

Forbes High School

Annual Report



2017



8194

Introduction

The Annual Report for **2017** 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 2017 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.

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 second half of 2017 saw our substantive Principal, Mr Charles Dwyer, step up into the relieving Lachlan Network Director role which allowed our school to build capacity amongst existing staff with the flow on affect of filling these temporarily vacated positions.

Running concurrently with these staff changes was the successful implementation of the Learning Management Business Reform which has been another example of how are staff adapt to change in a positive and professional manner.

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.

Mr Jason Nottingham

Principal

School contact details

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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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 rebranding is complete and PBL signage is evident throughout the school. This has also been incorporated into the Wellness Hu branding and signage

The PBL data team are working with the TSO to support accurate and efficient collection of data. This data is 'crunched' every Friday and presented to all staff at Monday Muster. Strategies are presented by the HT Instructional Leader and other Executive staff to promote PBL across the school.

Students and staff attended the State of Origin and Orange for movies and 'Flip Out' as acknowledgment of positive behaviour.

Continuation of the role of Head Teacher, Bring Your Own Device (BYOD) in 2017, 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. The HT BYOD also moved into team teaching with staff helping to embed the skills developed.

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.

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)	Funds Expended (Resources)	Progress achieved this year
90% of students identified within 'Tier 1' of the Positive Behaviour for Learning continuum.		
Increase in attendance rates to 90% and academic growth against both internal and external measures.		
Increased percentage of positive student engagement feedback compared to the Tell Them From Me 2015 base line data.		

Next Steps

PBL

- Staff professional learning every week during Monday Muster 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, Bring Your Own Device, including an expansion of this role to improve digital literacy in classes through explicit team teaching with staff needing support.
- 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 the new Cowra 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 initiate and manage a Junior AECG at FHS.

Student Engagement

- Continued support of the Wellness Hub and the initiatives it drives within the school.
- 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 wide variety 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 2017 the School Learning Team implemented a refocus on the way Literacy was taught within the school. The team shifted 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.

Forbes High School Wellness Hub was successfully launched and culminated in FHS receiving The Secretary of Education Award for an Outstanding School Based Initiative for 2017. The role of the Wellness Hub continues to consolidate the links between 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)	Funds Expended (Resources)	Progress achieved this year
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.		
All staff have identified professional learning goals that enhance a school culture of quality teaching practices as reflected in their Professional Development Framework.		
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.		

Next Steps

Rigorous Curriculum

- Continuing consolidation of the programming checklist 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) including the introduction of Subject Assessment Books for all stages and years, 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 in the area of Instructional Leadership driven by the Executive including a fulltime HT Instructional Leader.
- 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.

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 2017 the Community Engagement team further embedded the 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 Agriculture as well as Mathematics, & Science and for selected students in Stage 2 and 3.

Adjustments to Parent/Teacher Night based on feedback received in 2016 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)	Funds Expended (Resources)	Progress achieved this year
10% increase of student enrolments from partner primary schools.		
Increase in parent/carer attendance at subject selection, parent/teacher and P&C meetings.		
Increased level of student access to services provided by community partners to support success and well-being.		
Rise in publication levels and community awareness of school success within the local community.		

Next Steps

Community of School

- Expansion in 2018 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 2018 now that a Drama teacher has been appointed to FHS.
- 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. This will include employing SLSO's in all Year 7 classes.

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 2018. Extension of the quality of display content and visual appeal with the inclusion of student helpers to encourage more parent/carers 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 2019 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

- Continue to host presentations of the Wellness Hub and its impact on students at FHS.
- 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.
- Creation of a Junior AECG in 2018 – 19

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		
Socio-economic background		
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	185	185	183	206
Girls	176	171	166	172

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.3	90.8	86.2	91.8
8	89.3	89.4	88.2	80.1
9	88	88.5	86.7	83.3
10	91.2	85.9	82.6	83.2
11	89.1	89.2	85.1	83
12	88.4	92.5	88.1	84.7
All Years	89.6	89.3	86.2	84.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Our strategies for improving attendance are many and varied. These are listed below:

- Semester based 100% attendance awards at presentation assemblies
- SMS daily alerts to parents of students who are absent
- Period by period electronic roll marking on Sentral
- The use of the Girri Girri Sports Academy as a reward program for students with attendance above 85%
- Transition program for non ATAR year 12 students to post school employment
- The use of the Wellness Hub services to support students. The hub provides external services to students within the school environment.
- Regular meetings with the Home School Liaison Officer and Aboriginal School Liaison Officer to

identify and target those students with attendance concerns.

Forbes High School attendance data has displayed a decrease over time from 3.5% below to almost 5% below state Department of Education (DoE) mean. This overall decrease in attendance is a result of various issues encountered throughout the school year.

Improvement in attendance is hindered by the enrolment of a number of siblings from families of chronic non-attending children. These particular students bring their attendance problems with them from primary school, where many have not been monitored or referred to the Home School Liaison Officer. This gives us only two years assistance for attendance improvement. While the school leaving age has increased to 17 years, the Home School Liaison Officer has no legal power to assist in the improvement in attendance after the age of 14.

We also have a number of students on 'compulsory schooling orders' who are still not attending school. There are also a number of stage five students who have not attended school for the entire year.

In addition to these issues, the staff member usually involved in the referring of students to the Home School Liaison Officer was not in attendance. This left a less experienced member of staff responsible for attendance for the year. In addition, the time allocation to meet with students with attendance concerns and the HSLO and ASLO was not awarded. This reduced the ability of the attendance officer to meet with parents and students, rendering their role extremely difficult. The result of this is the decrease in attendance identified in the table above.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	10	20
Employment	5	10	30
TAFE entry	2	0	15
University Entry	0	0	30
Other	0	0	0
Unknown	0	0	5

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, Construction will be offered in 2018. 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 40% of our students accessed available VET opportunities.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 97% of our Year 12 students attained their HSC. 35% 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
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	28.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.98
Other Positions	1

*Full Time Equivalent

Nine per cent of our workforce identify as Aboriginal or Torres Strait Islander. As a school we celebrate and embrace this diversity.

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	8

Professional learning and teacher accreditation

Significant school funds have been allocated to drive school improvement through staff professional learning across all strategic directions. In 2017 a focus on leading staff in evidence based teaching and using data to inform practice, resulted in the school employing a Head Teacher Instructional Leader 2 days per week. The Head Teacher Instructional Leader facilitated internal professional learning processes across the school. All staff have the capacity to access data to inform their practice and have had professional learning on evidence based practice.

The School Learning Team continued to employ a Head Teacher Teaching and Learning in collaboration with five partner schools. The focus for the Head Teacher Teaching and Learning at Forbes High School was to work with students at Forbes North and Forbes Public in Year 6 to develop student capacity in using Information and Communication Technology along with Stage 3 teachers.

In 2017 4 temporary and 3 permanent teachers were working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation at Proficient Level. 23 teachers were maintaining accreditation at Proficient level.

100% of staff at Forbes High School attended professional learning. On the 5 Staff Development Days, Department of Education mandatory training was completed including; Child Protection, Anaphylaxis, First Aid along with PBL Universal Classroom Systems. All staff completed the Working with Children Check. Internal and external professional learning completed included, but was not limited to, Stage 6 new syllabus training, HSC marking, collaborative planning days across faculties, PBL, Mental Health, Trauma and Wellbeing Support and Intervention, social media training, intervention for reading, leadership, LOTE, EALD, ICT and Futures Learning, Tech Mandatory training, HSIE programming, Principal and Deputy Principal networking and training days. Total expenditure in 2017 was \$94,957.00. The average expenditure per staff member was approximately \$1,582.00.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,011,411
Appropriation	931,451
Sale of Goods and Services	2,570
Grants and Contributions	76,964
Gain and Loss	0
Other Revenue	0
Investment Income	425
Expenses	-313,517
Recurrent Expenses	-313,517
Employee Related	-198,112
Operating Expenses	-115,406
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	697,893
Balance Carried Forward	697,893

