

2020 Annual Report

Forbes High School



8194

Introduction

The Annual Report for 2020 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.

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School vision

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 333 students which is situated on the banks of the Lachlan River. 31% of our students identify as Aboriginal and Torres Strait Islander students. We have 4 Support classes accessed by 29 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Curious Learners

Purpose

To provide dynamic learning programs and flexible assessments that challenge our students to take them to the next level. Staff, students and parents exchange quality feedback to be a high performance school.

Improvement Measures

Increased assessment submission rates for all students.

Increased student engagement and attendance.

Increased proportion of students achieving expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to programming, assessment and reporting using Curiosity and Powerful Learning and Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
Professional learning for Curiosity and Powerful Learning was ongoing throughout the year, however, due to Covid-19, maintaining momentum was difficult.. Staff were allocated an additional two periods per fortnight to work in triads and complete lesson observations and support assessment and program development. Analysis and feedback from staff indicate that progress was made to build assessemnt quality and consistency, this remains a focus for 2021.	Faculties provided with additional time throughout the year to support program and assessment development. Positive Behaviour for Learning continued to be a focus of professional learning as well as Curiosity and Powerful Learning. Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Next Steps

The situational analysis has indicated that attendance and engagement remains a focus for 2021. Continuing to develop explicit teaching practices and provide effective feedback will continue the foundation established by Curisoity and Powerful Learning with a strong focus on reading, numeracy and HSC improvement. Strengthened and consistent assessment practices are a key area of focus for 2021.

Strategic Direction 2

Powerful Teachers

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.

Improvement Measures

Increased proportion of staff attain at least one PDP goal.

Increased proportion of students have sense of belonging and value.

Increased proportion of staff value their work and are confident in doing their job.

Progress towards achieving improvement measures

Process 1: Develop and implement high quality professional learning that includes: theory, teacher observation rounds (triads/tetrads), peer feedback, coaching and demonstration lessons that are underpinned by high impact strategies that improve student outcomes.

Evaluation	Funds Expended (Resources)
Staff continued to engage in professional learning for Curiosity and Powerful Learning, however, significant changes in personnel in the school necessitated a shift in direction. Triads were implemented but review and refinement was required for whole school implementation.	Staff allocated an additional two periods per fortnight to complete lesson observations and feedback in triads to develop quality instructional leadership in every classroom. Professional learning costs associated with Curiosity and Powerful Learning and its implementation.

Next Steps

Situational analysis reflected the need for explicit focus on reading and numeracy to strengthen student outcomes through the implementation of evidence based strategies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO employed (\$77 000) and Aboriginal SLSO (\$60 000) to support students .</p> <p>Portion (30% - \$30 000) of Technical Support Officer employment</p>	<p>The AEO, SLSO and TSO are active members of the school and engage with the Learning and Wellbeing team to ensure student support needs are addressed. Students are supported in the classroom leading to increased participation and student outcomes. Increased and sustained representation of Aboriginal students in formal student leadership teams. Student participation in school activities increased.</p>
English language proficiency	<p>Employment of additional Learning and Support Teacher (\$10 000)</p> <p>Purchase of resources and text to support Learning and Support Teacher to deliver specific programs (\$2 000)</p> <p>Purchase of English resources and textbooks to improve learning outcomes (\$7 000)</p>	<p>Improved literacy results through intense reading and language programs.</p> <p>Students are challenged and extended through modern texts that support curriculum outcomes..</p>
Low level adjustment for disability	<p>Additional Student Learning Support Officers employed (\$200 000)</p> <p>Head Teacher Wellbeing employed above establishment (\$143 000)</p> <p>Supportive professional learning and mentoring for staff and students (\$50 000)</p>	<p>Students receive additional support in regular and transitional classes as required.</p> <p>Teachers receive additional support in classrooms to support student learning opportunities and outcomes.</p> <p>Create a school culture of respect and inclusion whilst supporting health and wellbeing.</p>
Socio-economic background	<p>Purchase furniture and equipment for classroom refurbishments (\$50 000)</p> <p>Upgrade kitchen to support Hospitality course achievements and outcomes (\$5 000)</p> <p>Upgrade Science facilities to improve health, safety and functionality of learning space (\$45 000)</p> <p>Upgrade to Industrial arts facilities to improve functionality and provision to support additional subject offered (\$50 00)</p> <p>Purchase of equipment and consumables to support learning from home and managed return to school due to COVID-19 (\$25 000)</p>	<p>All students have access to resources that enables learning outcomes.</p> <p>All students have access to differentiated learning spaces that meet specific learning styles and increase opportunities for learning and success.</p> <p>Students have opportunities to develop skills and abilities to support transition into employment.</p> <p>Students have safe and functional environments that are utilised and supportive of cross faculty curriculum.</p>
Support for beginning teachers	DP Instructional leader	Beginning teachers are supported through

Support for beginning teachers	employed. Mentors identified in school. Release time provided to mentors and mentees. (\$167 000)	mentoring and through targeted professional learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	206	193	170	174
Girls	172	180	170	159

