Forbes North Public School

Annual School Report 2013
School context

Forbes North Public School has experienced significant growth in recent years, peaking at an enrolment level of 292 students early in 2013 before dropping to 287 by year’s end. We have an anticipated enrolment of 290 students in 2014. 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 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 for learning, for the strong partnership which exists with the Aboriginal community, in particular for its Wiradjuri Language Program and for its outstanding extended transition program ‘Link Up to School’.

Principal’s message

2013 has proven to be a year of educational change and new challenges at Forbes North Public School. It has also been a year of great reward as the members of our school community have worked together to embrace these changes and meet these challenges head-on.

This report will highlight the key successes, ongoing educational programs and experiences, future directions and key strategies for continued improvement within the school and the community we serve.

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.

Steve J McAlister
Principal

P & C message

2013 has been a year of some change at Forbes North Public School. The appointment of a new Principal, Mr Steve McAlister, has brought a broader focus for the P & C in their interactions with the school and contributions to school planning.

This year the P & C was able to support the school with new seating in the senior area, the purchase of additional reading resources and the contribution of funds towards the purchase of a new lawnmower.

I would like to thank the current P & C committee for all their efforts during the past 12 months as it takes considerable time and effort to raise funds for resources within the school, particularly in the current financial climate. I would particularly like to thank Michelle McKeown for taking on the role of P & C Treasurer at short notice.

I wish the future P & C Executive and committee members all the best in their endeavours.

Wayne Markwort
P & C President

Student representative’s message

It has been a very busy and productive year in parliament for 2013.

Alyssa, Maggie, Coby and Charlie the communication portfolio have worked very hard by keeping the foyer up to date and working with the Office staff to distribute the newsletter and memos through the year. They have had a great year with their coordinator Mrs Herbert.

Jade, Samantha, Jacob, Georgie and Jessie-Jo, the environment portfolio, have worked so hard organizing fundraisers to purchase soap and hand dryers in the bathrooms and doing recycling on a weekly bases. We have been collecting cans and enjoyed working with Mrs House, our coordinator.

Toby, Ricki, Madeline and John on the sport portfolio, have organized lunch time
competitions with Mr. Doyle such as netball, football and handball. On a Friday during their lunch time they would help set up senior sport for their fellow students.

The entertainment portfolio, Melanie, Ethan, Abbey and Kaitlin have worked particularly hard raising money for the school with such events like the Jelly Bean Day, Easter pick a stick, discos and the talent quest. They also raised money by holding such events as the Biggest Morning Tea, Daffodil Day, Jeans for Genes Day and the Fun Run. This portfolio has enjoyed working with Mrs Sideris and her wacky sense of humour.

This year has been a fantastic year. We have been able to introduce our new principal, Mr McAlister, to our school with some wonderful events. One of those events that we can all remember was when Mr McAlister shaved his head for cancer research.

It was a pleasure to present Mr McAlister with a cheque for $476.40 to pay for a water feature to be placed at the front of the office, as the Year 6 farewell gift to the school.

Jessie Rix & Ethan Markwort, School Captains

Student information

Student enrolment profile

A total of 287 students were enrolled in 2013, with 30% being Aboriginal. Through the National Partnership Program, the school was able to form 14 classes.

Student attendance profile

In 2013 Forbes North Public School had an overall student attendance rate of 94.9%. This was higher than the attendance rate for both the Region and the State.

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 individual attendance plans are developed for students 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.
**Workforce information**

The 2013 executive staff consisted of 5 members – a principal, 3 assistant principals and an additional assistan principal employed through the National Partnerships Program. There were 9 classroom teachers, a Reading Recovery teacher, Teacher Librarian and a Release teacher. With National Partnerships funding, the school employed 3 temporary classroom teachers.