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,407,632
Base Per Capita	57,805
Base Location	52,666
Other Base	4,297,160
Equity Total	636,927
Equity Aboriginal	149,336
Equity Socio economic	339,856
Equity Language	2,392
Equity Disability	145,342
Targeted Total	942,207
Other Total	149,423
Grand Total	6,136,189

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

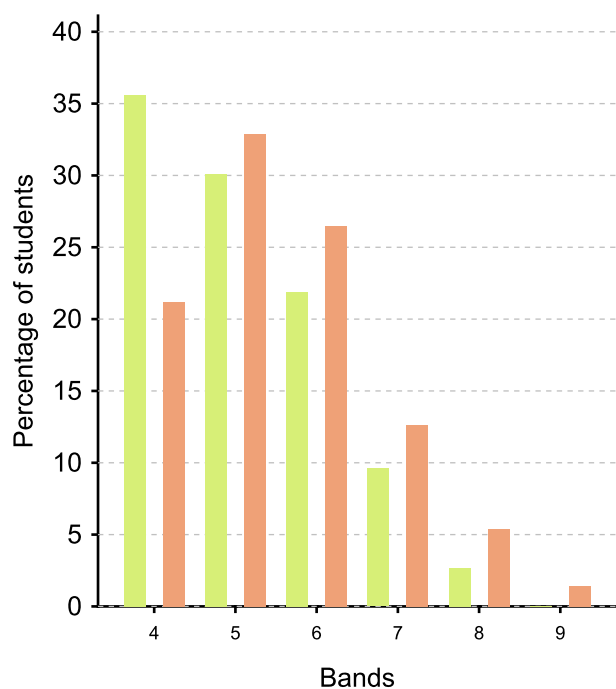
School performance

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.

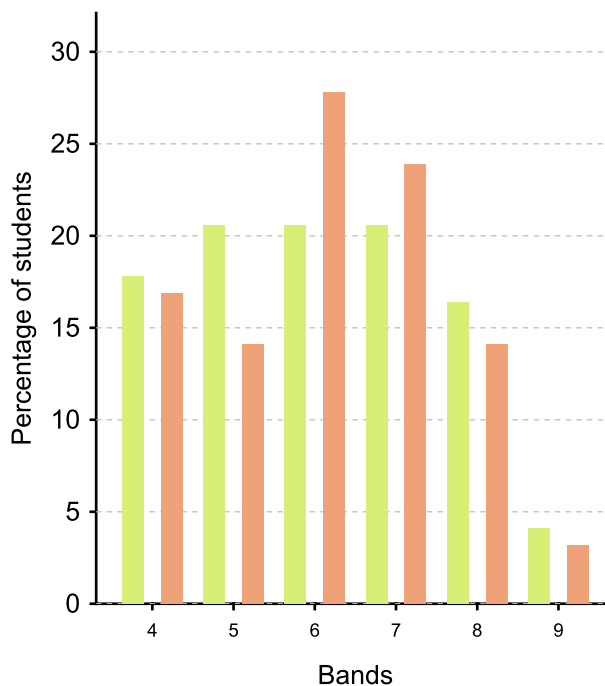
Financial summary equity funding

Percentage in bands:
Year 7 Grammar & Punctuation



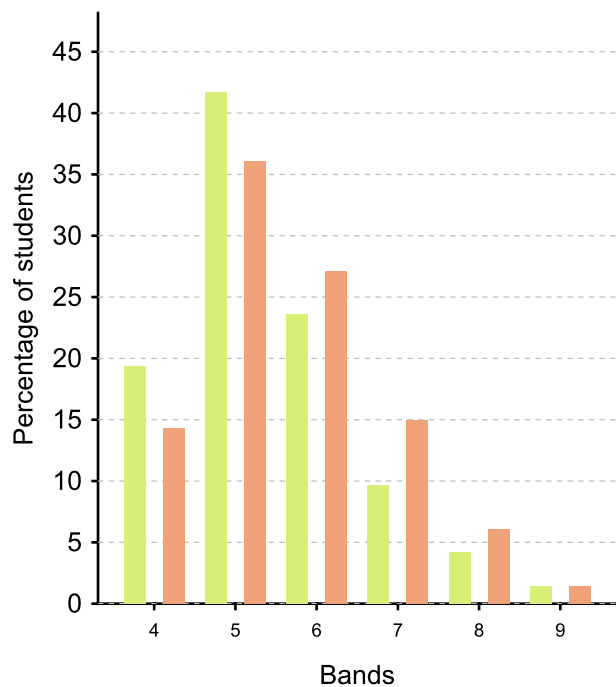
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



