

# Forbes High School

## Annual Report



2018



8194

## Introduction

The Annual Report for **2018** is provided to the community of Forbes High School as an account of the school's operations and achievements throughout the year.

It provides an 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.

Ms Safija Bristina

Principal

### School contact details

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6852 2666

### Message from the Principal

As I reflect over this past year, I am marveled by the contribution, progress and achievements made by our extraordinary community. Our parents, staff, local partners and our students have worked together to create a caring, happy and safe place for all of us to continue our journey learning together.

It is a privilege to have joined this school and community at the beginning of Term 2 as the substantive Principal. I acknowledge the leadership my predecessors, Charles Dwyer and Jason Nottingham in their capacity as Principal and Relieving Principal respectively, have contributed to Public Education and indeed to the strengths of Forbes High School. All the while supported by the Deputy Principal Daniel West.

I have inherited a talented and strong executive team and value the depth of leadership that enables both our staff and students to be the best they can. Staff morale is high and the students have proven to be great ambassadors not only for themselves but also for their families, our school and indeed the broader community. Our school is truly inclusive and equitable and prepares our young people to embrace opportunities and develop themselves holistically.

The following pages capture a snapshot of student progress and acknowledges our journey for further improvement as identified by our school plan and our strategic directions. Our school motto "Multum non Multa" meaning quality not quantity is what we value in all aspects of our educational programs and projects. Students are encouraged to seize opportunity, strive for success and celebrate accomplishments.

We are confident and proud to say that we know, value and care for each child in our great school. There is a strong sense of belonging amongst our staff and students.

I extend my gratitude to all the staff for their dedication, diligence and determination to deliver "Education for a Better Quality of Life" underpinned by staff willingness to do their work differently to ensure students attain growth in their learning. I thank all parents and carers for working with us to enhance their child or children's life at school.

## Message from the school community

Being the first year on the P & C for the high school, I feel this is an organisation that has achieved so much and supported the school in many ways. I would like to thank all who have turned up at the meetings and assisted to provide support to the students of Forbes High School. I would like to acknowledge the executive committee members– Secretary Rona Ashcroft, Vice Presidents Debbie Lockwood, Lanelle Dukes– Rankmore and Treasurer Anita Morrison who have gone above and beyond to support the school and students. I would like to thank the Canteen staff– Christine and Robyn who do an amazing job.

Throughout the year the P & C have been involved in many events at the school including: A representative on various panels to select staff on merit selection; overseeing and running of the School Canteen– providing an affordable menu to align with the Premiers Directions Healthy School Canteen; overseeing the uniform shop– supporting and reviewing uniforms based upon student feedback; fundraising to support the school with resources and equipment, fundraising events included: Easter raffle, Presentation raffle; Sponsorship and donations towards end of year awards and scholarships; providing support and funds for the Youth Worker position; providing donations towards resources and equipment– SRC disco lights, TAS equipment, Sports uniforms, AG equipment; in kind support to special education schools spectacular fundraising events, Parent/Teacher evenings, Year 12 graduation and annual presentation, Junior dinner dance; Providing support letters with issues around the school grounds – Lobby on behalf of the school and students to remove the pigeons and community events – I was lucky enough to join a group of students and teachers for international women's day. The future of the school is in great hands with the students showing great commitment and drive to improve and be inspired by others to achieve greatness individual and as women of the future.

It has been an amazing year and I am looking forward to the next one, I would like to encourage all families, parents to come along and be involved in the P & C. This is a great opportunity to support the school and see how wonderful the students are and what the future generations can do.

Raewyn Molloy President Forbes High School P & C

## Message from the students

The Student Representative Council (SRC) has experienced another year of success and growth at Forbes High School (FHS). The input and influence of our student council has helped sustain successful activities and provide leadership opportunities for our peers in various programs and projects selected by the students themselves. The SRC enabled by Ms. Pam McConnell (SRC Coordinator) were provided a student voice that builds school spirit and strong sense of belonging.

In 2018, we supported the introduction of the school track pant to the school uniform. Through negotiation, surveying students and consultation with the P & C we were successful in making the new addition to the uniform.

In 2018, we committed to continuing the fundraising efforts of previous years supporting a range of charities. These charities include Jeans for Genes Day, Movember, Cancer Council, World Down Syndrome Day and Footy Colours Day.

Our Year 12 leaders and SRC representatives were the driving force behind their fundraising for the gift to the school. Resulting in them raising over \$1200 with a 'Peter Sherritt Score Board' donated to our school. We take this opportunity to thank all the students and especially Ms. McConnell and other staff for enabling this community service through giving up their time and investing their hard work.