The majority of these teachers will be on staff in 2014.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1,000</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3,000</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9,000</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.500</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.504</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.800</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.600</td>
</tr>
<tr>
<td>Teacher – Equity allocation</td>
<td>0.300</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.050</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.300</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.522</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19,891</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 2013, 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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
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</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>90485.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>158569.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>441246.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>69357.14</td>
</tr>
<tr>
<td>Interest</td>
<td>6152.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29141.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>794953.57</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>39015.75</td>
</tr>
<tr>
<td>Excursions</td>
<td>21483.80</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21157.22</td>
</tr>
<tr>
<td>Library</td>
<td>1107.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3188.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>334062.64</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>42415.92</td>
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<tr>
<td>Administration &amp; office</td>
<td>41697.38</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>62049.87</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16180.47</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>27898.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>610258.39</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>184695.18</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013**

**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)
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
</table>

**Percentage in bands:**
- Year 3 Reading
- Year 3 Writing
- Year 3 Spelling
- Year 3 Grammar & Punctuation

NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2011-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

**Percentage in bands:**
- Year 3 Numeracy
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

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.
Other achievements

Arts

Forbes Heritage Competition
The following Stage 3 students received prizes in the Forbes heritage competition for their depiction of Life on the Goldfields. The students study a gold unit as part of HSIE and enjoyed completing research tasks related to the topic. They discovered that life on the gold fields was extremely difficult and many people died. Congratulations to the following students on their well-deserved awards: 1st Samantha Thornton; 2nd Georgia Green; Highly Commended: Rubin Young, Razah Smith, Brielle Thornton, Billy Scott-Rees; Commended: Lachlan Hodges, Coby Ryan, Tamika Cohen.

Michele Herbert

Lions Peace Poster
Forbes North again participated in the Lions Peace Poster Competition, with the theme for this year being “Our World, Our Future.” The contest is open to all students who will be 10, 11 or 12 on November 15, 2013. All students of this age participated. Paige Thomas, Patrick Hill and Alyssa Godden all received a Highly Commended. Charlie Yapp was the school runner up and Angelica Dietrich the winner of the competition.

Sharon House

Debating and Public Speaking
In 2013, the debating team consisted of Alyssa Godden, Melanie House, Paige Thomas and Samantha Thornton. We participated in the Western Region Debating challenge where we took part in three debates. Round one, we travelled to Eugowra to debate “That fast food outlets should provide food for school canteens.” It was a tough decision but unfortunately Eugowra was given the debate on this occasion.

For round two, Forbes North travelled to Quandialla Central to debate the topic “That a book is better than a movie.” It was another tough debate which unfortunately went Quandialla’s way.

The third Western Region Debate topic was “That there should be an age restriction on YouTube” against Bedgerabong, hosted by Forbes North. The girls did a fantastic job and had used the advice from previous adjudicators, defeating Bedgerabong in the 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 “Country life is better than city life.” 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 Eboni Whalan. The senior team was John Darcy and Brielle Thornton. 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 Eboni Whalan. Our senior candidates were Brielle Thornton and Paige Thomas. All speakers spoke extremely well however no candidate received a place in this competition.

Sharon House
Naidoc Public Speaking

The NAIDOC public speaking competition was held at Cowra public School. The theme was “We value the vision: Yirrkala Bark Petitions 1963”.

This year’s theme proudly celebrated the 50th anniversary of the presentation of the Yirrkala Bark Petitions to the Federal Parliament.

Maggie Hanley and Alyssa Godden participated in the challenge confidently and received a participation certificate.

Michele Herbert

Wenban Spelling Challenge

Forbes North hosted the annual Wenban Shield Spelling Challenge in 2013. The Forbes North team of Paige Thomas, Patrick Hill, Toby Hurford and Alyssa Godden were successful in gaining the Shield for 2013.

Winn Sideris

Sport

2013 has been another busy year in sport at Forbes North! Students from Years 3-6 represented Forbes North in a variety of PSSA sports including: Boys Cricket, Netball, Rugby League, Boys Soccer, Boys and Girls Touch Football, Swimming, Athletics and Cross Country.

The boys PSSA cricket team won their first round against Molong, which was a tremendous effort. They were knocked out in the next round.

