Forbes North Public School
Annual School Report 2014
School context statement

Forbes North Public School has experienced significant growth in recent years, peaking at an enrolment level of 302 students in mid 2014 before finishing the 2014 school year with 300 students. We have an anticipated enrolment of 310 students in 2015. This growth is a reflection of quality teaching and learning and the implementation of excellent programs which address the learning needs of all students.

There has been a strong emphasis on improving student Literacy through Reading to Learn, Best Start and Language, Learning and Literacy (L3) and a focus on engaging students through interactive whiteboard technology for improved learning. A greater emphasis on improving student Numeracy has commenced with the introduction of the programs Maths Matters and Targeted Early Numeracy (TEN). The school commenced the Early Action for Success (EAfS) program midway through the year.

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 care-givers engage more fully with their child’s learning at school and at home. The school also has a strong focus on sport, healthy lifestyle and environmental education which is exemplified through the Stephanie Alexander Kitchen/Garden Program.

The school is recognised for its outstanding student welfare programs which promote positive behaviour and individual responsibility, 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 information

Student enrolment profile

A total of 296 students were enrolled at Forbes North PS at census in 2014, with 33% being Aboriginal. By utilizing funding allocated through equity loadings the school was able to form 14 classes.

Student attendance profile

In 2014 Forbes North Public School had an overall student attendance rate of 93.9%. This was 0.9 below the attendance rate for State DEC schools and 1.0 lower than the attendance rate in 2013.

Workforce information

The 2014 executive staff consisted of 5 members – 1 Principal, 3 Assistant Principals and an
Instructional Leader (employed at a Deputy Principal level through the Early Action for Success program). Two relieving/acting Assistant Principals complemented the permanent executive team. There were 9 classroom teachers, a Reading Recovery teacher, a Teacher Librarian, a Release teacher and a Learning and Support teacher. The school’s commencement on the EAFS program also brought an additional fulltime teaching staff allocation. With equity funding, the school employed 3 temporary classroom teachers. There will be minimal changes to staffing levels and personnel in 2015 with the possible addition of one classroom teacher.  

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Deputy Principal – EAFS</td>
<td>1.000</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.000</td>
</tr>
<tr>
<td>Additional EAFS staffing</td>
<td>1.100</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.500</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.504</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.800</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.600</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.400</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.522</td>
</tr>
<tr>
<td>Total</td>
<td>21.426</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Two full-time permanent Aboriginal staff members were employed in 2014, being an Aboriginal Education Officer and an Aboriginal Teacher. 4 other Aboriginals were employed as part-time Learning Support Officers.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Ongoing professional learning for teaching and support staff is a key element of ongoing school improvement. All staff at Forbes North Public School participated in professional learning throughout 2014.

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

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

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

Forbes North PS invested a total of $43,900 in Professional Learning during the 2014 school year, an average of approximately $2,440 per teacher, an increase of approximately $500 per staff member.

Beginning Teachers

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

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 30/11/2014

**Income**
- Balance brought forward $184695.18
- Global funds $408836.09
- Tied funds $329497.99
- School & community sources $73254.87
- Interest $7297.19
- Trust receipts $27994.76
- Canteen $0.00
- Total income $1031576.08

**Expenditure**
- Teaching & learning $44713.47
- Excursions $18941.43
- Extracurricular dissections $85799.91
- Library $1155.41
- Training & development $3244.57
- Tied funds $425384.96
- Casual relief teachers $98079.16
- Administration & office $63618.83
- School-operated canteen $0.00
- Utilities $58730.85
- Maintenance $9664.93
- Trust accounts $1155.41
- Capital programs $1687.50
- Total expenditure $832773.22

Balance carried forward $198802.86

A full copy of the school’s 2014 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 2014**

**Academic achievements**

**NAPLAN**
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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 to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Students at Forbes North PS have shown greater average growth between years 3 and 5 than students from all DEC schools in reading, spelling and numeracy.

Other achievements

Arts

Reading In the Bush Poster Competition

Winners of the Education Week” Reading in the Bush” poster competition were Phoebe Walker, Marnie Blake, Montanna Locke, Ruby Staines, Madeline Abel, Ethan Graham, Avril Green, James Taylor and Logan Hodges.

All winning entries received a beautiful book from the NSW Centre for Effective Reading.

All participants received a participation award.

