

# Forbes High School

## Annual Report



2016



8194

## Introduction

The Annual Report for 2016 is provided to the community of Forbes High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The 2016 Annual School Report continues the long standing celebration of the rich vein of talent and achievements of our students across the school and wider community. I am privileged to be able to write this introduction as Principal of such a wonderful school which has such a proud tradition of public education in the Forbes area.

2016 has proven to be a challenging year for our school and wider community. The death of our School Captain, Oliver Carlisle, affected us all deeply. I will always remember Oliver for his humility, sense of humour and compassion for others. Our thoughts and prayers are forever with his parents, siblings and extended family. Pride is not a word to be used lightly though it is the word that I have continually used to describe the way that I have felt in terms of our students, staff and families as we faced this tragedy. As a community we have supported one another with compassion not only to honour a friend, but to honour his memory by continuing to live our lives to the fullest. This has by no means been an easy task, but it is one that has been done together.

At our core we are a school that promotes quality, comprehensive and diverse educational opportunities in an environment that values respect, responsibility, honesty and staff and students doing their best. Our staff continually work to build their capacity to enhance quality teaching and learning practices that promote student learning outcomes by tailoring educational experiences to suit individual needs. Students are encouraged to develop and explore their potential through a wide range of programs across the whole school setting.

I am passionate about celebrating the success of our students within the community and this year has seen achievements across academic, sporting, cultural, creative and performing arts domains. The opportunities for students has seen them travel the state, country and overseas in pursuit of their goals and provided life-long experiences that will better prepare them for post school life.

The quality of education provided to our students is further enhanced by the proactive involvement of parents and the community in partnership with our school. I would like to thank our parents, P&C Association, local service providers and businesses for your ongoing support throughout the year.

The end of 2016 saw several staff members who have made valuable contributions to the life of our school move on for a variety of reasons. Mrs Sue Cunningham, who is a long serving teacher of English and member of the executive, will transition into retirement. Heather Parker has been granted a service transfer to Illawarra High School and Emily Bass, Andrew Swan and Kate Butcherine are moving closer to family to continue their teaching careers. Collectively, I want to thank them for their efforts in supporting the staff, students and wider Forbes High School community and wish them all the best for the future.

In closing I wish to thank the staff and students on their efforts throughout the year and for their ongoing contribution to the life of Forbes High School.

Charles Dwyer

Principal

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# School background

## School vision statement

Forbes High School has a vision of 'education for a better quality of life'. The school cultivates a vibrant and innovative learning environment which fosters the development of young people to become successful learners, confident, creative individuals and active and informed community members. Every student has the opportunity to achieve their personal best through engaged and active learning in a respectful, honest and responsible school.

## School context

Forbes High School is a rural 7–12 comprehensive, coeducational high school of 360 students which is situated on the banks of the Lachlan River. We are a Positive Behaviour for Learning school and have core values of Respect, Responsibility, Doing Our Best and Honesty which are reflected across all aspects of school life. We maintain a broad and rigorous academic curriculum and offer an extensive range of vocational courses. We adopt a holistic approach to student achievement and students have the opportunity to succeed in sporting, cultural, creative and performing arts endeavours. Students are taught by a dynamic, motivated and committed staff in a technology rich environment. Strong community partnerships have been formed and these provide invaluable support to the school across many contexts including student well-being programs, vocational opportunities and shared resources. As a comprehensive high school we cater to a wide variety of demographics and student needs which includes a Support Unit being accessed by 30 students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning Elements

There is supporting evidence that Forbes High School (FHS) is delivering and sustaining and growing across the five elements of the domain. Our learning culture has been underpinned by Positive Behaviour for Learning (PBL) to promote respectful relationships and good conditions for learning. Student wellbeing has been a major focus throughout the year and the establishment of the Forbes High School Wellness Hub, has seen the school excelling in providing an inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. A curriculum and learning focus has seen staff capacity further developed in implementing A Learning And Responding Matrix (ALARM) in stage 6 classes. An active partnership with local primary schools has been developed to ensure continuity of learning for students in public education through the Lachlan Engagement and Enrichment Program (LEEP). In terms of assessment and reporting, a wide range of data has been collected and analysed to inform school wide practices and used to monitor, plan and report on student learning across the curriculum. To support this, the capacity of staff has been developed in using Sentral to capture, collate and analyse data. School Excellence Framework data relating to value-added results indicate that the school is sustaining and growing in terms of years 7 to 9 results and delivering in years 9 to 12 results.

### Teaching Elements

There is supporting evidence that Forbes High School is delivering, sustaining and growing and excelling in relation to the five elements of the domain. Effective classroom practice is being developed as specific focuses of both the Student Learning and School Learning planning teams. Professional learning opportunities relating to this have built staff capacity in implementing PBL strategies across the school setting and analysing student data to inform teaching practices at a class, faculty and whole school level. Student assessment and behaviour data is regularly used school-wide to identify achievement and progress in order to inform school planning and directions. This is at the delivery stage and continues to be a focus of professional learning to improve capacity. The Professional Development Framework has guided a collaborative process whereby staff have welcomed the feedback of colleagues to guide teaching practice in self-identified areas.

The use of this framework has proven to be an invaluable professional learning opportunity that has been embraced by staff. The development of Professional Development Plans (PDPs) for all staff has guided the cross-faculty Teacher Professional Learning committee in identifying and providing relevant opportunities that meet the needs of staff and compliment the needs of the school and students as identified within our School plan. Teacher professional standards are imbedded into staff PDPs and supported through a range of professional learning opportunities. Early career

teachers completed a comprehensive induction program and were supported by identified mentors.

## Leadership Elements

There is supporting evidence that FHS is delivering, sustaining and growing and excelling in relation to the four elements of the domain. The school leadership team supports a culture of high expectations and is active in engaging the school and wider community. Student and parent feedback was surveyed using *Tell Them From Me* and has been utilised to inform future planning. The establishment of the FHS Wellness Hub has seen a strategic partnership formed with local service providers to increase access to resources to support student wellbeing and learning outcomes. The process of school planning, implementation and reporting has consisted of a collaborative approach that is evidence based, and uses innovative thinking, to deliver ongoing improvements in student outcomes. The shared responsibility of all staff on strategic direction school planning teams has contributed to our School plan being the core of continuous improvement efforts. School resources have been specifically aligned to support the implementation of our School plan and achieve improved student outcomes. School staffing has been strategically allocated to broaden curriculum opportunities, support student wellbeing, increase access to technology and provide relevant time to build staff capacity. School facilities are used by the school and wider community to meet the needs of a rural community. The management practices and procedures of the school have been aligned with cultural change to support the School Excellence Framework and new school planning model. These structures and processes are collaborative and aim to support ongoing school improvement and professional effectiveness of all school members.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Student Learning

#### Purpose

To develop a deep knowledge of relevant academic content in a collaborative learning environment which fosters problem solving, creative thinking and application of relevant technology. Allowing students to access increased post school opportunities, to become successful community members and embrace lifelong learning.