Toby Hurford and Nathan Haley were selected to try out for the Lachlan District PSSA Cricket selection trials in Parkes. William Wallace, Josh Barnard, Lachlan Hodges and Chloe Howarth were selected to try out for the Lachlan PSSA girls/boys soccer selection trials in Forbes. Chloe Howarth was successful in securing a place in the next round of trials, held in Dubbo.

The school had a number of visiting sporting representatives throughout the year including the ARL Blitz, Milo Cricket and AFL and Touch Football Gala Days. 35 students were selected to participate in the Russell Richardson Cup and David Peachey Shield in Cowra.

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 Michelle Ross who are accredited AUSTSWIM teachers.

Nick Doyle, Sports Coordinator

Premier’s Sporting Challenge

During 2013 155 children from Forbes North PS participated in the Premier’s Sporting Challenge. Of these children four received Encouragement Awards, four achieved the Bronze Level, 24 achieved Silver, 60 achieved Gold and 63 attained the highest achievement level of Diamond.

Winn Sideris

Significant programs and initiatives

Reading Recovery

The Reading Recovery Program continued to run effectively during 2013. 6 students started and successfully completed the program throughout the year. The students have been able to transfer the strategies for reading and writing learnt in Reading Recovery, back into the classroom. All Year 1 classroom teachers have been impressed with the confidence and improvement of the students involved in the Program this year.
Outstanding results were achieved by Malakai Fisher who started on text level 2 and discontinued at text level 19, Jonah Bennett beginning on text level 3 and finishing on text level 17 and Claire Coffee who started on text level 3 and discontinuing on text level 17.

Sue Hoey, Reading Recovery Teacher

Premier’s Reading Challenge

We have another very successful year for the Premier’s Reading Challenge with 54 children from K-6 completing the Challenge. A special congratulations to Melanie House and Ethan Markwort who have completed the challenge every year from Kindergarten through to Year 6 and have received a platinum award. Well done. This year 9 students were awarded their gold certificates, which means that they have completed their challenge every year for four years. Congratulations to: Benjamin Barnard, Emily Gartner, Bonnie Hession, Sebastian Markwort, Brielle Thornton, Samantha Thornton, David Turner, Rohan Webb and Baiden Wilson-Forster.

Learning and Support at Forbes North

The appointment of a Learning and Support Teacher for four days a week to Forbes North Public School in June 2012 has provided opportunities for more 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.

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

Forbes North Garden Program

2013 has been a time of change in the Forbes North garden. Our school thanks our foundation garden teacher for the hard work passion she displayed in helping to set up the garden culture at Forbes North. Throughout 2013 our garden as continued to grow in size and the passion for being in the garden has also continued to grow. Year 1 and year 2 students started regular fortnightly garden lessons. The garden teacher has been linking the HSIE units of work that are studied in the junior school to the garden lessons. The younger students enjoy planting, harvesting and eating the fruit and vegetables.

Throughout 2013 emphasis has been given to finding ways to link the science curriculum to the garden program for the Year 3, 4, 5 and 6 classes. There has been an expansion of hands on science experiments carried out in the garden. Group work and discovery science has been a feature of garden lessons. Units of study throughout the year have included for Years 3 and 4, the study of life cycles of garden creatures, study of worms, exploration of our earth, how it was formed and how our soil today has been shaped by the past. The exploration of man-made and natural fibres has given students a further chance to link sustainability to the materials they use in their everyday lives. Years 5 and 6 have explored the science curriculum in the garden with an intensive study of weather and how our lives are linked to the weather. Amazing weather experiments were carried out and the students became aware of the processes involved in carrying out and recording scientific study. Year 5 and 6 students also studied bush tucker plants, native plants and introduced plants. The study of propagation, photosynthesis, the water cycle, fertilisation and pollination has given the students a greater understanding of what the plants they are growing need to survive and reproduce.

Sue-anne Nixon, Garden Specialist
**Connected Learning**

2013 has seen the consolidation of skills in the use of technology across K-6. 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).

During Term 3 Mrs Michele Herbert visited classes for some intense training in the use of Studyladder, logging on, improving smartboard skills with students K-6. This was both beneficial to students and teachers.