James Taylor’s winning entry

Michele Herbert
Lego Competition
A total of 38 students entered the Lego competition. The students were very creative and the winners were:
Kinder – George Finn
Stage 1 – Peta Allen
Stage 2 – Aiden Miller
Stage 3 – Isaac Neilson

Michele Herbert
Lions Peace Poster
Students aged 10-12 years entered the annual competition. Toby Pout received a highly commended and Georgia Palazzi was the overall winner for our school.

Winn Sideris
Debating and Public Speaking
In 2014, the debating team consisted of Brielle Thornton, Eboni Whalan, Charlie Yapp and James Taylor. We participated in the Western Region Debating challenge where we took part in three debates. Round one, was hosted by Forbes North and the topic “That Australia needs a new flag.” Our team debated very well and we were awarded the win for this debate.

For round two, Forbes North travelled to Middleton Public school in Parkes to debate the topic “That primary children should have a facebook page.” It was another tough debate which unfortunately went Middleton’s way.

The third Western Region Debate topic was “That the best source of information is the internet” against Parkes Public school. The team did a wonderful job and it was a very close debate. Unfortunately, the debate was awarded to Parkes Public School. Our debating team put a great amount of time and effort in to each debate. It was very pleasing to see the team learn so much from each debate.

Forbes North also participated in the debating section of the RH Lytton Cup against St Laurence’s and Forbes Public. We debated St Laurence’s on the topic of “That fast food is Dangerous.” The debate was very close and the two adjudicators both liked different schools. After much deliberation, the debate was given to St Laurence’s.

In the public speaking section of the RH Lytton Cup, our junior team consisted of Georgia Tincknell and Emily Gartner. The senior team was Alex Hanley and Laura Campbell. All representatives spoke very well but none of them received a place.

In public speaking, Forbes North also participated in the Country Women’s Association of NSW Oxley Group Public Speaking Contest. Our junior candidates were again Georgia Tincknell and Emily Gartner. Our senior candidates were Jessica Ashcroft and Laura Campbell. All speakers spoke extremely well however no candidate received a place in this competition.

Bobbie Scifleet
Wenban Spelling Challenge
Forbes North competed against Forbes Public School and St. Laurence’s School in the annual Wenban Spelling Shield competition in 2014. The Forbes North team of Brielle Thornton, Colin Porter, Toby Pout and Charlie Yapp were strong spellers but were unsuccessful in retaining the shield.

Winn Sideris
Sport
2014 proved to be another successful year in Sport at Forbes North Public School. Students from Years 3-6 represented the school in variety of PSSA sports including: Netball, Rugby League, Boys Soccer, Boys and Girls Touch Football, Swimming, Athletics and Cross Country. Several students were successful in gaining places in District and Area carnivals in Swimming, Athletics and Cross Country.
Forbes North had a record number of students selected to participate in local trials in Soccer and Rugby League. Chloe Howarth was successful in gaining a place to try out in the District and then Area Soccer trials. Noah Girot-Serplet was successful in gaining a place to try out in the District, Area and then State Rugby League trials in Sydney, where he was selected to represent Western Area.

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

2014 saw Forbes North students and staff participate in two major sporting fundraising events; Pink Stumps Day and Footy Colours Day. Pink Stumps Day was run in conjunction with the McGrath Foundation in raising funds for Breast Cancer Nurses. Students participated in a variety of cricket games and activities and raised in excess of $800. Footy Colours Day was celebrated in September and this day helps raise funds to support children and teens fighting cancer. Students were allowed to wear their favourite footy colours to school and provide a gold coin donation.

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

Nick Doyle, Sports Coordinator

Premier’s Sporting Challenge

During 2015, 141 students participated in the Premier’s Sporting Challenge. Of these children 4 received Encouragement Awards, 17 achieved the Bronze Level, 26 achieved Silver, 39 achieved Gold and 55 attained the highest achievement level of Diamond.

Winn Sideris

Significant programs and initiatives

Early Action for Success

The State Literacy and Numeracy Action Plan (2012-2016) provides $261 million to lift the literacy and numeracy outcomes K-2 in NSW. Early Action for Success is the Department’s strategy to implement the Plan.

The Early Action for Success strategy aims to improve students’ performance through a targeted approach in the early years.

The strategy involves:

- early identification of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to that child’s needs
- change in teaching practice from a focus on the whole class to a focus on the needs of the individual student
- ongoing, close monitoring of individual student progress against the Literacy and Numeracy continuums evidence-based use of
tiered interventions in literacy or numeracy according to need.

In 2014 Forbes North PS was identified as a school that would benefit from this program. An Instructional Leader was appointed mid-year and additional staffing and establishment funding allocated for program start-up.

**Reading Recovery**

2014 was another very successful year for the Reading Recovery at Forbes North. 8 Students successfully discontinued form the program and were able to transfer the strategies learnt for Reading and Writing back into classroom practice. Effective communication with all Year 1 teachers, support personnel, including the learning support team and parents was the key to this success. Notable results were achieved by Preston Kennedy entering the program at text level 3 and discontinuing at level 17, Matthew Tincknell beginning on level 2, discontinuing on level 18 and Connor Goodall commencing at text level 1 and discontinued at level 16.

*Sue Hoey, Reading Recovery Teacher*

**Premier’s Reading Challenge**

We have another very successful year for the Premier’s Reading Challenge with 32 children from K-6 completing the Challenge. Students have to read 25 books in K-2 and 15 in 3-6 from March to August. A special congratulations Joshua Barnard, Destiny Hessions, Abbey Hodges-Lockwood, James Taylor, Kaitlyn Turner, Madeline and Georgie Abel who received Gold Certificates.

*Michele Herbert*

**Forbes North Garden Program**

The Forbes North school garden science program has continued to develop with the involvement of all students Kindergarten to year 6 in fortnightly garden Science lessons in our school vegetable garden. The teaching and learning program for science is taught in the school garden and the processing of data and information gained in the garden lessons is recorded and shared in follow up classroom based lessons. Garden /science lessons follow the primary Connection Science program. All of the school staff has undertaken training and development so that they are able to teach the Primary Connections program that is aligned with the new Australian science curriculum. The three interrelated strands of Science Understanding, Science as Human Endeavour and Science Inquiry Skills together provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Environmental projects undertaken by the students, teachers and community members that have enhanced garden /science have been the construction of a shade and propagation house, the building of a shed to support the chicken program, the purchase of and installation of weather stations, the development of a sensory garden in our primary school playground and the completion of stage one of the construction of an eco-garden that will promote the growth and study of native plants as part of our school garden project.

Our school vegetable garden and kitchen was opened to the public in October 2014 as part of the Forbes Open Garden program. This event highlighted the continued interest the wider Forbes Community has in the environmental projects underway at Forbes North School. Forbes North School won first prize in the
Sustainability Community Partnership section of the Tidy Towns completion. This was also an award showcasing Forbes North’s collaboration with the community agencies of Drum Muster and Forbes Urban Landcare.

Forbes North has also had great success in 2014 winning best Vegetable exhibit at the Forbes Horticultural Society annual exhibition and the Forbes and Bedgerabong Shows.

Sue-anne Nixon, Garden Specialist

Connected Learning
During 2014 the use of mini laptops has extended throughout the school to Stage 1 with the purchase of 20 laptops and a portable caddy. This has resulted in the improvement and consolidation of skills in the use of technology across K-2. Students in K-2 have regularly used iPods in the classrooms to enhance skills in Literacy and Numeracy. Kinder has utilised iPods during the L3 program (Language, Literacy and learning). Students in years 3-6 share a laptop caddy in each stage. The students completed many research tasks, emailing, created powerpoints to go with research tasks, participated in studyladder and other interactive websites. Technology skills are well enhanced through the regular use of technology.

Teachers have utilised the Video Conferencing unit for professional learning. Students in years 3-6 share a bank of laptops in each stage. The students have completed many research tasks, created powerpoints, participated in studyladder and other interactive websites throughout the year. Their technology skills are well developed and students are now using enhanced options creatively.

In the Library the 10 Ipads were utilised in Library lessons to support classroom teaching, research and educational interactive activities. Students had the opportunity to use these at lunchtimes.

Michele Herbert

Kids Teaching Kids
Kids Teaching Kids inspires young people to learn and care for their environment and uses local environmental issues as a theme for learning.

The Kids Teaching Kids Learning Model uses peer teaching and learning pedagogy – teachers become facilitators and students are empowered to take responsibility for their own learning. Students learn with their head (thinking), heart (feeling) and hand (practical), to develop ways to respond to the challenges facing our environment.

2014 was the fifth time that Forbes North Public school has participated in the fantastic Kids Teaching Kids program.

This year we attended Parkes East Public School as guests of the regional Kids Teaching Kids conference under the coordination of Ms Skye Drabsch. The students worked throughout the year in conjunction with Carla from the Superbee Honey Factory in Forbes to become experts on bee farming and honey production. The Forbes North students prepared a Claymation movie showing bees making honey, a honey tasting buffet and a quiz show to gauge what was learnt by the audience.