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.8	89.5	91	91.9
8	80.1	88	86	87
9	83.3	78.4	85.1	86.4
10	83.2	83.5	75.1	81.9
11	83	83.4	78.5	81.4
12	84.7	84.5	88.9	89.4
All Years	84.7	84.9	84.1	86.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	13	3
Employment	6	26	67
TAFE entry	3	5	7
University Entry	0	0	23
Other	5	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Forbes High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Forbes High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	28.8
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	903,471
Revenue	7,366,223
Appropriation	7,209,912
Sale of Goods and Services	36,733
Grants and contributions	117,938
Investment income	1,640
Expenses	-7,586,292
Employee related	-6,742,456
Operating expenses	-843,836
Surplus / deficit for the year	-220,069
Closing Balance	683,402

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	49,136
Equity Total	893,359
Equity - Aboriginal	168,269
Equity - Socio-economic	463,360
Equity - Language	18,934
Equity - Disability	242,795
Base Total	5,702,755
Base - Per Capita	87,976
Base - Location	55,790
Base - Other	5,558,988
Other Total	317,128
Grand Total	6,962,378

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

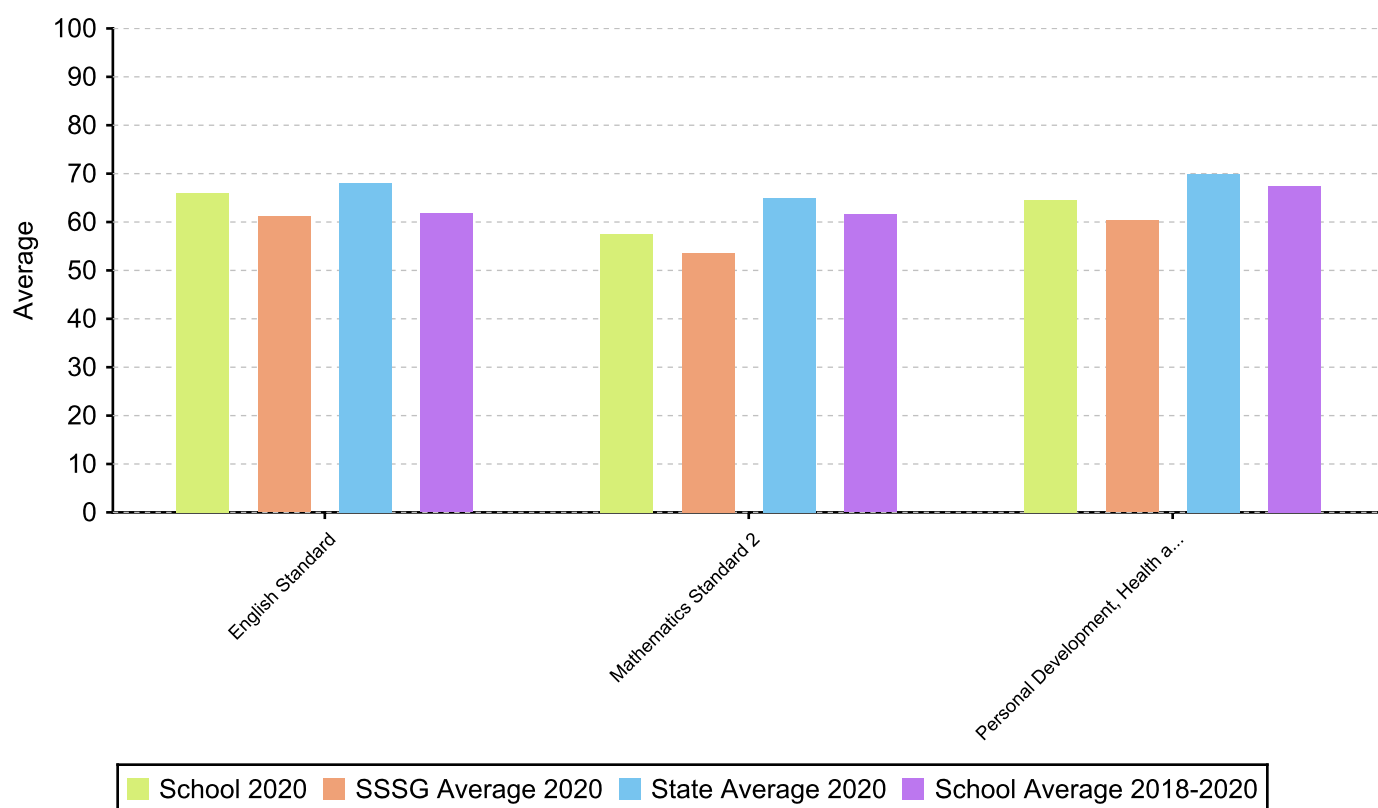
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
English Standard	66.0	61.1	68.1	61.8
Mathematics Standard 2	57.6	53.5	64.9	61.5
Personal Development, Health and Physical Education	64.5	60.3	69.9	67.5

Parent/caregiver, student, teacher satisfaction

From the Tell Them from Me 2020 surveys, the following data was utilised to help shape and determine the future directions of 2021.

Staff have indicated collaboration, learning culture and being an inclusive school are strengths in the eight drivers of student learning. Areas for continued focus and development in the future are increasing parent involvement and school leadership.

65% of students expressed having positive relationships and 81% identified having positive attendance. Areas for continued focus in 2021 are increasing student engagement and motivation.

A small proportion of parents engaged with the Tell Them from Me survey, however, P&C meetings are frequently positive and support school initiatives. Parents identified feeling welcome at Forbes High School. Parents of students who have transitioned from other schools in Year 8-12 report positive and improved outcomes for their child. Areas for continued focus is enhanced communication and timely assessment returning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.