Teachers have utilised the Video Conferencing unit for professional learning. This has been especially beneficial since National Partnership funding has finished. Mr Steve McAlister has his own portable unit as part of his Primary Principal Association network.

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.

Students in 5/6 have also learnt “Claymation” where they have made characters and props from plasticine and made backgrounds on which to film a story from a script they have written. The students found this activity very enjoyable and challenging.

The school has just purchased 10 mini iPads to be used in the library in 2014.

*Michele Herbert*

Kids Teaching Kids inspires young people to learn and care for their environment.

Kids Teaching Kids 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.

2013 was the fourth time that Forbes North Public school has participated in the fantastic Kids Teaching Kids learning model. Forbes North was invited to attend the National Kids Teaching Kids conference in 2011 in Adelaide where two workshops were presented.

This year we decided to host the event in term 3 under the coordination of Mrs Michele Herbert.

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 theme for our conference was “Eat, Think, Save- reducing our foodprint” taking a closer look at what’s happening in and around our local schools and how we can look after our schools for the future.

The following presentations took place:

- Forbes North - Circus of Sustainability
- St Laurence’s Parish School - Bokashi
- Parkes Public School - Bottled Water
- Parkes East P.S. - Reuse, Refuse, Recycle
- Canowindra P.S. - Sustainability and Reducing Food waste in Schools
- Forbes P.S. - The Man who planted trees.

During the break for lunch the wonderful Stephanie Alexander Kitchen Garden was showcased.

Workshops in the afternoon focused on Taronga Zoomobile, Larry Towney’s presentation on Aboriginal Cultural Heritage and the Age of Fishes museum.
The students learnt a lot about how we can look after our schools and our local environments for the future.

The students who participated in the Forbes North presentation were: Jourdain Girot-Serplet, Wally Campbell, Melanie House, Savannaha Gilchrist, Georgia Green, Tamika Cohen, Abbey Hodges-Lockwood, Jade carpenter and Kaitlin Turner.

The students also attended the Kids Teaching Kids presentation at St Mary’s Catholic School in West Wyalong. The students were lucky enough to meet Kids Teaching Kids founder Aaron Wood.

*Michele Herbert*

**Performances**

This year Forbes North students were treated to some talented and educational performances by School Performance Tours. ‘Shakere Beats’ was the first to perform for our students. This one man act was an opportunity for our students to listen to, learn the history of and be actively involved in the creation of African music and its’ instruments. The students were taught many facts about various reptiles during a visit from ‘Snake Tails’. The students were able to ask questions and some were even able to touch some of the animals. ‘Wake up and Read’ was another fun filled and entertaining performance. The focus of this act was to motivate and inspired students to read through magic, story-telling and laughter.

*Jahana Serplet*

**Crunch & Sip**

The Crunch and Sip program was continued throughout 2013. 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.

*Amy Turner*

**Aboriginal education**

**Wiradjuri Language**

Once again the Wiradjuri Language program was taught to all students from K-6. The program started in Term 3, due to unforeseen delays in the funding being processed. Ms Tomkinson was our only tutor this year. She taught all 14 classes every week. Next year we hope to employ and train a new tutor to assist Ms Tomkinson. All students, both indigenous and non-indigenous, continue to enjoy learning the language through games, singing, music, writing and speaking in language to each other.

Forbes North has for the second year in a row, received a major award at the Wudhagarragarra Awards ceremony held in Dubbo for Outstanding Primary School. Mrs Juley Clarke was also recognized with an award for Outstanding Contribution to Educational Achievement by a staff member.

The Wiradjuri Choir continued to positively promote the language and culture through song, within the wider community. They performed at numerous NAIDOC Ceremonies, White Ribbon Day, The NSW Law Forum (which was held in Forbes), The My Mob/Your Mob/Our Mob Hep C Day at the Forbes High School and they performed at the “Welcome to Country Spectacular” for the Kalari River Arts Festival. After each performance numerous positive comments were received complimenting the choir on their singing and their uniform.