All schools who made presentations on the day are located within the Lachlan Catchment. (The Lachlan Catchment is situated from Parkes in the north, Temora in the south, Crookwell in the east to Ivanhoe in the west.)

The conference theme was "Sustainable Agriculture", with students presenting topics to promote sustainable farming practices. Other schools involved included Forbes Public, St Laurence’s, Holy Family Parkes, Neville Public School and Caragabal Public School with topics including Life on the farm, Conserving Water, Bees and Traditional Burning Practices.

Special guest Costa Georgiadis from Gardening Australia had students and adults entertained with his infectious passion for sustainable gardening. Students also enjoyed participating in building possum boxes, seed planting and exploring the miniature farm with visiting animals.

The Kids Teaching Kids program was a huge success and our students were able to share their expertise on Sustainable Farming with all students in Stage 3.

Skye Drabsch

Breakfast Club
In 2014, 21 volunteers served 6783 breakfasts over 198 days. That’s an average of 34 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 Public School staff, and financial support from Forbes Services Memorial Club. Donations were also received from Forbes local Red Cross Club, AOG Church, Senior Bowlers and Esme’s Coffee Shop (who provided the yummy Milo in winter). The generosity of our supporters warms our hearts and fills the tummies of so many children so they can attend their school lessons to the best of their ability. We thank all involved for their ongoing support.

Maree Yapp

Forbes SaCC (A Schools as Community Centre)

The SaCC rooms host a range of activities for families with young children each week including Link Up to School, Playgroup, Friends on Fridays and BLISS Breastfeeding Support Group. Rhyme Time is held fortnightly from the Forbes Town Library. 2014 saw the SaCC rooms being used by visiting professionals from Community Health and the New Mums Group and Baby Massage relocate to FNPS as well.

School Performances provided quality performances for the remainder of the year. ‘Let the Music Move You’ entertained students and staff in term two and highlighted various music genres with a variety of instruments.

Term Three welcomed the performance ‘Australian Folklore’. Through its use of a variety of props, instruments and stories this performance moved students through Australian folklore from colonial times to the Australia we know and love today.

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The last performance for the year, ‘Stamp out Bullying’, was a performance which focused on ways to build resilience, tolerance, positive relationships and problem solving. Using, magic, puppets and comedy, as well as audience interaction, this performance proved to be a success amongst student and staff with lots of positive feedback.

**Jahana Serplet**

**Red Cross Good Start Breakfast Program**

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**Active After School Communities**

AASC is a valued program that assists students from K-6 in developing their sporting skills, form positive friendships with peers and experience a healthy life style choice within a safe, encouraging and supportive environment. Funding for this program enabled the school to purchase new sporting equipment and facilitators to deliver quality, fun activities and allow families to access sporting opportunities for their children at no cost.

For seven weeks each term students participated in afternoon lessons and activities delivered by two qualified AASC instructors. Miss Anna Mraz our senior deliverer is a well-known member of the Forbes sporting community and has over seven years’ experience in the program. This year saw Miss Rani Ross join the AASC team as a junior deliverer. Rani has represented Forbes and Parkes at town and school level in various sports.

Students were taught explicit skills in touch football, golf, netball and circus performance activities. Facilitators also focused on promoting leadership skills and team work to support social growth, self-worth and a sense of belonging while developing confidence and skills.

AASC has been running for the past ten years at Forbes North but sadly due to government funding changes 2014 was its last year. Beth Shea from the AASC regional office presented Miss Anna Mraz and Mrs Michelle Ross with trophies to acknowledge their ongoing service and support in the AASC program. While Mrs Winn Sideris was recognised for her ten years of service, being one of the founders of AASC at Forbes North.

**Crunch & Sip**

The Crunch and Sip program was continued throughout 2014. Students were encouraged to bring in healthy snacks to eat during class fruit break and drink water during the day. During fruit and veg month, students were involved in classroom activities that revolved around making healthy eating choices.

**Wiradjuri Language**

During 2014 the Wiradjuri language was taught to all classes from Year 1 to six. Ms Tomkinson taught each class weekly. Wiradjuri is taught through games, singing, music, dance, writing and speaking in language to each other. Senior classes attempted to write their own dreaming stories while replacing English words with the equivalent Wiradjuri word. These stories were then made into class books. All junior students, both indigenous and non-indigenous thoroughly enjoy learning the language and are able to recognise many Wiradjuri words.
The Wiradjuri Choir was asked to perform at the West Wyalong Community Naidoc Day. On the day they also ran Kids Teaching Kids language activities which included teaching the Greeting song, Heads, shoulders, Knees and Toes song, as well as teaching basic animal names, numbers and body parts and family names. Our Students were complemented by Elders, committee members and teachers for their professional delivery of the activities.