#### Overall summary of progress

The PBL team was restructured to reflect the needs of the school. Teams were identified to enable effective use of staff time and skills. Both an internal and external coach have been identified. The School-Wide Evaluation Tool (SET) Report written by an external PBL coach rated the school with an overall score of 98.2%, an improvement on 2015's score of 92.9%. Recommendations from the report included: updating the PBL action plan, identifying PBL priorities and sharing EBS and SET results with staff to encourage ownership of the PBL process. In 2016 10 staff members attended PBL professional learning.

The PBL rebranding is complete and PBL signage is evident throughout the school.

The PBL data team are working with the TSO to support accurate and efficient collection of data.

Students and staff attended the Disney Theatre Production of Aladdin as acknowledgment of positive behaviour.

Continuation of the role of Head Teacher, Teaching and Learning in 2016, with attendance at the school once a fortnight to provide one on one professional development with staff. These sessions include assisting teachers to improve systems and processes in the classroom to enhance student outcomes through the use of technology.

During staff development days and afternoons, staff have participated in a variety of activities to promote 21st century learning skills of collaboration, communication critical thinking and creativity. These included the EdTech 2016 in term 2, 'breakout' session in term 3 and various faculty specific days.

Student Engagement has seen a positive rise at Forbes High School. The use of the "Tell Them From Me" survey has given valuable feedback in terms of future directions and despite being in its relative infancy, signs are encouraging that student engagement may be on an upward trend. The evolution of the Head Teacher Wellbeing role and Wellness Hub will also continue to assist students to help them focus on their studies and remain engaged knowing that they have support for external factors that may be influencing their education

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students identified within 'Tier 1' of the Positive Behaviour for Learning continuum.	<p>The PBL Team has decided to seek direction on data collection from other PBL schools. The team identified that the criteria for students within Tier 1 needed to be defined and should be consistent with other PBL schools.</p> <p>The PBL team have established a data team which includes the TSO to ensure data collection is consistent and reliable.</p>	<p>PBL budget</p> <p>HT Wellbeing</p> <p>Staff PL</p>
Increase in attendance rates to 90% and academic growth against both internal and external measures.	<p>Student attendance has demonstrated negative growth from 2015. In 2016 a decrease of 3% in attendance was noted, however similar schools have also experienced a 2% decrease in attendance. This decrease could be due to a variety of issues encountered last year, including the death of the school captain and floods effecting students' motivation and ability to attend school. Data from the School Excellence Framework indicates that student attendance rates are higher than that of</p>	<p>Head Teacher Attendance</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in attendance rates to 90% and academic growth against both internal and external measures.	similar schools. Forbes High School (FHS) student attendance is 85% whilst similar schools are 83%. Also noted is a significant decrease in our Aboriginal students' attendance at 80% as compared to non-Aboriginal students' at 88%. Similar schools have a 10% decrease in attendance for Aboriginal students.	
Increased percentage of positive student engagement feedback compared to the Tell Them From Me 2015 base line data.	A comparison of the data from 2015 with that of the data taken in 2016 has shown that student interest and motivation went from 22% in 2015 to 19% in 2016. This is below the Government norm of 28% for both 2015 and 2016. In 2015 23% of the girls and 22% of the boys in this school were interested and motivated compared to 2016 where 21% of the girls and 18% of the boys in this school were interested and motivated. The NSW Government norm for girls is 26% and 29% for boys. In 2015 Positive Teacher-Student Relations were rated 5.7 out of 10, this rating increased in 2016 to 5.9 out of 10 suggesting a slight improvement in this area. Positive relationships was also an area of improvement with 70% of students experiencing positive relationships at School in 2015, this percentage grew to 75% in 2016. Whilst still below the Government norm of 78% this demonstrates a positive trend when it comes to students and their relationships at Forbes High School. This improvement was also reflected in the students' sense of belonging. In 2015 55% of students in this school had a high sense of belonging, compared to 65% in 2016. Tell Them From Me data has proven useful in terms of guiding strategic directions and school focus however long term trends in student data are difficult to predict at this point in time. Forbes High School Aims to increase the reliability and Validity of its tell them from me data as it becomes engrained in the School culture and students gain a greater understanding of the importance of the data provided.	Head Teacher Wellbeing Wellness Hub TPL opportunities for staff TSO Staff cover for Data gathering and analysis

## Next Steps

### PBL

- Team visit to WHS to investigate PBL data collection and PBL systems throughout the school.
- Staff professional learning every fortnight to ensure consistent implementation of PBL classroom expectations.
- New staff training in PBL.
- Change PBL meeting time to provide an opportunity for student and parent input.

### 21st Century Learning

- Continuation of the Head Teacher, Teaching and Learning role, including an expansion of this role to improve digital literacy in year 7 students through explicit teaching in library lessons.
- Increase in the amount of students bringing their own device to use at school.
- Continuation of training to build capacity of all staff, with a particular focus on implementation of the Google Suite and Office 365 into the classroom.
- Creating networks with the school and educational community through attendance at the EdTech 2017 in term 2 as well as more faculty specific professional development days.

### Attendance

- Increase attendance to 90% or above for all students by weekly meetings between the Principal and Head Teacher Attendance with the Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO).

- Particular focus on increasing attendance for Aboriginal students to 90%. Use of the Aboriginal Education Officer (AEO) and Aboriginal Education Consultative Group (AECG) to improve student attendance via improved contact with home.

#### Student Engagement

- Continuation of Head Teacher Wellbeing
- Continued support of the Wellness Hub
- Greater Data gathering and analysis of TTFM data, allowing the identification of long term trends
- Continued Evolution of staff/student mentoring programs
- Continued implementation of ALARM in classrooms.
- Continued commitment to broad curriculum catering for a widevariety of student interest.

## Strategic Direction 2

### School Learning

#### Purpose

To develop a school culture that builds the capacity of stakeholders within the school community to contribute to a productive and collaborative learning environment. This is based on quality educational delivery, consistent high standards and shared professional practices.

#### Overall summary of progress

In 2016 the School Learning Team implemented a refocus on the way Literacy was taught within the school. The team recommended a shift away from the centralised production of teaching and learning materials for Literacy by the Literacy Team, towards a model based on KLA produced materials that was created. This was to increase relevance and give teachers greater 'buy in' of the process. The team also drove the implementation of programming checklists for all programs written across the school to meet BOSTES requirements and school priorities. All KLA's were provided release time to meet the benchmarks set. ALARM was further embedded through the creation of a cross KLA team to investigate programs in existing school settings and report back to staff.