Funding has once again been sourced for 2014. If successful, we hope to employ two tutors to teach all classes from K-6.
Multicultural education

Throughout the year we have had two new students receiving the English as a Second Language New Arrivals Program. A teacher was initially employed for half a day a week to provide the students with extra support, both in the classroom and in one-on-one situations. This was increased to a full day each week. 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.

Transitional Equity Funding

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

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

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

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

National Partnership Program

The students and the broader school community have benefited significantly from this program’s funding over the last 3 ½ years through the:

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

The combined schools’ creation of a Partnership Mentor position at PH2 level provided leadership development programs, the induction of early career teachers, data analysis training and the coordination of professional learning networks. Although the National Partnership program concluded midway through 2013, the School Management Plan enabled most in-school funded programs to continue until the end of 2013.

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 2013

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 2013:

- Overall percentage of students K-2 achieving Regional benchmarks was 80.15%
- Percentage of students in proficient bands Reading was 34% in Year 3 and 18% in Year 5. 12.2% OF Year 3 students were proficient in Writing.

Strategies to achieve these outcomes in 2014

- Extension of L3 strategies into Stage 1 with additional Professional Learning for new Early Stage 1 staff and all Stage 1 staff.
- Revision of R2L Strategies for staff previously trained. Training in R2L for additional staff.
- Daily implementation of Reading Fluency activities.

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 2013:

- The percentage of Year 3 students in the proficient bands of Overall Numeracy in NAPLAN was 17%
- The percentage of Year 5 students in the proficient bands of Overall Numeracy in NAPLAN was 15%

Strategies to achieve these outcomes in 2014:

- Continued implementation of Maths Matters strategies into teaching and learning across all stages
- Re-structure executive responsibilities to allow an AP with specific curriculum focus to lead the further implementation of Maths Matters strategies.

Professional learning

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 2013.

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 Understanding Educational Change, Your School and the New Curriculum and Teaching for the New Curriculum. 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 and Disability Standards.

Forbes North PS invested a total of $28 520 in Professional Learning during the 2013 school year, an average of approximately $1 900 per teacher.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about their satisfaction with the school and the teaching of Mathematics.
Their responses are presented below.

School Satisfaction

The school received responses to the surveys on School Satisfaction from only 11% of the parent community.

- 98% of respondents agreed that the school has effective communication practices;
- 89% stated that the school connected learning between home and school effectively;
- 92% agreed that the school successfully builds community identity; and
- 92% agreed that the school promotes parent, family and community participation.

69% of school staff (teaching and support) returned surveys on School Satisfaction.

- 97% of respondents agreed that the school has effective communication practices;
- 91% stated that the school connected learning between home and school effectively;
- 100% agreed that the school successfully builds community identity; and
- 97% agreed that the school promotes parent, family and community participation.

Mathematics

The school received responses to the surveys on the key learning area of Mathematics from only 11% of the parent community.

- 94% of respondents stated that the learning of Maths skills and the understanding of Maths concepts is important;
- 78% said that their child enjoys Maths;
- 83% believe their child’s Maths homework is at a suitable level; while
- 67% believe that their child is achieving at the correct level in Maths.

69% of school staff (teaching and support) returned surveys on the teaching of Maths.

- 100% of staff agreed that Maths is either extremely important or very important in today’s world;
- 100% of staff utilize the school’s Scope and Sequence to plan Maths learning;
- 56% of staff sometimes use worksheets when teaching Maths and 33% rarely or never use a text book;
- 100% of staff state that homework activities directly reflect lesson content; and
- 100% of staff assess student’s Maths understandings regularly.

A random sample of 100 students was surveyed on the key learning area of Maths.

- 88% stated that they believe Maths is important;
- 71% said they enjoy Maths lessons;
- 80% like to work with others in Maths;
- 79% enjoy ‘hands-on’ Maths activities;
- 77% like to use computers in Maths;
- 66% of students believe they are improving in at least one area of Maths;
- 71% agree that their teachers provide feedback on their progress in Maths; and
- 80% state that they are given extra help when they need it.

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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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: