

2021 Annual Report

Forbes High School



8194

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 strives to create an inclusive environment where students challenge and extend their academic boundaries with the support and reinforcement of strong community connections. At Forbes High School, we build opportunities by providing a positive learning and wellbeing environment for all our students so that they may become the best versions of themselves.

School context

Forbes High School is a rural comprehensive secondary school located on Wiradjuri lands in Central Western NSW. The student population of 333 students with 31% of our students identifying as Aboriginal and Torres Strait Islander students. We have 4 Support classes accessed by 29 students.

Our core values of Respect, Responsibility, Doing Our Best and Honesty are reflected across all aspects of school life. The Wellness Hub on site underpins and supports positive student wellbeing.

A holistic approach to student achievement is our focus and students have the opportunity to succeed in sporting, cultural, creative and performing arts activities. 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 wellbeing programs, vocational opportunities and shared resources.

Through a deep process of analysis and reflection, our Situational Analysis identified that, to continue to build student achievement in the areas of reading, numeracy and performance in the Higher School Certificate, we must engage in evidence-based professional learning to strengthen explicit teaching practices that are consistent across the whole school. Supporting this will be a focus on effective feedback practices, ensuring that all students are provided with specific strategies to guide their learning.

Collaborative instructional leadership and further strengthening connections and partnerships are two areas also identified through the Situational Analysis. Building a cycle of continuous improvement is driven through strong leadership across all areas of the school. Working in partnership and seizing opportunities for authentic cross school collaboration will strengthen our learning culture.

Working shoulder to shoulder with our community, including our partner primary schools, will allow students to transition seamlessly to high school and beyond with the skills and knowledge to access diverse post-school options.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to improve student growth and attainment in academic growth and performance resulting in diverse post-school opportunities through explicit teaching driven by research based practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching Practices
- Effective Feedback Practices

Resources allocated to this strategic direction

Socio-economic background: \$252,665.00

English language proficiency: \$9,249.00

Low level adjustment for disability: \$179,389.00

Summary of progress

All staff participated in professional learning in whole school monthly professional learning in vocabulary delivered by school executive. Professional learning focussed on analysis of data and the identified trends of inferential comprehension, multi modal texts, with the underlying factor of vocabulary. As a result of that data analysis, a focus on vocabulary was established with a spotlight on Tier 1, 2 and 3 levels of vocabulary and specific strategies to teach these skills explicitly in all Key Learning Areas. The plan for staff to collaborate and build collegial practices was hindered as a result of restrictions and as staff were unable to meet in cross faculty teams, this was a barrier in our progress. A focus in 2022 will be building staff expertise in data analysis, identifying areas for focus and embedding these in classroom practice.

Effective Feedback Practices, due to a focus on Effective Teaching Practices, have not yet been a focus of the Professional Learning delivered across Forbes High School. The foundations have been established which will now allow Effective Feedback Practices to be an ongoing priority in 2022. Staff will engage in professional learning drawn from many sources, including CESE's What Works Best, as well as the work of Williams, Timperley and Hattie. How to provide explicit, timely and effective feedback will be focussed across all learning areas, with a targeted focus on reading, numeracy and the HSC to support improvement measures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students in the top 2 bands of reading to be increased by 5%.	Data indicates that 5.88% of students in top 2 bands reading showing minimal change from baseline data.
Increase in the percentage of students in the top 2 bands of numeracy to be increased by 5%.	Data indicates that 2% of students in top 2 bands numeracy showing small growth from baseline data.
Increase in the percentage of Aboriginal students in the top 3 bands of reading to be increased by 5%.	9% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower bound target of 19.6%.
Increase in the percentage of Aboriginal students in the top 3 bands of numeracy to be increased by 5%.	9% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target of 10.8%.

Increase the percentage of students achieving in the top 2 bands of the HSC course results by 3%.	6.96% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
Increase the percentage of students achieving in the top 3 bands of the HSC course results by 4%.	42.6% of students attained results in the top three bands demonstrating achievement of the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN reading by 4%.	The proportion of Year 9 students achieving expected growth in NAPLAN reading has decreased to 32.5%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 4%.	The proportion of Year 9 students achieving expected growth in NAPLAN numeracy has decreased to 35.9%.

Strategic Direction 2: Collaborative Instructional Leadership

Purpose

Our purpose is to strengthen the leadership team to be instructional leaders who are confident in using data and evaluation processes to monitor school progress and improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of data to inform practice
- Collaborative instructional leadership

Resources allocated to this strategic direction

Low level adjustment for disability: \$33,635.10

Socio-economic background: \$3,000.00

Location: \$5,000.00

School support allocation (principal support): \$20,588.00

Summary of progress

The use of data to inform practice has been a focus of professional learning throughout the year in both the areas of executive and whole school professional learning. The use of CESE's (Centre for Education Statistics and Evaluation), What Works Best, was a focus of executive professional learning, building consistency and developing a shared understanding as what is required for continuous school improvement.

Data analysis skills were developed through the analysis of Best Start Year 7 (BSY7) results, Check-In Assessment data and NAPLAN results. Skills in drilling down into the data were emphasised to empower our middle leaders to model the same practices with their teams. HSC (Higher School Certificate) analysis was a priority in the first term of 2021. The analysis of HSC results was standardised through the use of a common template and faculties implemented change as a result of the analysis. In 2021, Head Teachers led the analysis, in 2022 all staff engaging with this data will be the focus.

Professional conversations are now driven by data and reflect the growth of the executive team.

The barriers faced during 2021 included disruptions to the continuity of executive professional learning.

Collaborative instructional leadership is developing across the school and will continue to be a focus in 2022 with a fully staffed executive allowing for consistency in practice. Building collective efficacy was a focus of professional reading and this too will continue into 2022. In 2021 meeting structures were streamlined to ensure time was maximised for professional learning and enhancing collegial practice. Continuing to build a strong professional learning community, is a focus into 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Leadership team regularly uses student data to inform key decisions such as resourcing and implementation of programs and initiatives.	There has been a significant increase in data informed practices across the school with Key Learning Areas engaging in data analysis. Data from multiple sources, such as Best Start Year 7, Check-In Assessment data, NAPLAN, Minimum Standards and HSC data are used to reflect upon current practices but also for forward planning.
Leadership team has a sound foundation for student learning through the implementation of NESA and Department of Education requirements for assessment and syllabus implementation.	Throughout 2021, Forbes High School reviewed and strengthened all practices and processes regarding the implementation of NESA and Department of Education requirements for assessment and syllabus implementation. This included enhancing the already strong Stage 6 monitoring into Stage 5.

Strategic Direction 3: Connections and Partnerships

Purpose

To build community connections and partnerships resulting in improved student engagement, attendance as well as strengthen student outcomes, socially, academically and emotionally.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$27,908.68

Socio-economic background: \$181,813.00

Aboriginal background: \$183,432.84

Integration funding support: \$67,273.00

Summary of progress

The school identified the need to re-establish and strengthen strong community partnerships to support our students achieve enhanced learning outcomes. By working collaboratively as an integral member of the Forbes community, we can support our students to access a variety of future pathways. Two key focus areas were established to support this Strategic Direction, High Expectations to drive every thing that we do, as well as ensuring that all students are through strategic Wellbeing supports.

To achieve this, there has been a sustained focus on professional learning to establish that all staff, both teaching and non-teaching have a strong understanding of the need for high expectations to support student learning and attendance. High Expectations drive student achievement and a significant area of focus was on utilising the professional reading from CESE's What Works Best to develop a common understanding of high expectations. This has resulted in the development of a consistent culture across the school which will be further supported through additional professional learning in 2022.

The importance of Wellbeing has been a whole school focus as, students do not attend regularly or engage successfully in learning, if they are not connected or if their wellbeing needs are not met. In 2021, there was an audit of programs implemented to ensure that what is delivered at school is effective and meets the needs of the students. This audit resulted in streamlining programs and establishing a scope and sequence for Wellbeing practices across all year groups. This strategic planning focus, ensured student needs are being addressed at key transition points in their learning journey. In 2022, further refinement will take place, with a focus on Learning and Wellbeing structures to ensure that appropriate supports are in place for all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase student attendance above 90% by 3% and increase student attendance above 80% by 5%.	• The number of students attending greater than 90% of the time or more has decreased. Strengthening attendance systems, processes and procedures will be a focus for 2022.
Increase student reporting Expectations for Success, Advocacy, and Sense of Belonging at School as evidenced by TTFM survey data.	• Tell Them From Me data shows a decrease in students who reported a positive wellbeing, including a 0.1% increase in advocacy at school, 5% decrease in sense of belonging and there was no change in expectations of success.
Increase the number of Aboriginal students attaining their HSC whilst maintaining their cultural identity.	• In 2021, 18% of the HSC cohort identified as Aboriginal and successfully completed their Higher School Certificate.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$101,166.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Forbes High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: students successfully engaging with the learning and assessments that are occurring in the classroom and successful integration into mainstream classes for some students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support in the classroom for the targeted students as they progress through the Stages. Additionally, in 2022, additional training will occur for SLSOs to support them in their targeted work with students.</p>
<p>Socio-economic background</p> <p>\$447,009.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Forbes High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices • High Expectations • Collaborative instructional leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs through the use of SLSOs in all Year 7 classes. • employment of additional staff to support the Learning Centre program implementation. • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: students being supported through programs such as Renaissance Reading as well as the implementation of the Learning Centre. The Learning Centre is designed to support students reconnect and re-engage with school as well as addressing specific learning needs. Students are also being supported through Student Learning and Support Officers supporting Year 7 classes as part a key aspect of transition as well as other identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The expansion of the Learning Centre to broaden the range of support available in 2022 as the trial period in 2021 has been successful. This structure will include targeted EALD support as well as enrichment program development. Year 7 SLSO support will also be re-evaluated after Term 2 2022 to build student independence.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forbes High School. Funds under this equity</p>

<p>\$183,432.84</p>	<p>loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • development of Aboriginal Education Team and implementation of key cultural events and experiences. • employment of specialist additional staff (SLSO) to support Aboriginal students • professional learning for staff to attend Stronger Smarter Training. <p>The allocation of this funding has resulted in: support for Aboriginal students through the employment of an Aboriginal Education Officer as well as an SLSO who is Aboriginal. Both of these staff worked collaboratively to support Aboriginal boys and girls groups through targeted programs including Girri Girri. Aboriginal language and culture is a focus area and students were supported to attend language camps and immersion into cultural activities. Staff attended Stronger Smarter Training to develop their knowledge and awareness of aboriginal culture and practice. Staff also worked with the Safe Guarding Kids Together team to strengthen and enhance practices in Aboriginal Education.</p> <p>After evaluation, the next steps to support our students with this funding will be: long term leave impacted the role of the Aboriginal SLSO and this position will be re-examined in 2022. Aboriginal students were supported by the AEO and experienced success at school. In 2022, next steps will be to further strengthen the impact of the AEO and Aboriginal Education Team after strong foundations were established in 2021. Other professional learning, including Connecting to Country will be undertaken after a delay in 2021. The creation of a culturally safe school is a priority for 2022 as is strengthening community partnerships.</p>
<p>English language proficiency</p> <p>\$9,249.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Forbes High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EALD students being supported through targeted interventions and personalised learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: in 2022, additional staff release to increase support to EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$247,169.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Forbes High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their</p>

<p>Low level adjustment for disability</p> <p>\$247,169.98</p>	<p>learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices • High Expectations • Wellbeing • Use of data to inform practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • support for students to engage in Boys to the Bush program. • support for students in intensive reading program. • head teacher to work with their teams to build data informed instructional leadership. <p>The allocation of this funding has resulted in:</p> <p>students being supported through targeted programs such as reading support delivered by the LaST. The data collected from this program demonstrated the improvement of students from being, below functional to functional literacy skills in the area of reading. Additionally, the work of the LaST supported staff and students through the development of Individual Educations Plans (IEPs) and Personalised Learning Plans (PLPs) which were developed in conjunctions with staff from Forbes High School as well as parents and carers.</p> <p>Targeted students were supported through engagement with Boys to the Bush who mentor students who are at risk of becoming disengaged with school. The program was highly successful in reinforcing the values of Forbes High School when working with the students and creating strong mentoring partnerships.</p> <p>Head Teachers across FHS, strengthened their Instructional Leadership throughout 2021 with the development and strengthening of data literacy and analysis skills. These skills and analysis tools were then utilised as part of a reflective practice to adjust, monitor and evaluate faculty practices including assessment and programming. Barriers to further strengthening of these practices was time spent in alternative learning settings and high rates of student absenteeism as a result of Covid-19 illness. However, enhanced systems and structures regarding educational delivery were developed as a result.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continuing to utilise the staff available in the Learning and Support Teacher role to directly work with both staff and students in ensuring all students have a strong foundation in reading and numeracy as well as providing further support to writing. Supporting students to demonstrate their growth in standardised assessments such as NAPLAN and HSC Minimum Standard Assessment is a further focus.</p> <p>Widening and enhancing partnerships with external providers is a key strategy for 2022. Boys to the Bush and other services will be utilised to support students at Forbes High School.</p> <p>Continued strengthening of Head Teachers as data driven, student focused Instructional Leaders, is a significant priority as FHS will have a full compliment of executive personnel.</p>
<p>Location</p> <p>\$56,580.45</p>	<p>The location funding allocation is provided to Forbes High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative instructional leadership • Other funded activities

<p>Location</p> <p>\$56,580.45</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student and staff wellbeing team and activities <p>The allocation of this funding has resulted in: all students being provided with the opportunity to attend excursions to meet the needs of mandatory and non-mandatory curriculum provisions. Students were also supported through the provision of curriculum resources as appropriate to ensure that all students had full access to the curriculum. Student and staff wellbeing were key focus areas and the activities completed supported both students and staff to be engaged and connected with Forbes High School. Barriers were limited opportunities to undertake a range of activities due to various restrictions and periods of learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to subsidise and support opportunities for all students to engage in comprehensive educational experiences. Ensuring all students have access to all areas of the curriculum and are not disadvantaged by location. Student attendance is a key focus area for support in 2022.</p>
<p>COVID ILSP</p> <p>\$149,996.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition group <p>The allocation of this funding has resulted in: students being identified through a range of testing measures including Check-In Assessments and other internal measures to identify student needs. Staff were released to interrogate data, plan and deliver interventions for this program with a focus on reading and numeracy. Small groups were created based on assessment data and appropriate interventions were implemented with students demonstrating strong levels of growth as evidenced by the PLAN2 data. Barriers, once again, included interruptions as a result of learning from home and student absence due to illness. Barriers also included being able to find the appropriate staff to undertake this important intervention work due to challenges in teacher cover.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued intervention in reading to ensure that students are stage appropriate and able to access the curriculum. A challenge will be being flexible with the funding to ensure that it can be utilised as staffing can be challenging.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	193	170	174	164
Girls	180	170	159	164

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.5	91	91.9	84.7
8	88	86	87	77.2
9	78.4	85.1	86.4	75.1
10	83.5	75.1	81.9	72.5
11	83.4	78.5	81.4	71.4
12	84.5	88.9	89.4	82
All Years	84.9	84.1	86.1	76.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	13
Employment	8	34	56
TAFE entry	5	14	22
University Entry	0	0	30
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

53.57% of Year 12 students at Forbes High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

82.6% of all Year 12 students at Forbes High School expected to complete Year 12 in 2021 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)	28.9
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	683,402
Revenue	7,649,208
Appropriation	7,425,988
Sale of Goods and Services	23,922
Grants and contributions	198,702
Investment income	597
Expenses	-7,392,407
Employee related	-6,749,848
Operating expenses	-642,560
Surplus / deficit for the year	256,800
Closing Balance	940,202

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.

	2021 SBAR Adjustments (\$)
Targeted Total	67,273
Equity Total	886,863
Equity - Aboriginal	183,434
Equity - Socio-economic	447,010
Equity - Language	9,249
Equity - Disability	247,170
Base Total	5,757,601
Base - Per Capita	88,238
Base - Location	56,580
Base - Other	5,612,782
Other Total	372,673
Grand Total	7,084,410

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.

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.

Parent/caregiver, student, teacher satisfaction

2021 was a year where many different challenges were faced and progress made towards establishing strong and sustainable systems and processes across all areas of our school.

In 2021, staff engaged in the People Matter Survey and that data indicated the growing strengths in the area of teamwork, as well as staff being valued and supported by management.

Staff wellbeing was a priority of the school's work with the Safeguarding Kids Together, and a passionate group was formed to develop strategies to support staff wellbeing and satisfaction.

Parent and carer engagement was a priority and although barriers were faced with restrictions as a result of the Covid pandemic, enhancing and strengthen communication with parents and caregivers was a priority. During 2021, communication with parents was enhanced through regular fortnightly news letters, focussed publications via Facebook and Sentral messaging, including the introduction of the parent portal for Year 11 parents and online parent teacher evening for the same year group.

Data gathered from the Tell Them Me Survey indicated that areas of focus for 2022 are:

- communication and ensuring parents are informed regarding school activities and events
- connecting with our parents and caregivers via events at the school
- increasing numbers of parents willing to be involved in school committees.

Student responses to the Tell Them From Me Survey data indicated that whilst there was a slight decline in student sense of belonging, there was an increase in students responses relating to expectations of success, reflective of the consistent focus on high expectations in 2021. In 2022, providing enhanced opportunities for students to engage in a range of activities will be a significant priority.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.