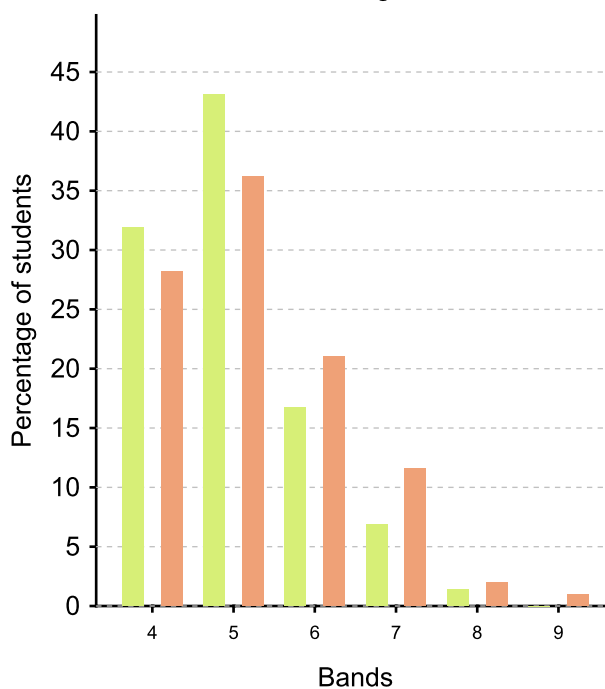
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



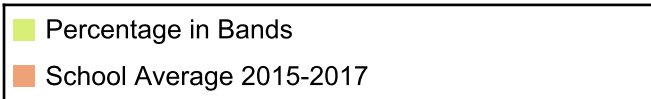
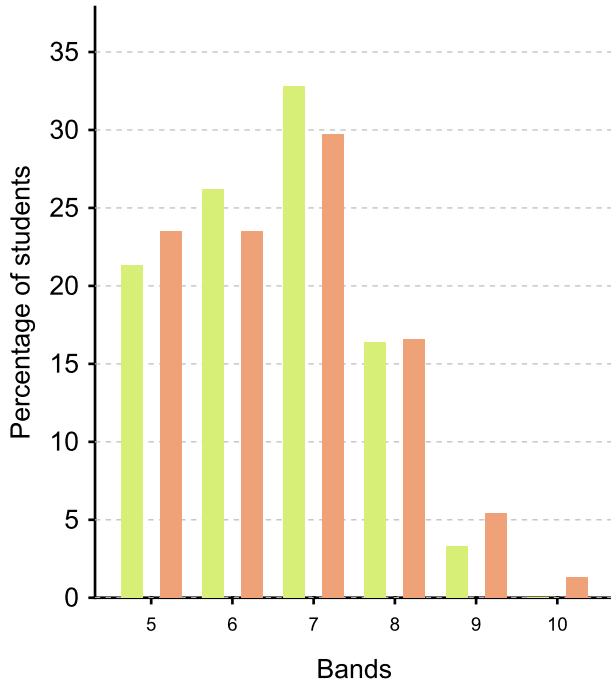
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

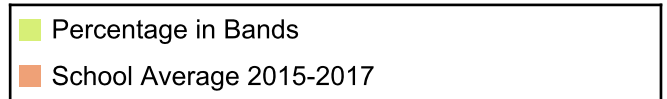
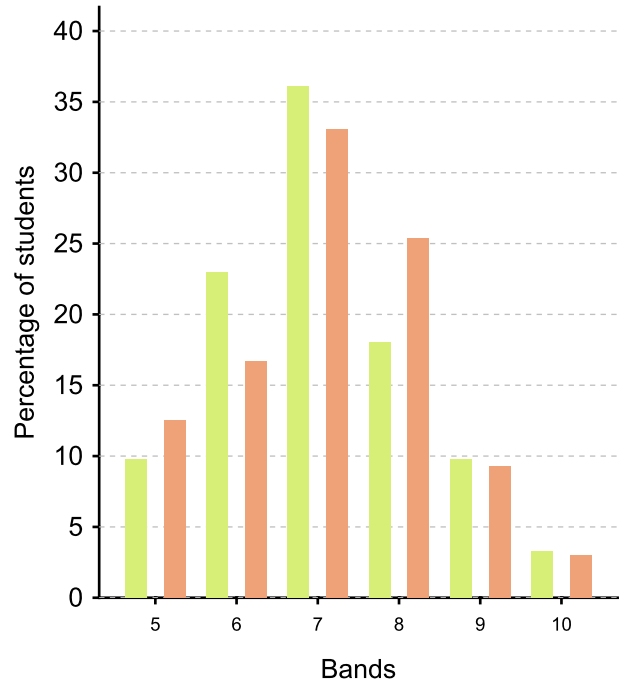


Percentage in Bands
School Average 2015-2017

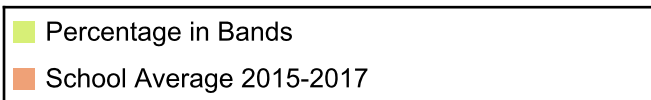
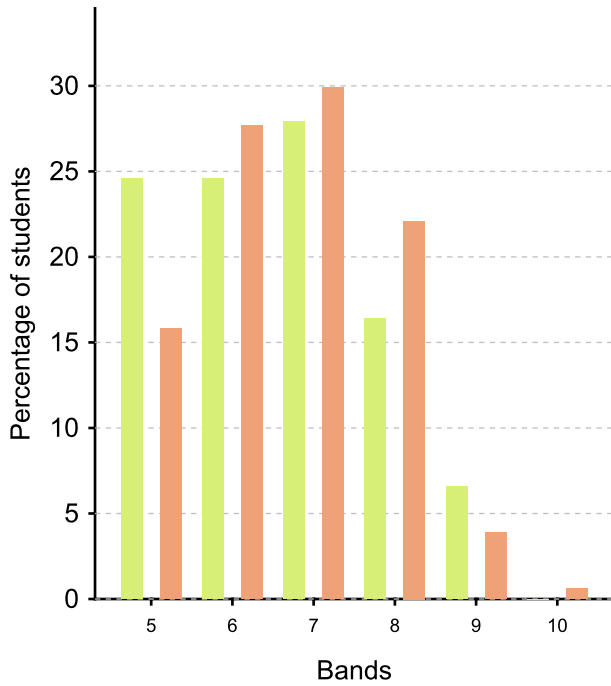
Percentage in bands:
Year 9 Grammar & Punctuation



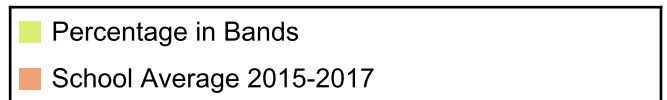
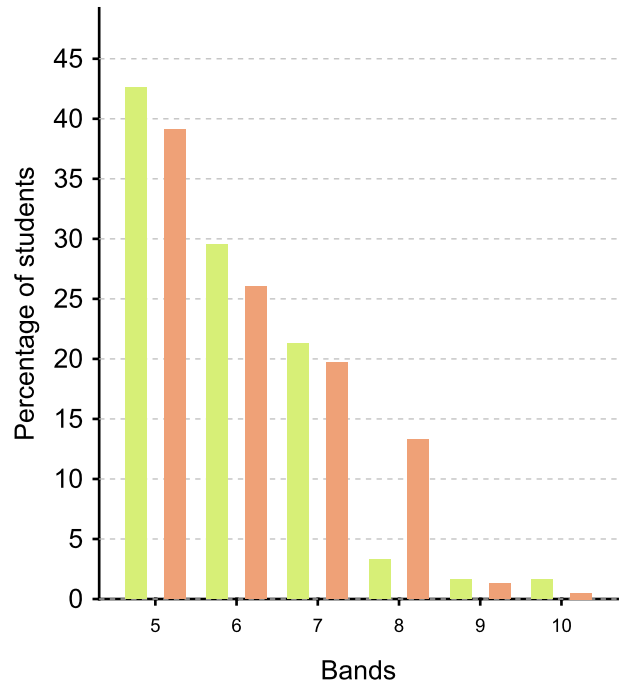
Percentage in bands:
Year 9 Spelling



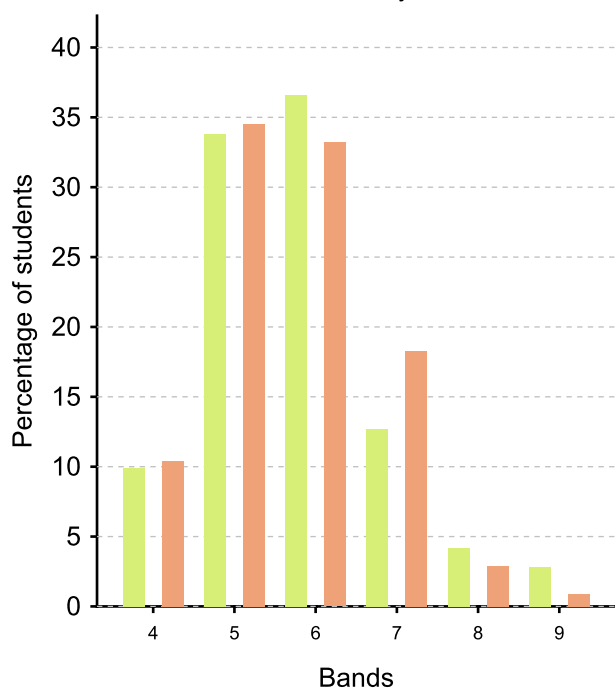
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

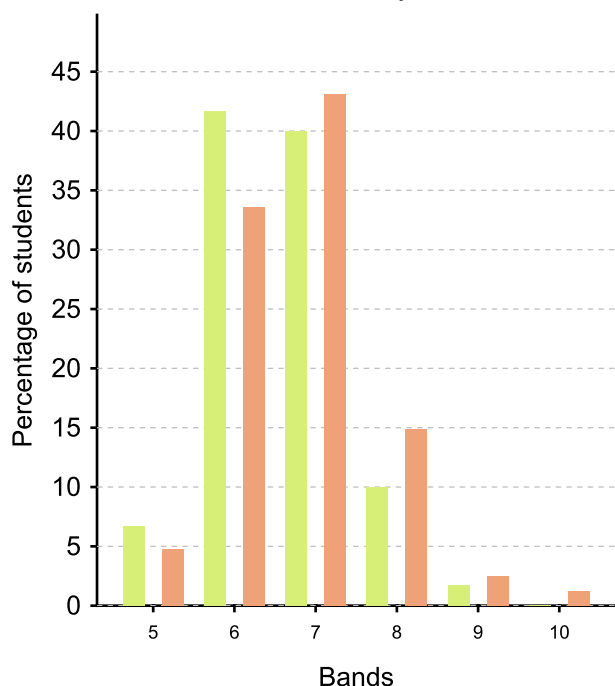


Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy

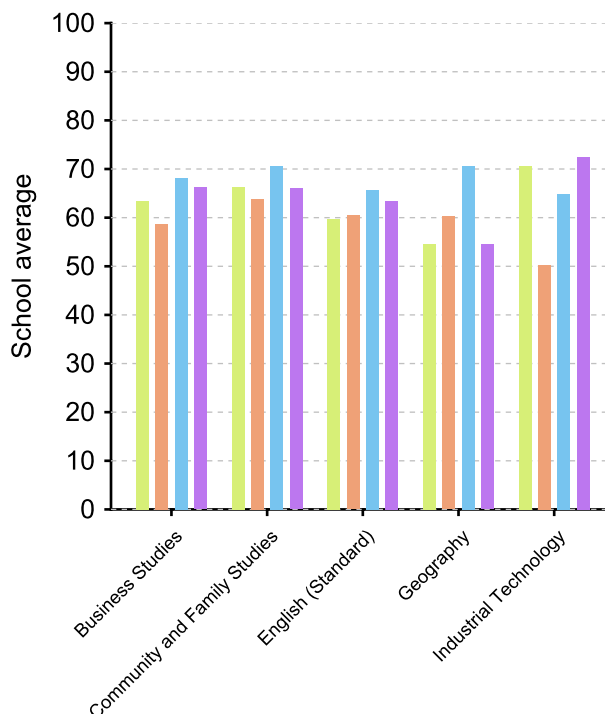


Percentage in Bands
School Average 2015-2017

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Higher School Certificate (HSC)

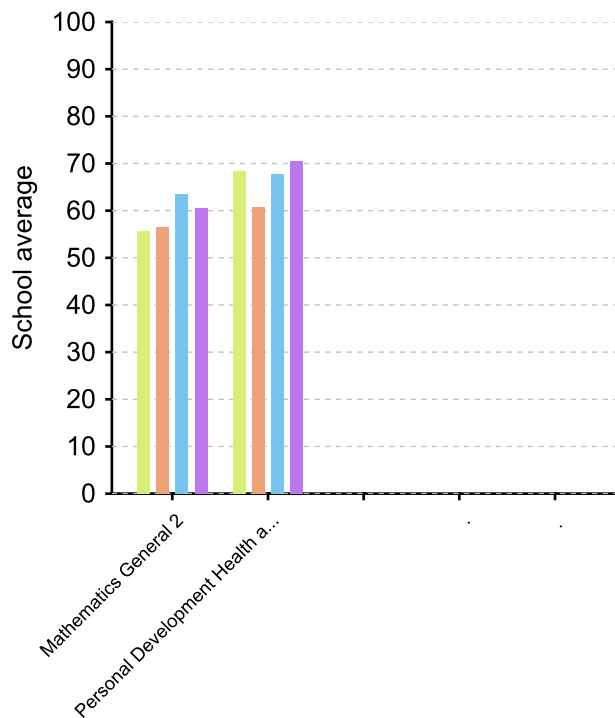
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Forbes High School had 1.49% of ATSI students in the top 2 bands of NAPLAN for Numeracy and Literacy.



School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

Throughout 2017 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 when I visit FHS: 6.1
- Parents are informed at FHS: 5.2
- Parents at FHS support learning at home: 6.6
- Support for learning at FHS: 5.7
- Support for positive behaviour at FHS: 6.0
- Safety at FHS: 5.3
- Inclusion at FHS: 4.6

Students completed the *Tell Them From Me* survey in both Semester one (283 students) and two (251 students). The survey measures a wide variety of indicators based on the most recent research on school and classroom effectiveness. Results identified:

- 28% (Semester 1) and 27% (Semester 2) had a high rate of participation in extracurricular activities.
- 57% (Semester 1) and 52% (Semester 2) had a sense of belonging to the school community.
- 78% (Semester 1) and 65% (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.

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. The Wiradjuri Languages

program was again delivered to our Stage 4/5 Girri Girri students. The students showed high engagement levels as they could appreciate the relevance and significance of the language to the local area. Students were able to demonstrate their leadership and language skills by performing Acknowledgement of Country at assemblies and special occasions. This has also assisted in developing students confidence and public speaking skills.

This year there was a partnership formed between FHS and Uniting Care that involved the teaching of traditional dance and other cultural activities. This will hopefully continue into 2018 and be extended further with various 'Connecting to Country' excursions for both staff and students.

Our LST/AEO completed all ATSI IEP/PLP'S and worked closely with our feeder primary schools during our transition program to ensure the Year 7 students made the move from primary to high school with limited trouble. We also had an aboriginal tutor doing the multilit program with targeted students in Year 8 and this saw positive results.

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. Forbes High School has a Youth Wellness committee that organises and recognises Harmony Day with student activities. The school has an Anti-Racism Contact Officer (ARCO) who has been trained in dealing with racism issues. Minimal issues were experienced throughout 2017.