The process of developing Professional Development Plans (PDP's) was further consolidated with staff coached on creating meaningful and organic documents that grew with staff as they engaged in Teacher Professional Learning activities, both internal and external and professional conversations with other staff. This process has been enhanced through the mapping of all staff Professional Development Plans (PDP's) focus areas, inputting these into a database and identifying priority 'clusters' of TPL need with KLA and the wider school. Feedback has been positive and staff feel they have greater control over the direction of their professional development.

The team implemented a 'soft start' for the Forbes High School Wellness Hub that was designed in conjunction with the Principal Networked Specialist Centre Facilitator – Central West. This process built the links between the school student's Well Being needs and other NSW Government Departments and Non Government Organisations such as CareWest. The team also worked closely with Sentral to continue our transition to information, communication and technology (ICT) based school guidelines and procedures e.g. LST referral's and Excursions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Key Learning Areas have programs that meet the requirements of BOSTES and reflect best practice with appropriate adjustments to allow for effective learning in a uniform digital format.	<ul style="list-style-type: none"><li>• A program checklist was developed in an effort to help staff ensure that all programs met the BOSTES requirements. This has been rolled out to staff and it is planned that it will become the standard as of 2017</li><li>• A cross curriculum ALARM Team was formed to look at and develop our use of ALARM across the school. In order to do this team collected resources from other ALARM schools, visited Crestwood High School to investigate ALARM strategies in-situ and compiled an agreed set of terminology/ strategies to be rolled out across the school. The embedding of ALARM in all KLA Stage 6 programs is ready for Implementation in 2017</li></ul>	Release time for planning  Release time in Term 4 provided to all KLA's to implement program checklist  ALARM Training  TPL funds to release ALARM team to visit Crestwood High School in Term 3
All staff have identified professional learning goals that enhance a school culture of quality teaching practices as reflected in their Professional Development Framework.	<ul style="list-style-type: none"><li>• Staff PDP's and professional learning needs have been collated and mapped into a central database allowing the TPL team to investigate clusters of needs.</li><li>• This allows existing staff skills and knowledge to be utilised in upskilling other staff members.</li><li>• Better resource allocation has been possible due to common areas of staff TPL needs being identified and addressed holistically rather than individually.</li></ul>	TPL funds used to release two staff to collate and map PDP's and identify clusters of professional learning need



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Key school systems and structures are clearly defined across the school community through relevant policies and procedures which are published across a variety of mediums.	<p>Staff have been surveyed and consulted with regards to a number of different initiatives and systems throughout the school system. These include;</p> <ul style="list-style-type: none"> <li><b><i>The improved use of Sentral for wellbeing, markbooks, excursions, learning plans and reporting.</i></b></li> </ul> <p>A Sentral expert was employed for a day and the Technology Team used the data from the staff survey in order to craft solutions in Sentral (Eg LST Plans and Excursion documents)</p> <ul style="list-style-type: none"> <li><b><i>Modifying recess and lunch bells to include music in an effort to improve student traffic when leaving the playground and increase punctuality to lessons.</i></b></li> </ul> <p>A community letter was sent out to inform the neighbours about the plan and seek any feedback. The response was very positive and plans are in place to implement this early in 2017</p> <ul style="list-style-type: none"> <li><b><i>Consistent assessment notification and feedback documentation for students across the school This is expected to improve a student's ability to interpret the expectations of each task, independent of the faculty that it is from.</i></b></li> </ul> <p>New proformas have been developed and staff have been invited to make comments or suggest changes with an eye to implement them early in 2017</p> <p>Wellness Hub was planned and developed through a 'soft launch' to provide systemic support for student well-being at FHS. This has allowed FHS to incorporate existing resources (AEO, school counsellors and youth worker) with external agencies including NSW Health and NGO's to provide a more 'wrap around' approach to student well-being.</p>	<p>Release time for planning</p> <p>TPL funds used to release team to work with Sentral expert for 2 days at FHS</p> <p>TPL funds used to release team to review existing policy documents</p> <p>SASS staff for ongoing Wellness Hub booking coordinator and administration</p> <p>Wellness Hub capital costs including site preparation, signage and promotion.</p>

## Next Steps

### Rigorous Curriculum

- Continuing consolidation of the programming checklist rolled out in 2016 including the training of new staff. This will include providing time to KLA's to continue the process of meeting the new NESA guidelines to programming, registration and maintaining compliance.
- The implementation of common assessment guidelines and procedures for years 7 – 12 across all Key Learning Areas (KLA's) after consultation with all key stakeholders.
- Continuing consolidation of the ALARM system in stage 6 courses through the mentoring of staff by the core ALARM team, utilising the existing expert capacity within the school and external training as required.

### Teaching Quality

- Undertaking a skills audit of the existing staff skill capacity already in the school. Then investigate creating collaborative Teacher Professional Learning (TPL) opportunities at school between staff to build whole school skills capacity.
- Improved mapping of Professional Development Plans (PDPs) and staff Professional Learning needs to specific internal and external Teacher Professional Learning (TPL) opportunities.
- Further consolidation of Professional Development Plan (PDP) data to identify specific 'clusters' of Teacher Professional Learning (TPL) need within the school and provide greater collaborative 'on site' opportunities to meet those needs with either existing corporate knowledge or buying in external expertise and sharing this with partner schools.

## **Whole School Systems and Structures**

- Continued consolidation in the use of Sentral to collect and store school data and information. Increased use of reports to drive decision making within classes, Key Learning Areas (KLA's) and wider school environment. This will be done in conjunction with the Strategic 1 teams focus on PBL and a review of the existing Guidelines and Procedures on Behaviour Management and Student Well-being.
- Further expansion, ongoing monitoring and evaluation of the Wellness Hubs services.
- Implementation of a one day presentation program for visiting school's or partner organisations that require a detailed understanding of the journey taken to plan for, manage and implement the Wellness Hub at Forbes High School.
- Review existing Guidelines and Procedures to make sure they comply with Department of Education and NESA policies and create an agreed format for all new Guidelines and Procedures produced by Forbes High School in the future. Exemplars will be provided to guide this process.

## Strategic Direction 3

### Community Engagement

#### Purpose

To develop a shared culture, awareness and perception of public education within the community by establishing and consolidating effective partnerships. This will enhance student well-being and continuity of learning across our community of schools from K to 12.

#### Overall summary of progress

In 2016 the Community Engagement team implemented changes to the format of Parent/Teacher Information Night, consolidated Facebook and local print media and increased connection with our partner primary schools through the extension of the Lachlan Engagement and Enrichment Program (LEEP), to include Drama as well as Mathematics & Science for selected students in Stage 2 and 3.

Adjustments to Parent/Teacher Night based on feedback received in 2015 has increased attendance. Surveys are ongoing as to continue to improve engagement.

Facebook data has indicated a continuing increase in activity and has proved to be a valuable form of communication with staff, students, families and the wider community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase of student enrolments from partner primary schools.	<p>The inclusion of Drama in the 2016 sessions proved popular with 21 stage 3 students attending. The Science and Mathematics LEEP programs continued to produce positive results with 25 stage 3 and 26 stage 2 students enrolling. Implemented week 7 term 2</p> <p>Feedback regarding LEEP from parents, students and principals was positive, with a commitment of support for 2017 and to be extended into other subjects areas at the request of parents and principals.</p> <p>Costings for the LEEP program have been collated and invoices sent to partnering primary schools.</p> <p>Data showed that 78% of students from partner primary schools in year 6 enrolled at Forbes High School which was a decrease of 5% from the previous year.</p> <p>Staff rollover in 2016 prevented the completion of purchases of resources for School on Tour and MADD night performances.</p> <p>Quotes for the purchase and upgrade of PA System in school hall was excessive and beyond the capabilities of the budget at this point but opportunities for external funding are being investigated.</p> <p>Collaboration with all staff has improved communication and capacity to understand the planning process of our strategic directions but needs to be continued.</p>	<p>Funding from partner primary schools</p> <p>Release days for teachers</p> <p>Cost of resources</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in parent/carers attendance at subject selection, parent/teacher and P&C meetings.	<p>Attendance at Parent/Teacher/Subject Selection evening doubled after changes to format were implemented in 2016. Surveys will be ongoing so that further improvements can be made to maintain and/or increase attendance figures. Promotional materials developed and will remain constant and updated accordingly.</p> <p>Using the SMS alert system for Parents &amp; Citizens meeting in 2016 resulted in a 50% increase in attendance. Parents in attendance were surveyed and suggested an earlier reminder via SMS.</p> <p>Our Forbes Show display provided an interactive opportunity for the community to engage with staff and students which contributed to FHS winning "Best Commercial Exhibit" award.</p>	<p>Parent/Teacher night SMS reminder and Facebook posts</p> <p>P&amp;C meeting SMS reminder and Facebook posts</p> <p>Show Site Cost</p> <p>Show site development – Commercial Exhibit Prize voucher</p>
Increased level of student access to services provided by community partners to support success and well-being.	<p>FHS Wellness Hub has been created in response to student wellbeing needs in line with our School plan. Amendments to the plan have been made in 2016 and will continue to be made in 2017 based on feedback received. Following soft opening 165 appointments were booked and over 320 were being booked by end 2016.</p> <p>Partnerships with external service providers has been developed with 8 now utilising the facilities on a regular basis. This suite of services is accessible to students and families at our school as well as available for staff and family initiated referrals.</p> <p>A Wellness Hub Committee has been developed and meet regularly to monitor and evaluate the sustainability, viability and usage of the facilities and potential for the inclusion of new services to complement existing services.</p>	<p>Release for planning time</p> <p>Furnishing and resources</p>
Rise in publication levels and community awareness of school success within the local community.	<p>Facebook page like has increased by 68% in 2016. Data collected identified that 79% of the activity is being made by the parent/carers age group of 25–65+. 62% of our users are accessing the page via a mobile device and 38% via computer.</p> <p>Our newsletter continues to be a rich source of information which is published on a three week rotation and is linked to both the school website and Facebook page.</p>	Advertising through print media

## Next Steps

### Community of School

- Expansion in 2017 of LEEP into Agriculture for stage 3 with Science, Technology, Engineering and Mathematics (STEM) continuing for stages 2 and 3. Improvements to correspondence for LEEP to parents and partnering schools. Program leader to be appointed to develop structure for sustainability through development of student selection criteria and program mission statement etc.
- Purchase of equipment for 'School on Tour' and MusicArt Dance and Drama night to be revisited in 2017 when staffing is finalised.
- Continue to build capacity of staff to understand the planning process for our strategic directions of our School Plan to assist in establishing better informed and timely decisions.
- Development of "Middle School Program" – timetabled classes to be held at partnering primary schools by subject

for mainstream and support students.

- Year 7 Advisor appointments in advance to increase rapport with prospective students. Possibility of working with both Year 5 & Year 6 students to increase retention of enrolments.

### **Home/School Partnerships**

- Continue to liaise with parents through a variety of mediums to continually improve attendance at Parent/Teacher evenings. Current format has been well received and will continue into 2017. Extension of the quality of display content and visual appeal with the inclusion of student helpers to encourage more parent/carer attendance.
- Create Year Advisor Folders for staff to access to improve planning and implementation processes to ensure partnering primary schools are well informed and their families have access to relevant information prior to making their child's secondary schooling choices. Keeping all correspondence consistent. Effective forward planning to appoint Year Advisors well in advance to allow them ample time to develop a report with prospective students and their families. The appointment of a Year Advisor for 2018 to allow them to work with Year 6 students to maximise enrolment retention. Develop a concise role statement and duties for prospective candidates.
- Expand the usage of facebook and website to include photo albums, reminders for excursions and other important events being conducted at FHS. Schedule posts regularly to increase circulation.

### **Community Partnerships**

- Organise and host Official Opening of Wellness Hub in Term 1 2017.
- Update school signage to include Wellness Hub, PBL and White Ribbon initiatives.
- Continue to foster and development external service provision in Wellness Hub to complement existing services.
- Include a Wellness Hub display at the Forbes Show exhibit.
- Proactively encourage student attendance at community events and arrange for formal school uniform to be available.
- Purchase of new school ties.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Our Aboriginal Education Officers(AEO) continue to consolidate and build relationships with parents, carers and the wider community. All students have Individual Learning Plans (ILPs) with increased numbers of parents being involved in the development and monitoring of ILPs. Specific programs such as the Girri Girri Sports Academy are supported by the AEO.</p> <p>A Homework Centre operates weekly to support students with access to technology and smaller group assistance from teaching staff increasing the completion rate of assessment tasks.</p> <p>Student wellbeing has been supported through engaging a Youth Worker to compliment the role of the School Counsellor. Community partnerships have been developed and strengthened to support student wellbeing through the establishment of the Forbes High School Wellness Hub.</p>	\$74,704
<b>English language proficiency</b>	<p>An English as an additional language or dialect (EAL/D) teacher was employed one day per week. Students participated in mainstream classroom settings with withdrawal for intensive language support. Cultural literacy and the academic expectations of Forbes High School were explicitly taught. Students were provided with language support to assist them accessing their varied curricula.</p> <p>The capacity of classroom teachers was developed through professional learning relating to differentiating instructional and assessment practices and understanding cultural backgrounds of each student.</p> <p>Regular parent/student/teacher meetings developed strong bonds between school and home, effective communication strategies and identified access to community services have increased participation in school and community life, increasing confidence and overall wellbeing.</p>	\$3,484
<b>Low level adjustment for disability</b>	<p>The Learning and Support Teacher (LaST) completed learning and support plans, in consultation with parents, for all students identified by the Learning and Support Team (LST) as a result of learning, behavioural, physical, mental or cultural needs. These identified specific strategies relating to effective adjustments and accommodations.</p> <p>The Learning and support Team (LST), in consultation with the LaST, have identified individual and groups of students who would benefit from supplementary support in the classroom and engaged School Learning and Support Officers (SLSO) to cater to these needs.</p>	\$80,876



<b>Low level adjustment for disability</b>	<p>Several staff professional learning opportunities were delivered to build the capacity of staff in making effective adjustments and accommodations in the classroom setting. Capacity was also developed to enable key staff to identify students to be included in, and to complete, the National Consistent Collection of Data Survey (NCCD).</p>	<p>\$80,876</p>
<b>Socio-economic background</b>	<p>Funding provided additional indicative staffing of 1.1 classroom teachers. This provided the opportunity to deliver a broad curriculum pattern for students across all stages without compromising student choice or access.</p> <p>The Lachlan Engagement &amp; Enrichment Program (LEEP) has been developed in partnership with our partner primary schools to provide enrichment opportunities for stage 2 and 3 students and to build an effective educational transition pathway for students in public education.</p> <p>A Technology Support Coordinator (TSC) has developed a system to support the integration of technology into the classroom. and increase access to both hardware and software for all students. The Technology Support Coordinator (TSL) has provided ongoing professional learning to all staff which has built capacity and confidence.</p> <p>A shared Head Teacher, Teaching and learning across a community of schools has supported the development of a school wide Bring Your Own Device policy. The delivery of staff professional learning has developed staff capacity and confidence in utilising the Google Apps platform. Teacher release was provided to ensure equitable access to opportunities.</p> <p>The Community Liaison Officer (CLO) role was unoccupied for half of the year, though once the position was filled it has contributed to improving effective communication between the school, home and wider community. The Forbes High School Facebook page has continued to engage the school community through social media to increase exposure to a wide variety of information in real time.</p>	<p>\$104,263</p>
<b>Support for beginning teachers</b>	<p>Beginning teaching staff had a reduced teaching load to support their development throughout the year. professional learning to build capacity was a major focus with staff participating in a wide variety of experiences relating to classroom and behaviour management, implementing A Learning And Responding Matrix (ALARM) and completing Senior First Aid.</p> <p>This was complimented by a comprehensive induction program which drew on the expertise and experience of relevant staff</p>	<p>\$21,539</p>

<b>Support for beginning teachers</b>	who mentored and coached beginning teachers across all school contexts.	\$21,539
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# Student information

## Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	183	185	185	183
Girls	174	176	172	166

## Student attendance profile

School				
Year	2013	2014	2015	2016
7	89.5	91.3	90.8	86.2
8	89.6	89.3	89.4	88.2
9	90.1	88	88.5	86.7
10	89.2	91.2	85.9	82.6
11	79.8	89.1	89.2	85.1
12	90	88.4	92.5	88.1
All Years	87.7	89.6	89.3	86.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

## Management of non-attendance

Forbes High School attendance data for 2016 has displayed a decrease against the state Department of Education (DoE) mean which remained constant. From 2015 – 2016 attendance decreased from 89.30 to 86.20% – overall 3.5% less than the state DoE mean. This overall decrease in attendance is a result of various issues encountered throughout the school year. This included the death of the school captain and floods effecting students' motivation and ability to attend school.

Improvement in attendance has been hindered by long term non-attendees, particularly in years 7 and 10. These included the enrolment of several siblings of students with long term attendance issues. All year groups experienced a decrease overall in attendance, with year 10 decreasing by 5.9% compared to the previous year 9 group in 2015. This year group is a

smaller cohort which means that statistically a smaller number of non-attending students will make a larger percentage difference in the whole year. Term 1 attendance overall commenced at a lower point compared with 2015 down by 5% from term 1, 2015. This trend continued for the following terms, with a particularly large drop of 4% between terms 2 and 3. This relates back to the issues encountered particularly in terms 3 and 4.

Strategies that have been employed in 2016 include:

- SMS daily alerts to parents and carers of absent students, allowing return messaging of reasons for absence.
- Period by period electronic roll marking for rapid identification of truancy.
- Regular meetings between the Home School Liaison Officer, Aboriginal School Liaison Officer and Head Teacher attendance to identify and target regular non-attendees.
- Being proactive and meeting with parents of students identified as an attendance risk.
- Liaising with external agencies to implement re-engagement programs and identify and implement supports for both parents and students to promote attendance at school.
- The use of Girri Girri Sports Academy as a reward program to encourage high levels of attendance and improved behaviours.
- Semester based 100% attendance awards at formal presentation assemblies.
- Transition program for year 11 and 12 students who do not wish to obtain an ATAR and wish to transition to work post school.

While there was an increase in the support from external agencies for the well being of attending students via the 'Wellness Hub', a decrease in support time from external agencies has been noted in respect to support in meetings to improve attendance.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	5	15
Employment	5	10	35
TAFE entry	2	0	10
University Entry	0	0	25
Other	0	0	5
Unknown	0	0	10

## Year 12 students undertaking vocational or trade training

Forbes High School offers the following Vocational Education and Training (VET) courses in Stage 6; Hospitality and Primary Industries. Students also access a variety of courses through the local TAFE (TVET). TVET classes usually take place on Wednesday which allows students to complete these courses when classes are not timetabled at school. A Trade Training Centre has been constructed for Hospitality, with a fully operational Commercial Kitchen completed during 2011. This ensures students have access to the latest industry standard facilities at FHS. Approximately 25% of our students accessed available VET opportunities.

## Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 96% of our Year 12 students attained their HSC. 20% of our Year 12 students attained an equivalent Vocational Education Certificate in one or more VET subjects, either studied at Forbes High School or through TAFE.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	19.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.98
Other Positions	7.5

\*Full Time Equivalent

Five per cent of our workforce composition identify as Aboriginal.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

## Professional learning and teacher accreditation

Our strategic directions of Student Learning, School Learning and Community Engagement have been allocated significant school funds in order to reach the intended milestones. The Student Learning team had a number of staff attend two A Learning And Responding Matrix (ALARM) professional learning opportunities in Dubbo and Sydney.

The School Learning team has employed, in collaboration with five partner schools, a Head Teacher, Teaching and Learning to build teacher capacity in the use and implementation of new Information and Communication Technology (ICT) strategies including Google Docs, Microsoft 365 and Kahootz into the classroom.

In 2016, 2 permanent and 3 temporary beginning teachers were working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation at Proficient level. 25 teachers were maintaining accreditation at Proficient level.

All staff were engaged in activities on our allotted school development days of 27th January, 27th April, 18th July, 17th December. During these development days all staff worked on activities including Anaphylaxis Training, Child Protection updates, School planning, ALARM, First Aid, ICT focus areas and Professional Development Plans.

100% of staff at Forbes High School attended a diverse range of TPL activities ranging from quality teaching strategies e.g. ALARM, ICT teaching strategies e.g. Kahootz and mandatory training including Anaphylaxis Training and Child Protection updates.

The average expenditure per teacher on professional learning, at the school level in 2016 was \$1052. Total school expenditure on teacher professional learning in 2016 was \$52,600

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>373 991.99</b>
Global funds	416 356.16
Tied funds	625 553.39
School & community sources	147 300.61
Interest	10 830.49
Trust receipts	32 455.27
Canteen	0.00
Total income	1 606 487.91
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	94 615.91
Excursions	40 706.93
Extracurricular dissections	95 681.45
Library	6 861.11
Training & development	794.00
Tied funds	500 242.38
Short term relief	121 057.31
Administration & office	47 867.57
School-operated canteen	0.00
Utilities	116 429.76
Maintenance	16 412.27
Trust accounts	14 771.98
Capital programs	0.00
Total expenditure	1 055 440.67
<b>Balance carried forward</b>	<b>551 047.24</b>

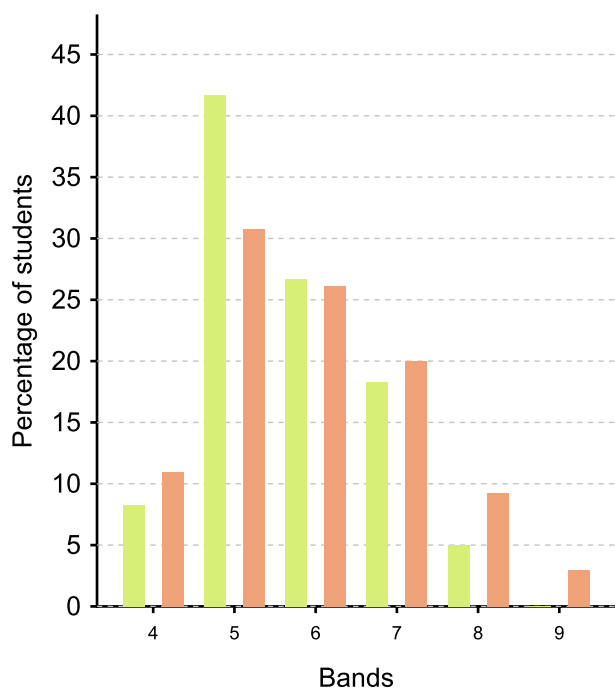
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

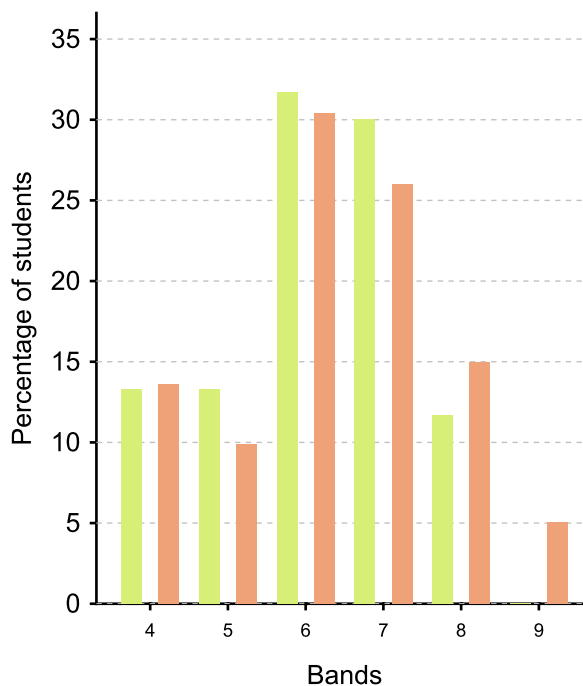
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 7 Grammar & Punctuation



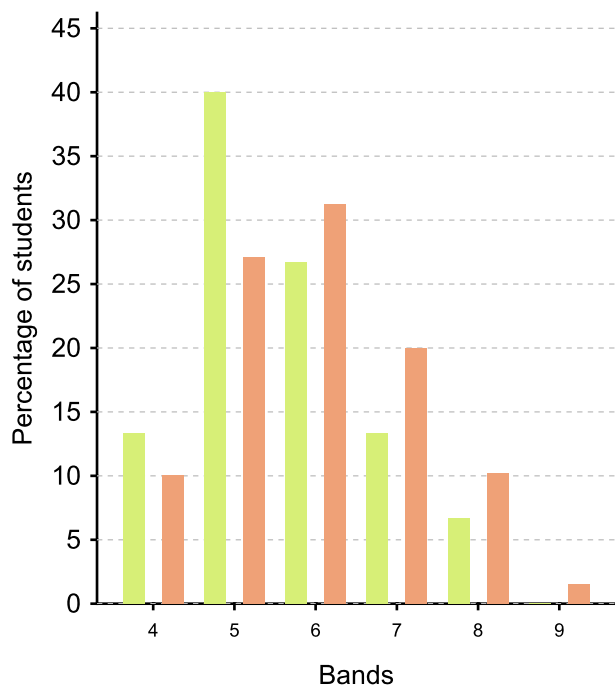
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 7 Spelling



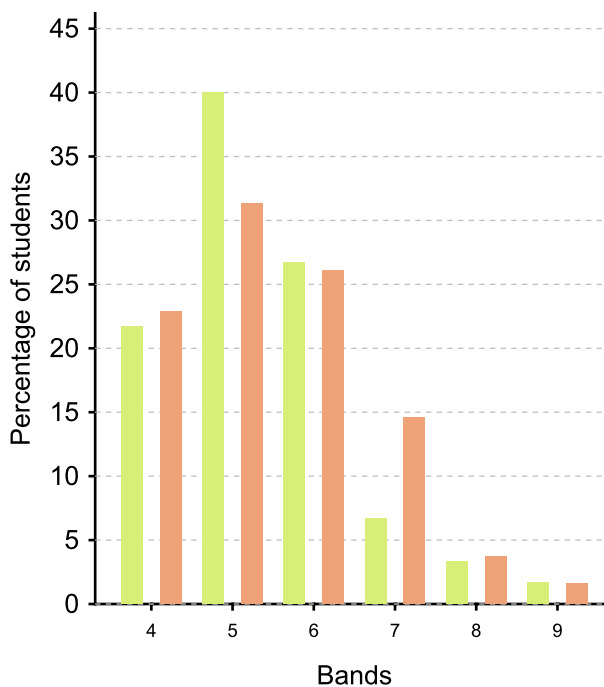
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2014-2016

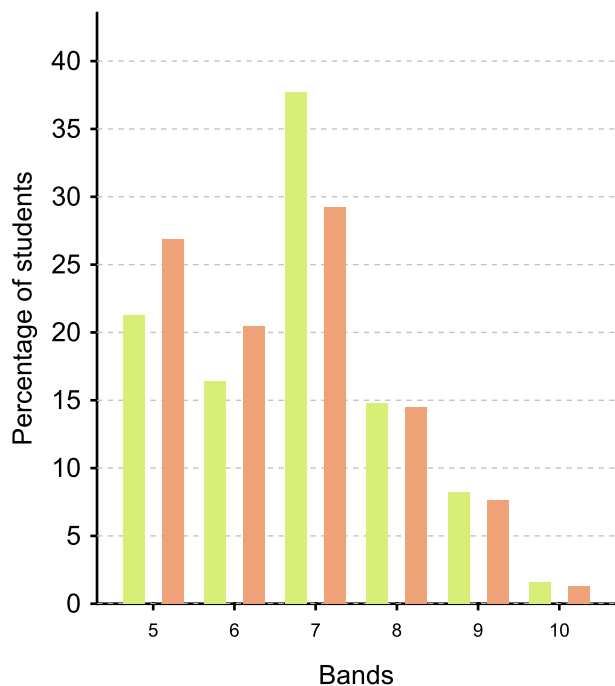
**Percentage in bands:**  
Year 7 Writing



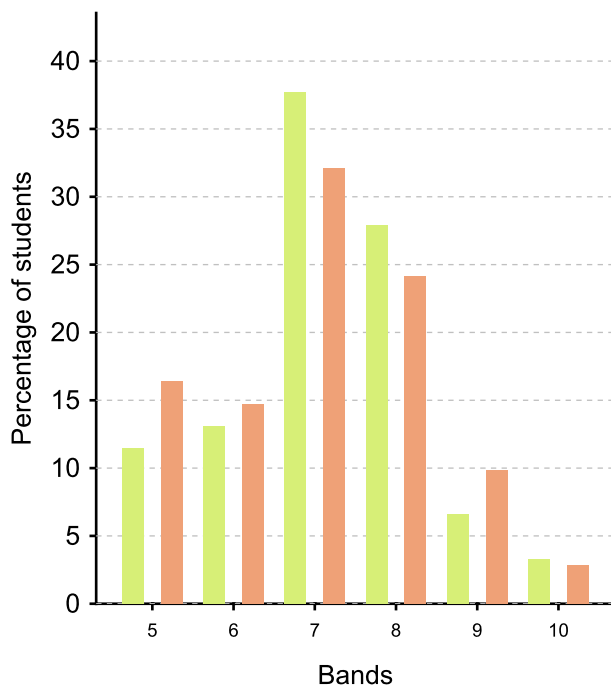
Percentage in Bands  
School Average 2014-2016



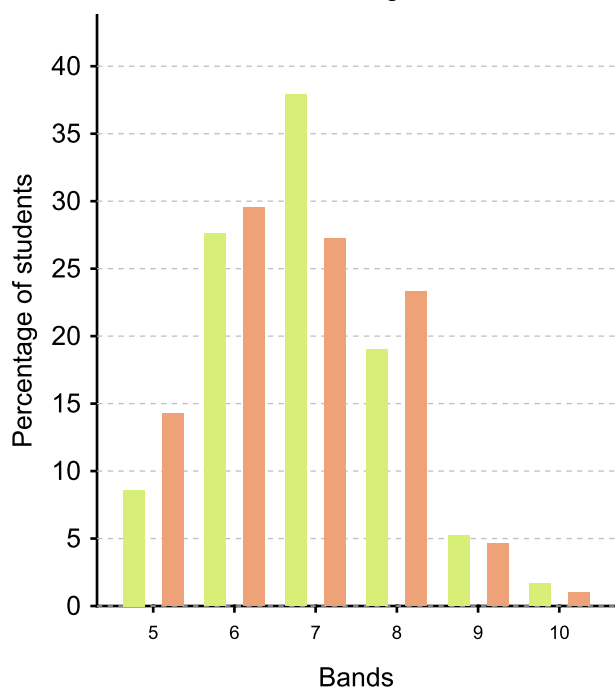
**Percentage in bands:**  
Year 9 Grammar & Punctuation



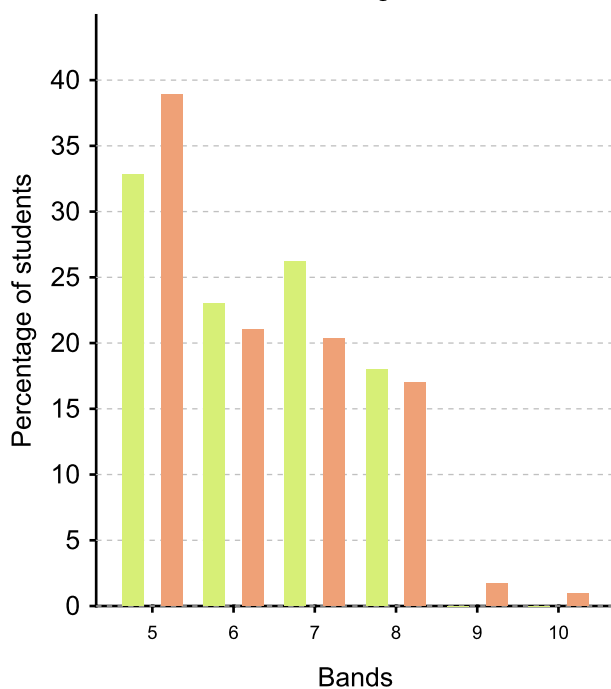
**Percentage in bands:**  
Year 9 Spelling



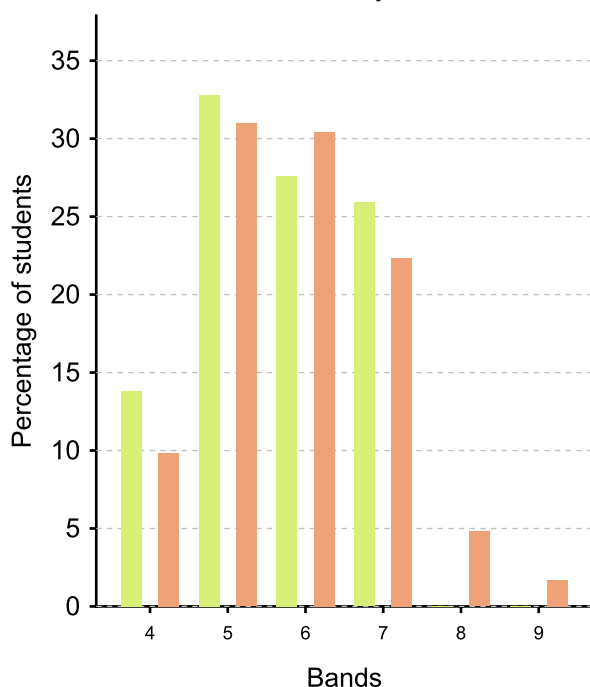
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing

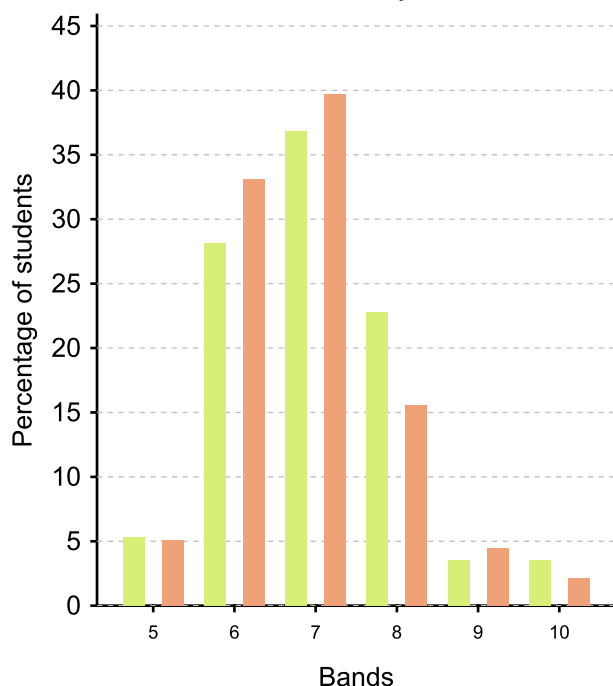


**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2014-2016

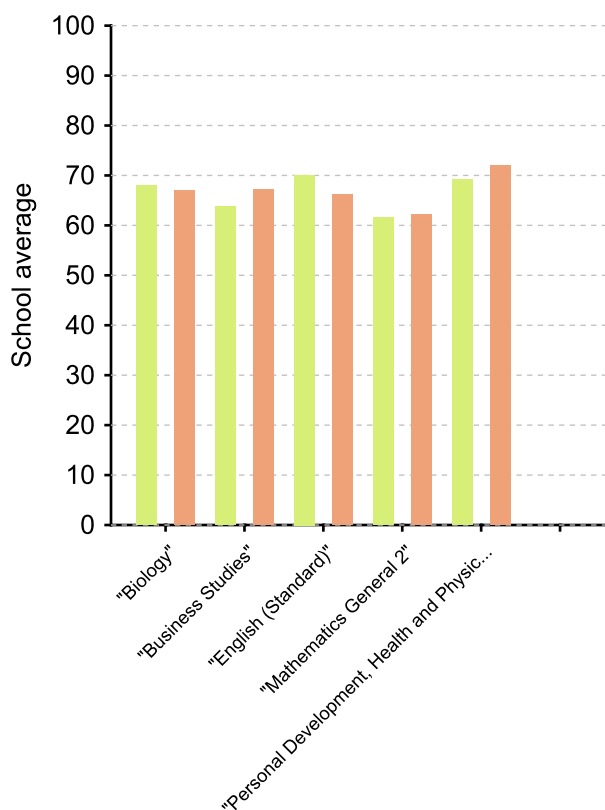
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

To meet FHS's on going commitment to the *The Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. The school has instituted the following strategies:

- Dedicated timetabled KLA based literacy lessons held every week for all students in Year 7 – 12
- The MultiLit program is offered to students identified by the Literacy Team to work with trained senior students during DEAR on a daily basis
- The school employee's Aboriginal Education Tutor's who are based in the school's library and assist Aboriginal students during the school day as required or at our after hours Homework Centre
- FHS's Homework Centre is utilised by a significant number of students to help with homework, assignments and assessment tasks in the senior years

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016

### Parent/caregiver, student, teacher satisfaction

Throughout 2016 our school sought the opinions of

parents, students and teachers about the school. The *Tell Them From Me* survey was used as the main source of collating information from parents and students while staff provided feedback through a wide variety of opportunities.

Using a ten-point scale in the parent survey with 0 indicating strong disagreement and 10 strong agreements the following scores were obtained:

- Parents feel welcome at FHS: 7.1
- Parents are informed at FHS: 6.2
- Parents at FHS support learning at home: 6
- Support for learning at FHS: 6.8
- Support for positive behaviour at FHS: 7.3
- Safety at FHS: 7
- Inclusion at FHS: 6.2

Students completed the *Tell Them From Me* survey in both Semester one (266 students) and two (267 students). The survey measures a wide variety of indicators based on the most recent research on school and classroom effectiveness. Results identified:

- 22% (Semester 1) and 27% (Semester 2) had a high rate of participation in extracurricular activities.
- 57% (Semester 1) and 65% (Semester 2) had a sense of belonging to the school community.
- 71% (Semester 1) and 78% (Semester 2) valued schooling outcomes.
- Students rated school staff emphasis on success 6.9 and 6.8 out 10 respectively for Semester 1 and 2.
- Further information relating to student engagement has been included in Strategic Direction 1 section of this report.

## Policy requirements

### Aboriginal education

Aboriginal education at Forbes High School has experienced another year of success and growth. The input and influence of our Indigenous workers and tutors on staff have helped sustain the ongoing academic progress, social and cultural awareness of our Aboriginal students.

Our NAIDOC debating team made the finals of the Western Region Competition and came second which was a great result for those students and staff involved.

2016 saw the HSC Aboriginal Studies cohort complete their studies for the second year in a row since being offered at Forbes High School. Students and staff enjoyed the content of the course and several excursions attended throughout the year brought

significance and understanding to their cultural awareness.

The Wiradjuri Languages program was again delivered to our Stage 4 students in language. The students showed high engagement levels as they could appreciate the relevance and significance of the language to the local area.

The Girri Girri Sports Academy (GGSA) continue to foster strong links with our primary partner schools through the Traditional Indigenous Games program and NAIDOC Day activities.

Wiradjuri language continued to be delivered during literacy lessons with students continuing to develop the capacity to learn and deliver a welcome to country. Students were able to demonstrate their leadership and language skills by performing the welcome to Country at our weekly school assembly, with a rotating roster to ensure effective participation by all. This has also assisted in developing students confidence and public speaking skills.

### Multicultural and anti-racism education

Multicultural perspectives are included across all areas of the curriculum so that students develop an understanding of multiculturalism and anti-racism. The school has a policy of inclusivity and tolerance which is supported through related celebrations and explicit teachings. The school has an Anti-Racism Contact Officer (ARCO) who has been trained in dealing with racism issues. Minimal issues were experienced throughout 2016.