The students of FHS wish to congratulate Mr. Sherritt on serving over 42 years of teaching at our school.

Members of the SRC also helped within the community events that included White Ribbon Day, Naidoc Week and Legacy.

Overall, 2018 presented our SRC with a wide range of leadership activities, which continued to provide our students with the skills to problem solve, participate in teamwork and present information to community.

Mitchell Ashcroft (Captain)

Chelsea Turner (Captain)

Konner Ryan (Vice Captain)

Claire Maslin (Vice Captain)

## School background

### School vision statement

Forbes High School delivers 'education for a better quality of life' through innovation enabling young people to lead extraordinary lives.

### School context

Forbes High School is a rural 7–12 coeducational comprehensive high school that caters for a diverse demographic of 375 students which is situated on the banks of the Lachlan River. 29% of our students identify as Aboriginal and Torres Strait Islander students. We have 4 Support classes accessed by 36 students.

We promote Positive Behaviour for Learning and have core values of Respect, Responsibility, Doing Our Best and Honesty which are reflected across all aspects of school life. We have a Wellness Hub on site that underpins and supports positive student wellbeing. We actively identify as a White Ribbon school and have both staff and students act as ambassadors.

We adopt a holistic approach to student achievement and students have the opportunity to succeed in sporting, cultural, creative and performing arts. We maintain a broad and rigorous academic curriculum and offer an extensive range of vocational courses. Our students are taught by 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.

# 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

There is evidence underpinned by our local procedures that Forbes High School (FHS) is predominately delivering across the six elements of this domain. Our learning culture is strengthened by Positive Behaviour for Learning (PBL) to promote respectful relationships, school expectations and good conditions for learning. Furthermore, a fourth cohort of five staff engaged in Stronger Smarter training that compliments PBL with philosophies that challenge stereotypes, makes no assumptions and builds high-expectation relationships all for the purpose to improve student learning outcomes. A curriculum and learning focus has seen staff capacity further developed in implementing A Learning And Responding Matrix (ALARM) in stage 6 classes and Curiosity and Powerful Learning was introduced as a framework to reduce variance between classes. An active partnership with local primary schools is sustained to ensure continuity of learning for students in public education through the Lachlan Engagement and Enrichment Program (LEEP). The LEEP program promotes Science, Technology, Engineering and Mathematics and is focused on developing skills related to communication, teamwork and presentation. 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. Staff have had the opportunity to review programs and assessments. School Excellence Framework data relating to value-added results indicate that the school is working towards delivering in terms of years 7 to 9 results and delivering in years 9 to 12 results.

### Teaching

There is evidence that Forbes High School is delivering in relation to the four elements of this domain including Effective Classroom Practice, Data skills and Use, Professional Standards and Learning and Development. Effective classroom practice is being developed as specific focuses underpinned by PBL. 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 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. All staff engage in Performance Development Plans (PDP) to ensure they know what is expected of them to do their role effectively and coincidentally identify appropriate professional learning to build capacity to deliver school vision and expectations. Teacher professional standards are embedded into staff PDPs. Early career teachers engage in a structured induction program to start strong in our school, they were supported by mentors in the school. In 2018, four staff attained accreditation at Proficiency.

### Leading

There is evidence that FHS is delivering in relation to the four elements of this domain. The school leadership team supports a culture of high expectations and is active in engaging the school and wider community. During term 2 in 2018 the school plan was reviewed and amended. Student and parent feedback was acknowledged using *Tell Them From Me* and has been utilised to inform future planning. The concept that school plans are driven by all Head Teachers was articulated to ensure all Strategic Directions are embedded in each faculty for authentic improvement. 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. An additional Deputy Principal and Head Teacher Instructional Leader were employed to further action the School Plan.

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

### Quality Student Learning

#### Purpose

To provide a challenging learning environment in which students are enabled to set their own learning goals and take responsibility to seize opportunities offered by the school. Staff deliver quality instruction that is personalised and differentiated. A culture of High Expectation Relationships underpins an exchange of quality feedback between students, staff and parents that maximises student growth in learning and positive wellbeing.

#### Overall summary of progress

Overall, this Process was not really a reflection of a strategic process and was not the main focus of our professional learning agenda. However, the tasks that were listed in the milestones were completed and supported student engagement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students showing a sense of belonging, expectations for success and advocacy at school.	PBL Budget  Staff PL	The Positive Behaviour for Learning (PBL) team uses data fortnightly to determine explicit education for expected behaviour to be delivered in context. Our school has strict data rules and a majority of our students on average are in the high eighty-percentile band having zero referrals. This indicates that most students uphold our school values and expectations. This information is shared with the whole school including students to demonstrate transparency of our journey towards belonging at school.

#### Next Steps

Use Tell Them from Me data and other internal school surveys to explore trend data to determine whether these initiatives are sustaining growth in positive relationships and sense of belonging. Consider resources and establish a specific role as related to wellbeing that supports transition and Learning and Wellbeing Team issues to apply appropriate projects and programs to engage students successfully. Explore other forums for student voice to feed forward future needs and interests of our students.



## Strategic Direction 2

### Quality Teaching and Leading

#### Purpose

To challenge our staff to embrace continuous improvement to deliver quality instructional leadership in every classroom to every student. Staff are proactive, innovative and collaborative facilitators of learning amongst a collegial community of learners. Our teachers are at the forefront of their curriculum and advocate student voice that enables students to be active citizens equipped with future focused skills.

#### Overall summary of progress

After Term 2 review of the School Plan – excellence in teaching was articulated through Curiosity and Powerful Learning and moved into Strategic Direction 3. Overall, time for staff to program and write effective assessment in collaboration was prioritised and continues to be a focus for the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement.  Increased use of evidence based teaching.  Improved growth in internal and external assessment.	Professional Learning (PL) – Curiosity and Powerful Learning (C&PL) Budget  Attendance Team Meetings  Faculty Meetings  PL for each Key Learning Area as related to programming and assessment  HT Instructional Leader	All staff engage in 'on the job' training to identify strengths in the school. PL community established in which teaching staff are in triads to observe each other and give feedback to peers. Staff identify themes across the school of positive practice. The first Theory of Action is rolled out with the school. This is the beginning of our C&PL journey.  Overall student attendance has increased from the previous year, with all years except Year 7 and 9 showing improvement. Despite being below average compared to the rest of the state, the school is working with families and is aware of the external issues that affect a small number of our students.

#### Next Steps

Expand C&PL PL program to create access and time for staff to learn on the job by establishing structures and systems in the school. Consider the types of evidence that is required to determine the effectiveness of the project. Seek student feedback to determine effectiveness.

### Strategic Direction 3

#### Quality Community Engagement

#### Purpose

To provide a collaborative K–12 thriving learning community and thus provide an environment of public educational excellence. The school connects with the community via various forums. Our communication, facilities and programs champion student success and transition.

#### Overall summary of progress

Overall, this process was not strategic and did not need to be in the plan. Curiosity and Powerful Learning dominated the Professional Learning in 2018 with a focus to improve student outcomes long term by reducing the variance in classes. Nevertheless, the items in the milestones of the process was achieved.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community engagement across the school community.	Cost of resources  Release days for staff to meet with partner primary school leaders.	Partner primary schools share positive feedback. Student feedback on the day is positive. However, difficult to measure whether the program attracts students to the school.

#### Next Steps

Consider changing the program to target all students across the community of schools to access the experience at high school. Consider investing in a HT Wellbeing/Transition coordinator to plan a consistent program for transition that enables reliable data to be collected to measure effectiveness of the projects and programs delivered.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Education Officer (AEO)	<p>AEO continues to consolidate relationships with all families on Personalised Learning Plans and Individual Education Plans. All mandatory plans in place. He is an active member in the Learning and Wellbeing team.</p> <p>AEO actively engages in specific programs as related to Girri Girri Sports Academy Leadership program, White Ribbon Day and leads the investigation to establish a Junior AECG committee.</p> <p>The AEO has supported class teachers in the classroom to increase student engagement.</p>
<b>English language proficiency</b>	Learning and Support Teacher.	Regular parent and teacher meetings. Support in the classroom provided as required.
<b>Low level adjustment for disability</b>	\$145 590	<p>The Learning and Wellbeing (LaW) Team determined students who required additional learning and support plans to address their learning, physical, mental, behavioural and cultural needs. These plans identified specific strategies relating to effective adjustments and accommodations.</p> <p>Similarly, the LaW Team determined students who required additional support in the classroom provided by School Learning Support Officers.</p> <p>All Year 7 classes provided a School Learning Support Officer to ensure a strong transition into high school.</p>
<b>Socio-economic background</b>	\$125 821	<p>The Community Liaison Officer (CLO) role improved effective communication between the school, home and wider community.</p> <p>A shared Head Teacher, Teaching and Learning across a community of schools supported the development of a school wide Bring Your Own Device procedure. However, this program is not sustainable since students do not all bring a device to school.</p> <p>A Technology Support Officer provided support to both staff and students with technology into the classroom.</p>
<b>Support for beginning teachers</b>	<p>HT Instructional Leader appointed</p> <p>Mentors identified in the school to match Early Career Teacher</p> <p>PL opportunities provided</p> <p>Release time for mentees and mentors</p> <p>\$245 567</p>	<p>HT IL consulted with Principal and delivered a structured Induction program fortnightly. Discussion and investigation of a layered Induction program for new staff but experienced staff to the school. Middle executive induction program to be investigated. Four Early Career Teachers attained Accreditation at Proficient level.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	185	183	206	193
Girls	171	166	172	180

Some of our students are impacted by the drought and this has forced some families to move so that parents can access paid work.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.8	86.2	91.8	89.5
8	89.4	88.2	80.1	88
9	88.5	86.7	83.3	78.4
10	85.9	82.6	83.2	83.5
11	89.2	85.1	83	83.4
12	92.5	88.1	84.7	84.5
All Years	89.3	86.2	84.7	84.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### 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 Leadership Program 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, intervene and monitor those students with attendance concerns.

Forbes High School attendance data has displayed a slight increase from the previous year. The school works with our families to understand and know the issues that affect our small number of students who have poor attendance patterns.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	12
Employment	0	0	50
TAFE entry	0	0	6
University Entry	0	0	32
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

Forbes High School offers the following Vocational Education and Training (VET) courses in stage 6; Hospitality, Primary Industries and Construction. Students also had access to a variety of courses through the local TAFE. In 2018, 20 students accessed a VET course and were successful in attaining the qualification.

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

In 2018, 100% of students attained their HSC. Similarly those students who studied a Vocational Education course were successful too.

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	26.8
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.98
Other Positions	1

\*Full Time Equivalent

In 2018, we appointed an above establishment Deputy Principal and a Head Teacher Instructional Leader to support the attainment of school improvement as reflected in the School Plan.

## 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

In 2018, Professional Learning (PL) was emphasised in all aspects of our work and especially in every forum for Team meetings. 'On the Job' learning in context was valued and promoted. In line with our School Plan most PL was around curriculum delivery and Curiosity and Powerful Learning. Four early career teachers attained their accreditation at Proficiency.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	697,893
<b>Revenue</b>	6,838,319
Appropriation	6,562,133
Sale of Goods and Services	33,261
Grants and Contributions	236,746
Gain and Loss	0
Other Revenue	80
Investment Income	6,099
<b>Expenses</b>	-6,811,038
Recurrent Expenses	-6,811,038
Employee Related	-6,117,638
Operating Expenses	-693,400
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	27,281
<b>Balance Carried Forward</b>	725,174

This financial summary reflects the expenditure of NERA monies as linked to the school budget and plan.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,374,680
Base Per Capita	79,374
Base Location	58,023
Other Base	4,237,282
<b>Equity Total</b>	780,961
Equity Aboriginal	177,704
Equity Socio economic	365,610
Equity Language	1,481
Equity Disability	236,165
<b>Targeted Total</b>	1,015,677
<b>Other Total</b>	152,445
<b>Grand Total</b>	6,323,762

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

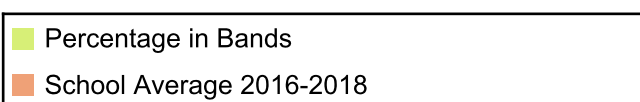
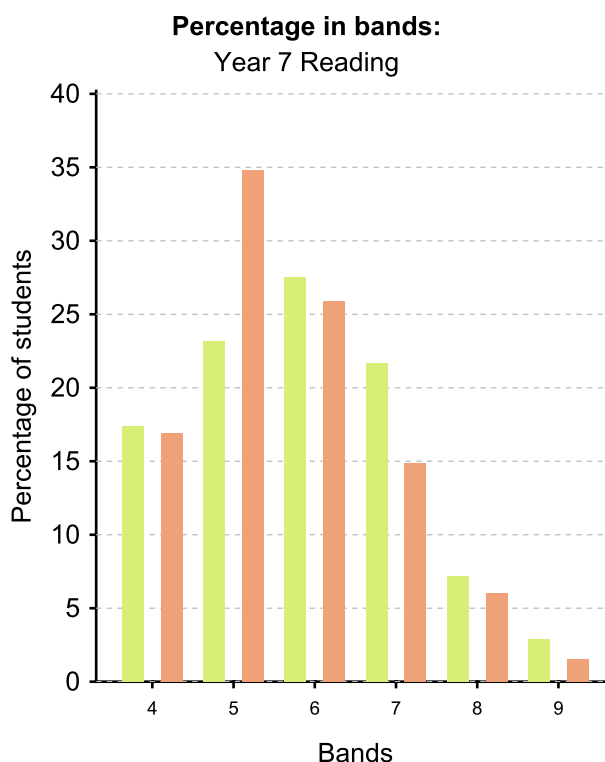
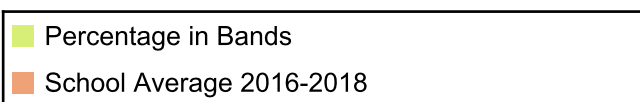
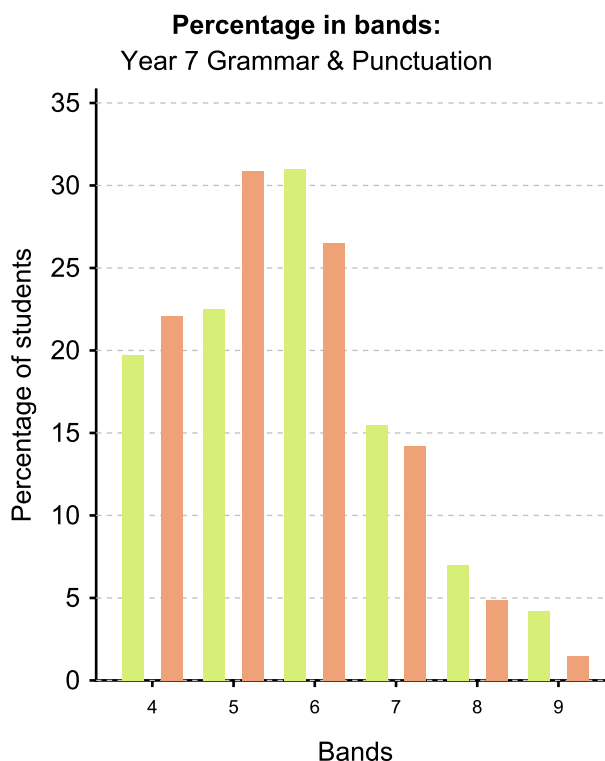
Students with extremely high results in the base year may be reported as having negative growth. Growth scores for these students are less meaningful and should be interpreted with extreme caution.

Year 7 Literacy results demonstrated:

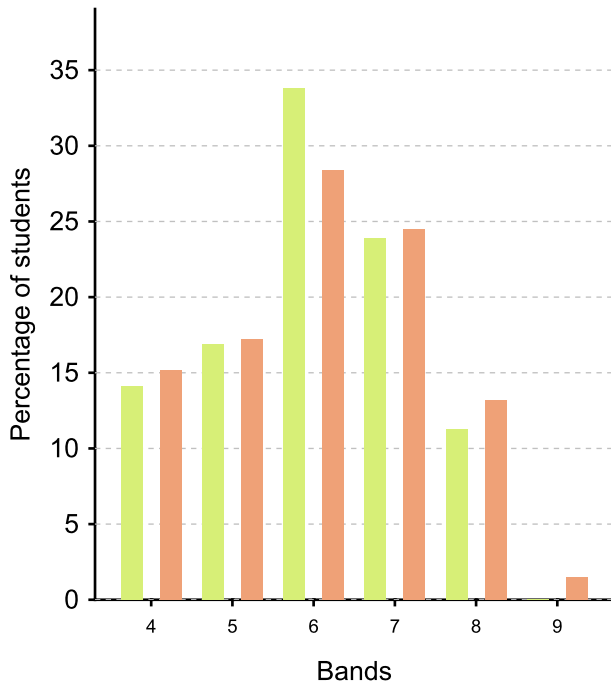
- 45% of students achieved at or above expected growth in Grammar and Punctuation
- 48% of students achieved at or above expected growth in Reading
- 50% of students achieved at or above expected growth in Spelling
- 48% of students achieved at or above expected growth in Writing

Year 9 Literacy results demonstrated:

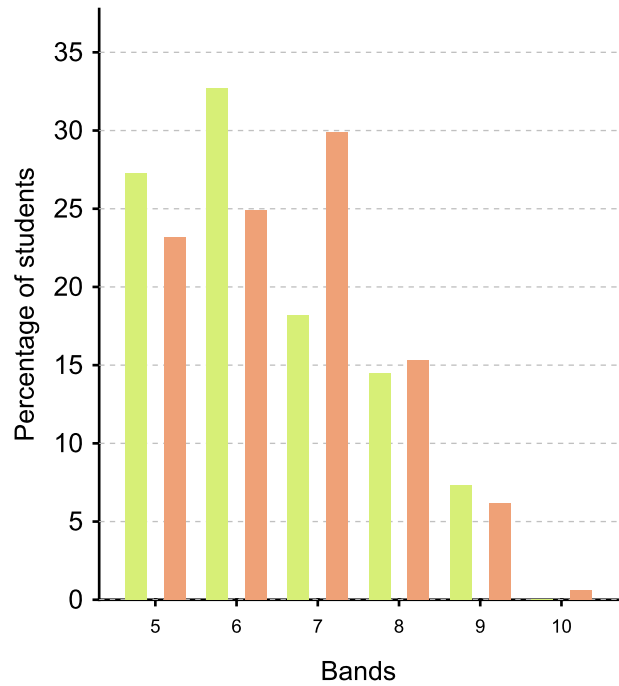
- 40% of students achieved at or above expected growth in Grammar and Punctuation
- 57% of students achieved at or above expected growth in Reading
- 57% of students achieved at or above expected growth in Spelling
- 48% of students achieved at or above expected growth in Writing



**Percentage in bands:**  
Year 7 Spelling



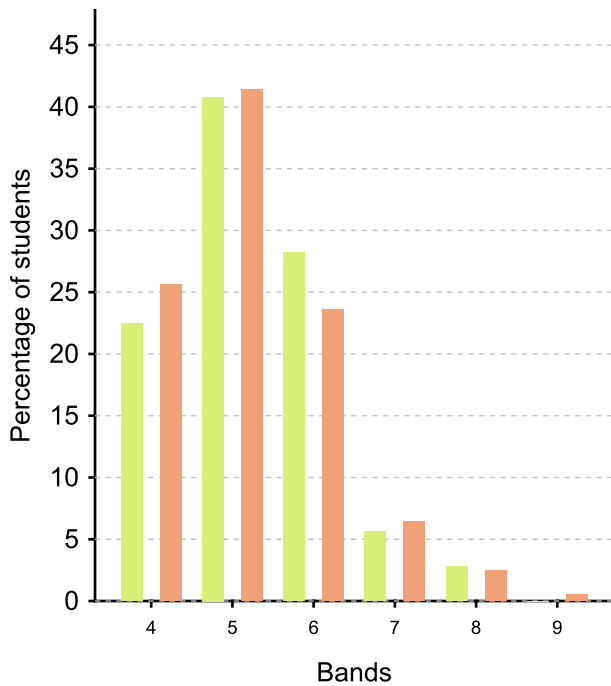
**Percentage in bands:**  
Year 9 Grammar & Punctuation



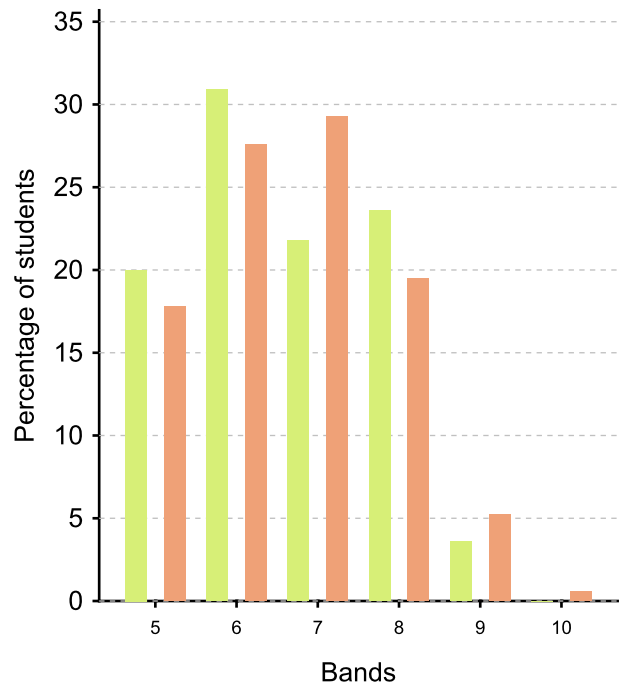
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing



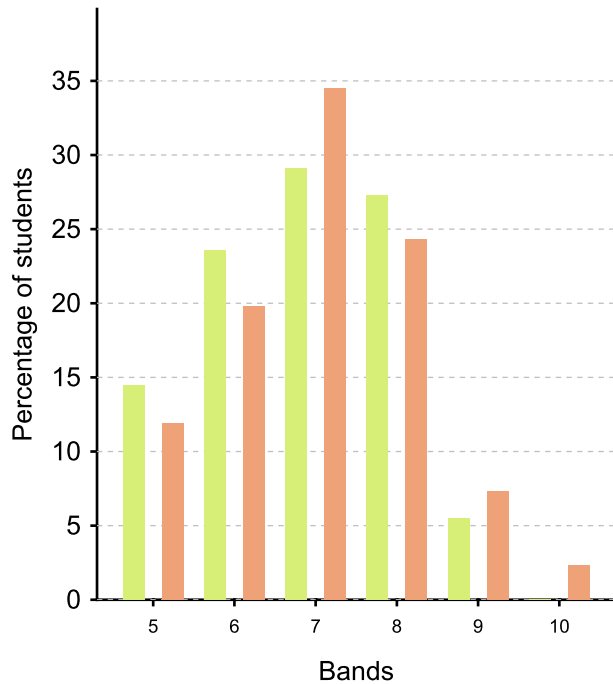
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

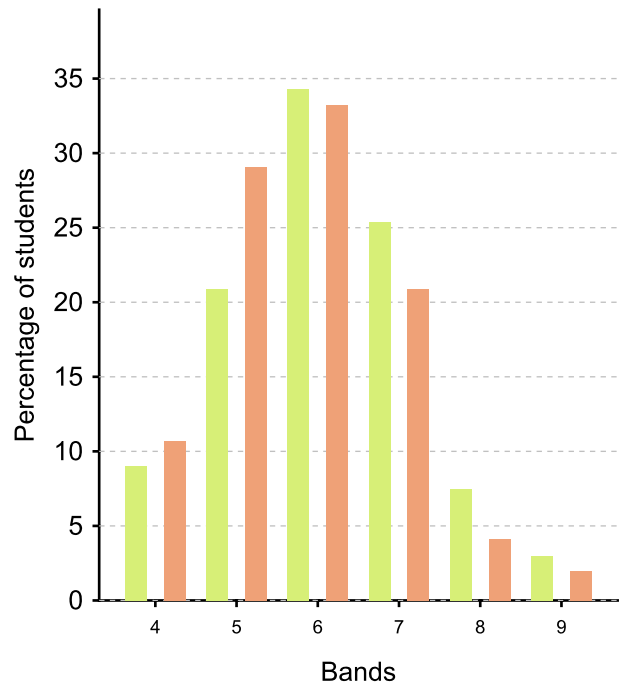
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

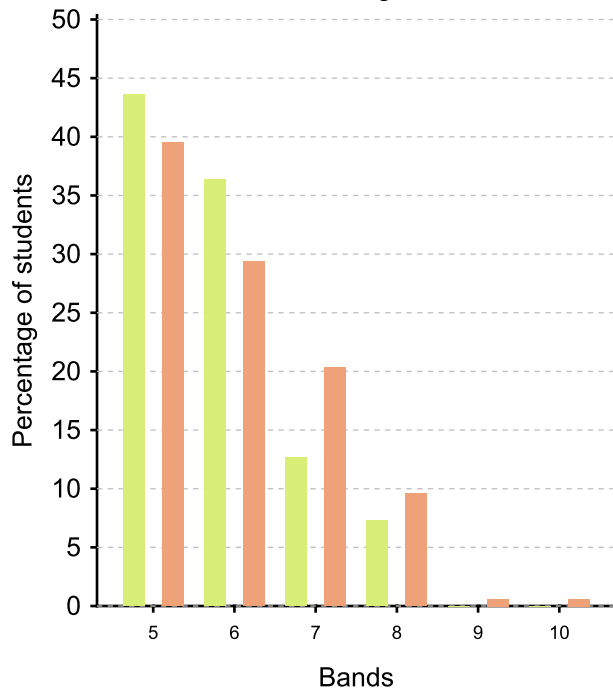
Year 9 Numeracy results demonstrated 55% of students achieved at or above expected growth in Numeracy.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing

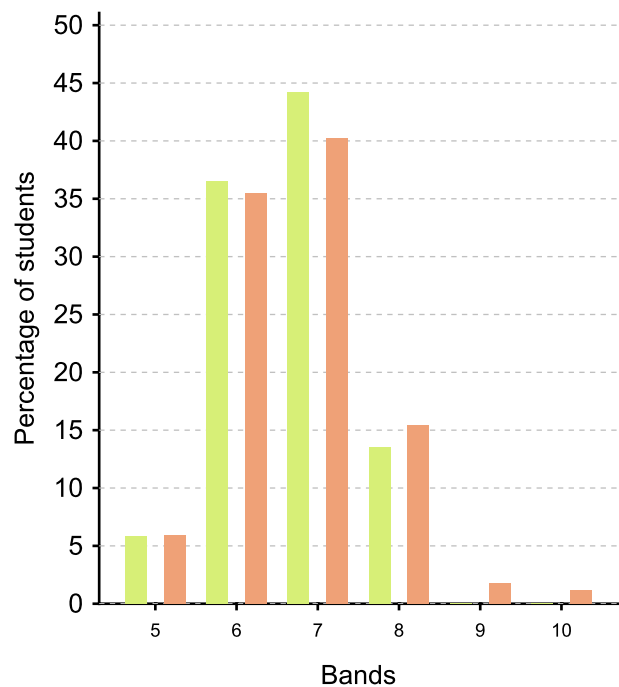


Percentage in Bands  
School Average 2016-2018

Students with extremely high results in the base year may be reported as having negative growth. Growth scores for these students are less meaningful and should be interpreted with extreme caution.

Year 7 Numeracy results demonstrated 59% of students achieved at or above expected growth in Numeracy.

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing.

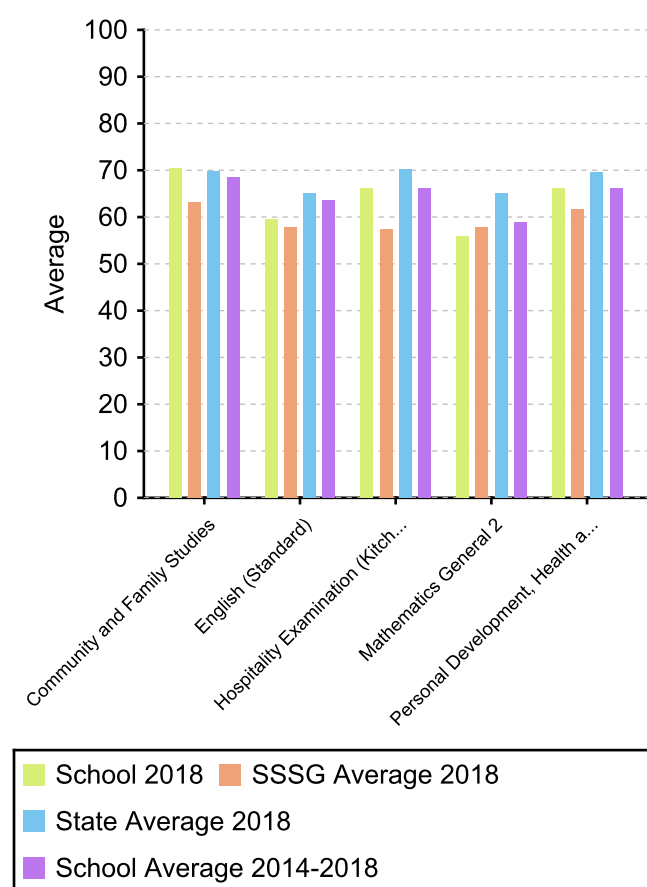


Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select Go to access the school data.

Forbes High School (FHS) is committed to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. We have a dedicated literacy lesson timetabled each week for all year groups. FHS operates a Homework Centre weekly with dedicated staff to assist students with assessment, assignments and homework.

## Higher School Certificate (HSC)

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



## Parent/caregiver, student, teacher satisfaction

From the Tell Them from Me 2018 surveys, the following data was acknowledged and is used to determine future planning for our school.

73% of our students completed the survey in Term 1 and this participation declined to 54% in Term 3. From the data we can see a strength in positive teacher–student relationships which was above state average and can determine that our students enjoy participation in sports and clubs. Similarly our student

in extracurricular activities was significantly higher than the state average. 78% of our Aboriginal students feel good about their culture.

Only 22 parents responded to the invitation to complete the parent survey and this tells us that we need to increase access to complete this activity. 82% of the responses were satisfied with our communication. 71% of the participants recommend Forbes High School.

83% of staff completed the survey and staff morale was predominately very high. 97% of staff can communicate strategic vision. All staff acknowledged the school leaders leading improvement and change.

## Policy requirements

### Aboriginal education

In 2018, Forbes High School (FHS) continued to deliver the Girri Girri Sports Academy Leadership Program. All Aboriginal and Torres Strait Islander students had a Personalised Learning Plan. Our Aboriginal Education Officer and at least one senior executive attended the local Aboriginal Education Consultative Group meetings throughout the year to engage with our community, take advice and work together to serve our students best. Our school participated in the NAIDOC celebrations. Our students also created a film/song with Desert Pea Media that was published on YouTube. Wiradjuri language is taught by an elder to our students. In turn, our Aboriginal student leaders teach pre–school student's the Wiradjuri language. Students engaged in Aboriginal dance, North Parkes Mines Aboriginal and Torres Strait Islander program and White Ribbon events. A highlight for the year was one of our Aboriginal Year 12 students became a White Ribbon Ambassador and won the Forbes Youth of the Year prize demonstrating significant leadership skills.

### Multicultural and anti-racism education

The school has an Anti–Racism Contact Officer who is trained in dealing with any racism issues. In 2018, we had an isolated issue occur and the matter was addressed in a timely manner. Multiculturalism and an appreciation for diversity is embedded in the curriculum delivered. Our school is inclusive and respectful.