The Choir also performed at a number of community events throughout the year. They continue to demonstrate a positive respect for the Aboriginal Culture and Language and are helping to forge a strong relationship between Forbes North and the Aboriginal community.

*Juley Clarke*

**Multicultural education**

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

**Significant programs and initiatives – equity funding**

**Aboriginal background**

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

In 2014 this funding was used to employ a full-time Aboriginal Education Officer (AEO) and 2 Aboriginal School Learning and Support Officers (SLSO), one for 20 hours per week and one for five hours per week.

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

**Socio-economic background**

Forbes North Public School receives funding due to the large number of students enrolled from a low socio-economic background.

In 2014 this funding was used to provide additional staffing within the school. A full-time teacher was employed to allow the formation of an additional class, thus providing a better teacher-student ratio. A teacher was employed one day per week to coordinate and run the Link Up to School transition program. Another teacher was employed one day per week as a garden specialist to continue to enhance student and community engagement through the Kitchen/Garden Program.

This funding was also utilised to provide additional staff peer mentoring time to enhance teacher professional learning and development.

**English language proficiency**

Throughout the year we have had two new students receiving the English as a Second Language New Arrivals Program. A teacher was employed for half a day a week to provide the students 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 students’ understanding of English conventions. As a result, the students have been able to settle into the school situation and gain confidence in preparation for their ongoing learning.

**Learning and Support**

A Learning and Support Teacher for four days a week has provided opportunities for support within the school for both teachers and students. The Learning and Support Teacher through the school’s learning and support team, provides direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. (Do we put that the role has been expanded to 1.4 this time or next time?)

The Disability Standards for Education 2005 provides the context for the role and activities of the Learning and Support Teacher.

Emphasis in the role reflects the needs of individual students and school priorities and programs that support students with additional learning and support needs.
The role is underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student’s education.

Sue-Anne Nixon, Learning & Support Teacher

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Online and hardcopy surveys
- Focus group interviews
- Formal and informal observations.

School planning 2012—2014: progress in 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

Literacy

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2014:

- Overall percentage of students K-2 achieving their expected level (Cluster 4, Cluster 6 and Cluster 8 respectively) in Literacy was 80.35% (reading) and 70% (writing)
- Percentage of students in proficient bands for Reading was 46.1% in Year 3 (an increase of 12.1%) and 42.1% in Year 5 (an increase of 24.1%). 41.1% of Year 3 students were proficient in Writing.

School priority 2

Numeracy

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2014:

- The percentage of Year 3 students in the proficient bands of Overall Numeracy in NAPLAN was 51.4% (an increase of 17.2%)
- The percentage of Year 5 students in the proficient bands of Overall Numeracy in NAPLAN was 37.8% (an increase of 1.5%)

School priority 3

Information & Communication Technology

Outcomes from 2012–2014

- To provide stimulating learning environments that embeds ICT and Connected Classroom Technologies into classroom practice.

Evidence of progress towards outcomes in 2014:

- Increased percentage of students in the proficient bands (Top 3) in Reading and Numeracy in both Year 3 and Year 5
- Increased in Information and Communication Technology skills in all students.

School priority 3

Community and Student Engagement

Outcomes from 2012–2014

- To continue to strengthen and develop productive partnerships with other schools, parents and the wider community.

Evidence of progress towards outcomes in 2014:

- Kitchen/garden activities are integrated into all KLAs as evidenced by links shown in class teaching learning programs
• Increased attendance of Aboriginal students in Link Up.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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

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

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

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

After consultation with staff, students and the wider community Forbes North PS will focus on the following three (3) strategic directions for the 2015-2017 planning cycle:
• Deliver quality teaching and learning programs to equip students with the necessary skills to be successful 21st century learners
• Lead whole school practices which enable all students to be highly engaged in schooling and technologically competent
• Consistent delivery of quality teaching and learning to meet community expectations across all years K-12 in the Forbes community.

About this report

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

Steve McAlister, Principal
Michele Herbert, Assistant Principal
Winn Sideris, Assistant Principal
Katrina Leslie, Assistant Principal
Nick Doyle, Assistant Principal (rel)
Lyndall Brain, Instructional Leader
Members of the P & C Executive

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: