacy – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](image)

![Percentage in bands: Year 3 Writing](image)
Numeracy – NAPLAN Year 5

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

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<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.9</td>
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<tr>
<td>Writing</td>
<td>96.9</td>
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<tr>
<td>Spelling</td>
<td>90.6</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.6</td>
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<tr>
<td>Numeracy</td>
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Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
<td>92.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

NAIDOC

In Week 2, Term 3 we celebrated NAIDOC Week. Throughout the week the students were involved in many classroom activities that had an Indigenous focus. Such activities included creating Indigenous artwork, reading dreamtime stories and learning about different ways to show respect and understanding towards cultural beliefs through being involved in the Kids Teaching Kids power point presentation and peer organised activities. On Wednesday parents, caregivers and other community members were invited to participate with or observe the students engaging in the Indigenous sporting activities. Larry Towney was invited to the school to officially declare the school hall open and announce its Wiradjuri name- “mayiny-gu ngaan-girra ngrurag”

Following the opening of the hall, the Cowra High School Indigenous Dance group performed several traditional and contemporary dances. The celebrations continued outside with Year 6 students delivering the “Welcome to Country”. This was followed by the flag raising ceremony performed by Larry Towney, culminating with a performance by the Forbes North Wiradjuri choir, followed by a BBQ lunch.

Wiradjuri Language

Throughout 2011 Wiradjuri language was once again taught to all classes from Years 1 to 6. Ms Tomkinson and Ms Barker were employed to deliver 30 -45 minute lessons to each class once a week. Indigenous and Non – Indigenous students all enjoy these lessons with many lessons incorporating activities on the interactive white boards. Through the teaching of the Wiradjuri language, a better understanding and acceptance of the beliefs and customs of Aboriginal people has developed throughout the school and community. The Wiradjuri Choir continues to promote the Wiradjuri language and Culture within the local community. The Choir performed at a number of community events such as Red Bend Naidoc Day and Forbes Pre-School Naidoc Day. They were successful in gaining 1st place at the Forbes Eisteddfod. The choir performed the finale in the ‘Welcome To Country’ performance, as part of the Kalari-Lachlan River Arts Festival which was held in September. If successful in gaining further funding, the Wiradjuri Language will again be taught to our students in 2012.
Multicultural education

English as a Second Language (ESL)

We have had three students at the school this year receiving support due to English being their second language. As a component of the English as a Second Language New Arrivals Program these students each received 3 hours per week extra support, both in the classroom and in one on one situations with the school ESL teacher. The program has been highly beneficial in allowing these students to develop their confidence and has provided intensive language support where the students enhance their understanding of the conventions of English. As a result, all of the students on this program have become confident members of the school community and are achieving at higher a level in class activities.

Respect and Responsibility

Virtues Program

Forbes North continued the Virtues program in 2011. This 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 school’s Kitchen Garden Program provides an excellent opportunity for students to develop and demonstrate values. Forbes North has developed a statement of core values which are encouraged during kitchen garden activities. These are:

- **Respect**: e.g. appreciating the work of volunteers
- **Responsibility**: e.g. taking care when using tools, equipment and knives
- **Cooperation**: e.g. working well with peers at kitchen stations
- **Participation**: e.g. willingness to try new foods
- **Consideration/Care**: e.g. volunteering to assist in activities both in the kitchen and garden

National partnership programs

Forbes North Public School received additional support under the National Partnerships Low SES School Communities Program during 2011. Funding was received equivalent to $1,000 per student enrolled. As part of this Program the school was required to undertake an Evaluation and establish specific targets for improvement. These targets are identified in the School Management Plan located on the Forbes North Public School website. This Program has enabled the school to plan extensively and to implement strategies to meet improvement targets for Literacy and Numeracy. In particular the school was able to provide an increased level of support to students through the employment of two additional classroom teachers and additional Learning Support Officers. The funding also enabled increased professional learning opportunities for all staff.

Other programs

Priority Schools Program (PSP)

Our school is supported by the Priority Schools Program (PSP) following a state wide survey in 2008 enabling additional finance, staffing and teacher professional learning for the period 2009 – 2012.

The Priority Schools Program provides resources to improve student literacy and numeracy and to develop strategies to enhance participation in the learning process.

PSP identifies three areas of focus:

- Quality teaching and learning;
- Classroom and school organisation and culture; and
- Home, school and community partnerships.
Specific programs supported by PSP in 2011 included: Link Up to School transition program, Best Start Kinder, Numeracy Groups, ICT and the Kitchen Garden Program.

In 2012 the school will maintain a focus on early literacy through Link Up, Best Start and the participation of our Kindergarten and Year 1 teachers in Language, Learning and Literacy (L3).

OT Support - “Get Your Motor Running”

A brand new initiative at Forbes North Public School in 2011 was the “Get Your Motor Running” program. Designed by Occupational Therapist, Amanda Prince, the program can help to improve a child’s ability to learn in class by achieving a calm but alert state. 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. Without our volunteers, Ms Anna Mraz and Mrs Cathy Cousins, this program would not have been able to be offered. We have enjoyed the positive feedback from teachers and parents about the program.

School Learning Support Coordinator

During 2011, the role of the SLSC continued at Forbes North by supporting classroom teachers who have students with complex learning needs. In Terms 1/2, Mrs Sue Hoey worked with groups of Year 3 students in the areas of Literacy and Numeracy and in Terms 3/4 introduced a new program called “Get Your Motor Running”, targeting 12 students per day who require extra gross motor development.

Premier’s Reading Challenge

We had another very successful year for the Premier’s Reading Challenge with 45 children from K – 6 completing the challenge. A special congratulations to Daniel Ashcroft and Mitchell Ashcroft who have completed the challenge every year from Kindergarten through to Year 6. Well done, boys! This year eight students were awarded their gold certificates, which meant that they have completed their challenge every year for four years. Congratulations to: Joshua Barnard, Alyssa Godden, Destiny Hession, Maggie Wallace, Abbey Hodges-Lockwood, James Taylor, Paige Thomas and Kaitlin Turner.

Reading Recovery

The Reading recovery Program is aimed at Yr 1 students who require individual tuition with their reading and writing. Students receive half hour lessons each day for up to 20 weeks. Throughout the year, 13 students were placed on the program. All students successfully completed the program by becoming independent readers and being able to read a text level 16 or above. Congratulations to all the students and their parents for their support and hard work at home. Outstanding results were achieved by Zora-Lee Steele who started on text level 2 and finished on level 17, Dylan Jones who started at text level 7 and finished on text level 20 and Georgia Tincknell who started at text level 9 and finished on text level 21.

Environmental Education

13 Stage 2 children have been involved in two Environmental Education Days which have been run throughout the year through the local Landcare Groups. The first group of children went to the Forbes Central West Livestock Exchange. They participated in a number of different activities including making worm farms, composting, tree planting, examining various weeds and the impact they can have on the environment and looking at threatened local/native species in National Parks. The second group of children went to the Landcare Forum in Parkes and were involved in similar activities as well as learning about the Aboriginal history of this area and how the Aboriginal people practised environmental sustainability. The children also learnt how to recycle appropriately and other uses for recyclable material, for example making toys and musical instruments.

The participation of students in the Kids Teaching Kids Program reported on page 6 was a highlight of the School’s Environmental Education Program this year.

In 2011 the school also developed a new School Environmental Management Plan and received a number of major awards including winning the LCMA School Environment Award and receiving a highly commended in Australia’s Tidy Towns (NSW) competition.

Crunch & Sip

Crunch & Sip has continued throughout 2011 where students are encouraged to bring in healthy snacks and drink water during an allocated time each day. This year students at Forbes North participated in programs such as AppleQuest, Gutsy Challenge and Nude Food Day which coincide with the Crunch & Sip program. The fruit
and citrus trees we purchased last year are well on the way to providing Forbes North with healthy fruit to eat during Crunch & Sip sessions in the coming years. Crunch & Sip continues to be a successful program, promoting healthy eating whilst also complimenting the Stephanie Alexander Kitchen Garden Program.

**Red Cross Good Start Breakfast Program**

In 2011, 25 volunteers served 4057 breakfasts over 192 days. That’s an average of 21 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. Mums on Mondays, Link Up to School, Playgroup, Multiple Births Group, and 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 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 2012.

**Link Up to School**

This year celebrated the 10th 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 2011 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 & Kitchen, Canteen & the new School Garden and we also enjoyed our annual mini-athletics carnival!

By Term 4 the 2012 Kindergarten teachers regularly met with the Link-Up group so 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 Phil Thurston (Principal), Louise Hoey & Lindsey Scott (2012 Kindergarten Teachers). Thanks also to the dedicated, caring and skilled Link-Up team – Maree Yapp, Kathy Wighton, Sally Yeomans, Rachel Barker 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 2012 Link-Up!

Colette Genet-Marks, Link-Up Teacher.

**Stephanie Alexander Kitchen Garden Program**

**In the Kitchen**
The SAKGP has been in place for three years with Years 3-6 participating in the growing and harvesting of fruit and vegetables and sharing of meals they prepare each fortnight. Years 1 and 2 also participate in the program and have two cooking sessions each term. Students are becoming quite skilled in the kitchen as they have become more independent and organized in preparing ingredients, preparing the fresh fruit and vegetables they harvest and using the utensils needed for ‘cooking up a storm’. The highlight of the kitchen time is savouring over a meal before having their arms in dishwater up to their elbows cleaning up. Even with this task at hand, the children always volunteer and offer to do more. The year has seen many culinary delights originating from our own backyard (not literally) and around the world brought to our table. Dishes such as kolokythokeftedes (zucchini balls), gnocchi, frittatas, crepes, soups, crumbed rabbit, (not a good idea to do this at Easter), tacos, rhubarb cake, curry puffs, vegetarian sang choy bow, ricotta and lemon cheesecake, pastas, lemon curd, three fruit marmalade and leek pie in goats cheese salad just to name a few. Classes welcomed and prepared meals for visitors from other schools and surrounding communities - the Assistant Principals Network meeting, the Landcare Forum and Garden Clubs (local and neighbouring). One class entered their marmalade in a local show and won first prize.

On a last note remember ‘If God had intended us to follow recipes, He wouldn’t have given us grandmothers’.

*Julie Bourke (Kitchen Specialist)*

**In the Garden**
The Stephanie Alexander Kitchen Garden Program continued throughout 2011 with all students in Years 3 to 6 participating in gardening activities fortnightly. Children in Years 1 and 2 visited the garden on a 4 week rotation.

The children love being in the garden and in an evaluation conducted by Wollongong University this year more than 95% of students in Years 3 to 6 indicated that they enjoyed kitchen garden activities more than any other activities at school.

The children continued to be involved in routine garden tasks to grow and harvest fruit and vegetables to use in the kitchen.

The garden was expanded with new pathways linking the various areas and two new fruit areas were established.

The Program continued to be fully integrated in the school Curriculum. The school’s Science and Technology program and Environmental Education Program are based on garden activities. Topics covered included planting, propagating, watering, weeding, mulching, harvesting, composting, worm composting, pest management, organic pesticides and soil nutrition.

Many garden activities have contributed to the Literacy and Numeracy development of students and children are constantly learning the values of respect, responsibility, cooperation, participation and consideration while working in the garden.

The garden played host to many visitors throughout the year. These included Bathurst small schools, Orange schools, Grenfell, Forbes and Parkes Garden Clubs and many other individual schools. Forbes North also hosted the NSW Landcare Forum Group.
The help and support of our garden volunteers was greatly appreciated. In particular we would like to thank Kim Clarke who provided fantastic help throughout the year.

Some of the highlights in 2011 included:

• Receiving the Highly Commended Award in the Tidy Towns Community Awards
• Achieving a Top 8 result in the Best Produce Table Competition conducted by Country Style Magazine
• Winning the Lachlan Catchment Management Schools Education Award
• Winning the PA & H Association Most Successful Exhibition of Fruit & Vegetables at the Forbes Show
• Presenting at the Regional Kids Teaching Kids Conference on Worm Power

Based on reports from students it seems that some children are starting to grow their own vegetables from home and eat more fresh fruit and vegetables. These are the main outcomes we hope to achieve from this wonderful program.

*Denise Thurston (Garden Specialist)*

L3
This year all Kindergarten teachers were trained in L3 (Learning, Language and Literacy). L3 is a classroom based, early intervention program for students in their first year of school. L3 provides rich literacy experiences to support all students in Kindergarten to become successful readers and writers. L3 is one component of the Best Start initiative that aims to ensure all students are on track in their literacy and numeracy learning by Year 3. It has been designed to complement the daily Literacy program for students who enter school with diverse Literacy backgrounds. In a L3 classroom, students receive systematic, explicit instruction in reading and writing within small groups of three to four. Students also participate in carefully selected independent, individual or group literacy learning tasks that support the explicit teaching. Since implementing L3, the current Kindergarten teachers have noticed a significant improvement in the children’s reading and writing and overall the student’s engagement in Literacy has increased measurably.

Technology (ICT) Connected Learning
This year 18 mini laptops were purchased for use by Stage 3 Students to improve and enhance their skills in readiness for High School. Interactive and engaging lessons have become a part of their learning environment. The students have had access to hands on information when researching and have been trained in specific software suites. Some of these include: Microsoft Word, Microsoft Office, Microsoft excel, Photostory, Microsoft Powerpoint, Smart Notebook, Scratch, Moviemaker, Media player. They have also utilised Web 2.0 tools such as Glogster, Voki, Googlemaps, Wordle.been Bloggin on their Blog’s of Reading, GOLD, France, and China.

Students in Stage 3 have also improved their use of emailing and the web portal.
Senteo PC interactive clickers were purchased by the P&C this year and students enjoy using the interactive devices to complete some assessment tasks. They were used at the Kids teaching Kids conference.

**Connected Learning Coach**
Sheridan Wilkins (Connected Learning Coach) has conducted coaching sessions in technology twice per term throughout 2011. All teachers not involved in eiTeach have had professional learning sessions to improve their knowledge and skills. The teachers then return to their classrooms and implement the new knowledge acquired.

Teachers have also participated in two professional learning sessions with Tracey Clements (Canowindra Public School). The use of Ipods in the classroom and the many educational applications available were demonstrated for all teachers and then teachers were given “hands on” time to experiment. All teachers felt that Ipods would be a valuable resource to use in the future.

Teachers were also trained in the use of “Scratch”. Scratch is a programming language that makes it easy for students to create their own interactive stories, animations, games, music, and art.

Students improve their Working Mathematically skills by learning to think creatively, reason systematically, and work collaboratively.

**eiTeach**
eiTeach is a professional learning program to enhance quality teaching with technology. Six teachers participated in coaching and mentoring sessions with Meg Parsons and Pam Davis from the Iteach21 Centre in Dubbo. Anne Bryant, Gemma Egan, Juley Clarke, Carmel McMurray, Nick Doyle and Michele Herbert have all completed Phase One with Phase Two to be completed in 2012. The classroom visits are followed up with Professional Learning for four hours after school.

The following principles are focused on and enhanced in the classroom:

- **engagement** - students actively engaged in the learning process
- **exploration** - students build skills and construct knowledge daily
- **explaining** - students research information, solve problems, and explain issues through group projects and class presentations
- **elaborate** - higher order thinking develops as students extend understandings through analysis and evaluation of concepts & ideas
- **evaluation** - support increased student achievement

**Early School Support Program (ESSP)**
The Early School Support Program continued to operate this year, supporting five identified students in Years 1 and 2. The Early School Support teacher has worked in collaboration with the classroom teachers, working both in the classroom setting and withdrawing students for individual tutoring. It is always pleasing to observe the achievements and progress made by these students.

**Progress on 2011 targets**

**LITERACY**
**Target**: Increase the percentage of K-2 students achieving year appropriate regional benchmarks in Reading.

**Achievement**: This target was succeeded. Increased from an average of 74% in 2010 to 81% in 2011.

**Target**: Increase the percentage of Year 3 students in the proficient (Top 2) bands of NAPLAN in Writing from 39% (2010) to 40% (2011).

**Achievement**: This target was exceeded. In 2011, 55% of Year 3 students achieved in the proficient (Top 2) bands of NAPLAN in Writing.
Target: Increase the percentage of Year 5 students in overall Literacy in the proficient bands of NAPLAN in Reading and Writing.

Achievement: Only 4% of Year 5 students achieved in the proficient (Top 2) bands in Writing, however 50% of students achieved in Band 6. In Reading, 21% of Year 5 students achieved in the proficient (Top 2) bands which was an increase of 2% on the previous year.

Target: Reduce the percentage of Year 3 students achieving in the lower two bands of NAPLAN in Reading and Writing.

Achievement: Only 9% of Year 3 students achieved in the lower two bands in Reading compared to 14% in the State and only 3% achieved in the lower two bands in Writing compared to 6% in the State.

Target: Reduce the percentage of Year 5 students in the lower two bands of NAPLAN in Reading and Writing.

Achievement: No students achieved in the lowest band in Reading compared to 7% across the State. Only 8% achieved in the lower bands of NAPLAN Writing compared to 12% in the State.

**NUMERACY**

Target: Increase the percentage of Year 3 to Year 5 students achieving in the proficient (Top 2) bands of NAPLAN.

Achievement: Basic progress was made. 23% of Year 3 students scored in the proficient bands of Overall Numeracy. 10% achieved in the top band which was an increase of 2% on 2010 results. 25% of Year 5 students scored in the proficient bands. This was 7% more than in 2010.

Target: Increase the percentage of Kindergarten students achieving level 3 or above on the Best Start Continuum.

Achievement: An average of 80% of kindergarten students scored level 3 or above in the 4 strands of Numeracy on the Best Start Continuum. This compared to only 62% in 2010.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

**Educational and management practice**

In 2011 an Evaluation 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.

**Findings and conclusions**

**LITERACY AND NUMERACY**

- There was a significant increase in the number of K – 2 students achieving the Regional Benchmark in Reading from 74% (2010) to 81% (2011). Most notable was the improvement for Kindergarten students from 70% (2010) to 84% (2011). This result was contributed to teachers being trained in and implementing L3 (Language, Literacy and Learning).
- In both Year 3 and Year 5 the school had a lower percentage of students in the lower two bands of NAPLAN in both Writing and Reading compared to the State.

This was a result of being able to establish smaller classes and employing additional School Learning Support Officers to provide increased and explicit support to low achieving students and those with special and complex learning needs.

- Significantly less students achieved in the proficient (Top 2) bands of Reading in both Years 3 and 5 compared to the State.
- In Writing, fewer students achieved in the top band compared to State however 51.6% of students achieved in Band 5, the second top band.
- In Year 5 Writing significantly less students achieved in the proficient (Top 2) bands compared to the State.

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<tr>
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<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Year 3</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Year 5</td>
<td>0</td>
<td>7</td>
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- In Numeracy, in both Years 3 and 5 less students achieved in the proficient (Top 2) bands of NAPLAN compared to State.
In Spelling, in both Years 3 and 5 the school had more students in the proficient (Top 2) bands compared to State.

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<thead>
<tr>
<th></th>
<th>School</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>23%</td>
<td>39%</td>
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<tr>
<td>Year 5</td>
<td>25%</td>
<td>29%</td>
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**Future directions**

The major goal in 2012 will be to increase the number of students achieving in the proficient bands (Top 3) in Reading and Numeracy from Kindergarten to Year 6. This will be based on an analysis of school assessment data and the number of students achieving A or B grades on Student Progress Reports. NAPLAN results will be used as the indicator of success for Years 3 and 5.

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**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

90% (53 out of 59 surveys returned) of parents indicated that they were highly satisfied with the school. Most said that they, “couldn’t be happier.”

When asked “what is the best thing about this school?” parents overwhelmingly said; great and wonderful teachers who are dedicated to all students and listen to what their kids need. Some of the other best things about the school mentioned by parents were:

- Parents feel very welcome
- The school offers a wonderful and wide variety of opportunities for the children. The Kitchen Garden Program was mentioned several times.
- Children are happy and learning well and encouraged to do their best.
- Teachers are approachable and communicate well to parents about their children.

**Professional learning**

All teachers participated in a range of professional learning activities throughout 2011. Some of the main achievements included:

- All teachers, not already accredited, completing training in Reading to Learn and gaining accreditation by demonstrating the successful use of this methodology in the classroom.
- All kindergarten teachers trained and coached in the implementation of the Literacy, Language and Learning (L3) Program.
- Six teachers were trained and coached under the eTeach Program and all other teachers received individual coaching by the National Partnership ICT Mentor.
- All Assistant Principals participated in network training conducted by the National Partnership Mentor.

**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**

**2012 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 2012 Year 3 students in the proficient bands of NAPLAN in Reading from 12% (2011) to 30% in (2012).
- 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).
- Increase the percentage of 2012 Year 5 students in the proficient bands of NAPLAN in Writing from 4% (2011) to 15% (2012.)
- Increase the percentage of 2012 Year 5 students in the proficient bands of NAPLAN in Reading from 21% (2011) to 30% (2012).
Strategies to achieve these targets include:

- Continue the implementation of Reading to Learn (R2L).
- Participate in the Language, Learning and Literacy (L3) Program.
- Continue implementation of Best Start.
- Employment of a specialist LSO to implement language and OT support programs.
- Strengthen support for staff and school accountability through the employment of an additional SAO for 2 days/week.
- Reduce the student-teacher ratio in groups by the employment of 1.4 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**

2012 Targets to achieve this outcome include:

- Increase the percentage of 2012 Year 3 students in the proficient bands of Overall Numeracy in NAPLAN from 23% (2011) to 28% in (2012).
- Increase the percentage of 2012 Year 5 students in the proficient bands of Overall Numeracy in NAPLAN from 25% (2011) to 30% (2012).

Strategies to achieve these targets include:

- Reduce the student-teacher ratio in groups by the employment of an additional classroom teacher.
- Analyse NAPLAN data to inform stage-based Numeracy planning and class-based programming.
- Continue to develop a Continuum of Learning K-6 on all strands of Numeracy.
- Participation in Maths Matters Lachlan Initiative.
- 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.
- Provide training to all staff on 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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Michele Herbert, Assistant Principal
Winn Sideris, Assistant Principal
Katrina Leslie, Assistant Principal
Rona Ashcroft, P & C President

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School Code: 4100

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: