

2022 Annual Report

Forbes High School



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Introduction

The Annual Report for 2022 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	2022 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: \$143,536.00

English language proficiency: \$11,263.96

Professional learning: \$15,000.00

Summary of progress

Focus was on delivering high impact professional learning in data analysis of internal and external data sources and vocabulary was identified as an area of need. Professional readings and articles were studied with staff reflecting on effective evidence-based practices that could be implemented across the school. Faculties are working together to analyse programs and how vocabulary can be a focal point in teaching and learning activities. Faculties will continue to reflect on best practice in the teaching of vocabulary and will implement evidence-based teaching strategies in 2023 to measure long term impact. Differentiated support will be included in performance and development plans to ensure teacher capacity continues to grow.

Professional learning was delivered to all school staff in understanding what contributes to student success when completing the HSC. Staff engaged in conversations about understanding the balance of work that contributes to the ATAR. Building teacher capacity in HSC marking to broaden the understanding and consistency of teacher judgement will be a priority in 2023.

The school was impacted by several flood events in 2022 and this impacted the school's ability to maintain significant momentum in these initiatives.

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
NAPLAN Top 2 Reading Uplift the percentage of students achieving in the top 2 bands of reading by 6.3%.	Data indicates that 4.1% of students in top 2 bands of reading showing minimal change from baseline data.
NAPLAN Top 2 Bands Numeracy Uplift the percentage of students achieving in the top 2 bands of numeracy by 7.6%.	Data indicates that 4.3% of students in top 2 bands of numeracy showing another small growth from baseline data and 2021 results.
NAPLAN Top 3 Bands Reading Uplift the percentage of Aboriginal students achieving in the top 3 bands of reading increase by 7%	7.1% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating that progress is yet to be seen toward the lower band target of 19.6%.

<p>NAPLAN Top 3 Bands Numeracy</p> <p>Uplift the percentage of Aboriginal students achieving in the top 3 bands of numeracy by 8.1%.</p>	<p>Data indicates that no Aboriginal students achieved results in the top 3 NAPLAN bands in numeracy indicating a decline in progress towards the lower bound target of 10.8%.</p>
<p>HSC Top 2 Bands</p> <p>Uplift the percentage of students achieving in the top 2 bands of the HSC by 6.1%.</p>	<p>18.06% of students attained results in the top 2 bands demonstrating progress exceeding the lower bound target of 16.5%..</p>
<p>HSC Top 3 Bands</p> <p>Uplift the percentage of students achieving in the top 3 bands of the HSC by 6.8%.</p>	<p>47.22% of students attained results in the top three bands of the HSC demonstrating achievement of the upper bound target.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN reading by a further 4%.</p>	<p>Due to the cancelation of NAPLAN In 2020, there is no comparable data for this improvement measure.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy by a further 4%.</p>	<p>Due to the cancelation of NAPLAN In 2020, there is no comparable data for this improvement measure.</p>

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

Socio-economic background: \$175,801.00

Summary of progress

Focus was on building the capacity of middle leadership to drive whole school improvement. Lyn Sharratt's work on *Clarity* drove the professional discussion of all middle leaders. Engagement of staff was varied and a priority in 2023 will be to support staff to engage in professional learning opportunities and how it impacts their own practice and leadership.

The executive staff used the middle leadership statement to identify strengths of leadership and areas of growth. How middle leadership leads whole school improvement was a focus in executive professional learning sessions. How middle leaders are leading evidence-based pedagogical shifts in teaching and learning to improve student outcomes will be a focus in 2023.

All staff engaged in the analysis of Best Start, Check In and HSC data to ensure all teachers understood what their students strengths and areas of development were. Staff then reflected in their own teaching and learning programs and how they differentiated for individual students. Some shifts in teaching practice were observed in most faculties and a focal point in 2023 will be to support staff in measuring impact in modifications of practice on student outcomes.

The school was impacted by several flood events in 2022 and this impacted the school's ability to maintain significant momentum in these initiatives.

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 comprehensively analyses student data for insights into student learning and this is shared with all staff. All teachers gather and analyse data.	In 2022, Forbes High School leadership team further developed their skills in utilising student performance data to make strategic decision for future improvement. Data from a range of sources such as, Best Start Year 7, Check-in Assessment data, NAPLAN, HSC Minimum Standard and HSC data are used to reflect and consider current as well as future practices. The leadership team's data confidence is increasing.
Professional learning emphasises the development of effective instructional leadership, management skills and leadership attributes facilitating whole school improvement and building the capacity of future leaders.	In 2022, Forbes High School leadership team engaged in a range of targeted professional learning, including the work of Lyn Sharratt's <i>Clarity</i> , to strengthen their skills and capacity as instructional leaders. Regular reading and reviewing of the material ensured ongoing learning for the team and led to the trial implementation of learning walks across the school. To sustain and further develop the instructional leadership practice beyond the leadership team in 2023, creating opportunities for wider leadership develop is a key focus.

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

Aboriginal background: \$126,603.00

Socio-economic background: \$86,390.00

Location: \$10,000.00

Per capita: \$32,976.00

Student support officer (SSO): \$96,058.00

Integration funding support: \$210,502.00

Low level adjustment for disability: \$183,873.00

Summary of progress

The school focused on reviewing whole school attendance policies and procedures to ensure consistency of expectation and implementation of protocols. Responding to and supporting students whose attendance was declining has been a focal point. Recognition of students with excellent attendance was also prioritised. Students have responded positively to being recognised for their attendance and working with families to support increased attendance has seen positive shifts in individual students attendance. Support staff have been utilised to support school attendance inclusive of using the school bus in the morning to assist students getting to school. This has seen an increase in community connections. Ensuring all staff understand their role in supporting student attendance has been an identified as an area of development. In 2023, the implementation of consistent protocols and procedures across the school by all staff will be prioritised.

The wellbeing of staff, students and the whole school community was a prioritised due to several flooding events. Staff wellbeing activities have been implemented to support building positive connections.

Student wellbeing was supported by the wellness hub, learning centre, increased school counsellor support and the introduction of zones of regulation. These initiatives has supported positive improvement in student wellbeing. Targeted interventions such as rock and water aimed at cohorts of students to increase social skills, supportive behaviour and emotional regulation have been successfully implemented.

In 2023, peer support, zones of regulation and the continued use of the wellness hub and learning centre will be a focal point in supporting student wellbeing.

The school was impacted by several flood events in 2022 and this impacted the school's ability to maintain significant momentum in these initiatives.

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
Uplift in student attendance above 90% by 5.7%.	The number of students attending greater than 90% of the time or more has remained steady. Disruptions due to flood events has impacted this data. Continuing to further strengthen attendance systems, processes and procedures will be a sustained focus for 2023.
Uplift in proportion of students reporting	Tell Them From Me data shows a slight decrease in students who reported

<p>Expectations for Success, Advocacy, and Sense of Belonging at school as evidenced by Tell Them From Me data by 5.4%.</p>	<p>a positive wellbeing, including an 8% decrease in advocacy at school, 1% increase in sense of belonging and a 10% decrease in expectations of success.</p>
<p>Continue to increase the number of Aboriginal students attaining their HSC whilst maintaining their cultural identity.</p>	<p>in 2022, 22% of the HSC cohort identified as Aboriginal and successfully completed their Higher School Certificate.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$210,502.00</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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Student Learning Support Officers are utilised to support students with IFS in mainstream classes. Support is provided for reading and numeracy, assessment differentiation, and other activities to ensure successful outcomes in the classroom • Year 7 classes are supported with SLSO support to ensure successful transition and establishment of strong routines in Year 7. • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Year 7 had a very successful transition into high school and there were minimal issues evidenced through Sentral Wellbeing data. Students across the school were supported by the allocations of Student Learning and Support Officers who worked closely with students to build skills in assessment completion through targeted differential, self regulation strategies and literacy and numeracy support in the classroom. Additional training for SLSOs through targeted professional learning including in MultiLit was a focus and will continue to be in 2023</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen the knowledge and skills of the SLSO team through ongoing and systematic professional learning ensuring they are highly skilled in supporting student learning needs. Increasing numbers of students on funding supports requires clear and targeted planning to ensure the learning needs of the students are met.</p>
<p>Socio-economic background</p> <p>\$405,727.00</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 • Effective Feedback Practices • Use of data to inform practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the Learning Centre program implementation. • additional staffing to support identified students with additional needs through the use of SLSOs in all Year 7 classes. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Students at FHS have been supported through the implementation of programs such as Renaissance Reading, the introduction of Multi- Lit and the continued expansion of The Learning Centre. The Learning Centre has continued to provide students with the necessary supports to re-connect or re-engage with school as required. It has also provided a vital service in</p>

<p>Socio-economic background</p> <p>\$405,727.00</p>	<p>supporting students prior to becoming disengaged with school. Targeted programs such as Zones of Regulation have been introduced to provide additional strategies for student regulation and therefore greater skills to engage in learning in the classroom. Students are also supported through Student Learning and Support Officers presence in Year 7 classes to ensure a smooth transition to Forbes High School.</p> <p>After evaluation, the next steps to support our students will be: Continued support of programs such as Year 7 SLSOs as they have been vital in the transition of Year 6 into Year 7. The Learning Centre will further expand as 2022 has allowed the school to refine the trial practices from 2021 and establish strong systems and practices. In 2023, The Learning Centre will facilitate the following programs - Multi-Lit, HPGE, EALD, additional reading support, Zones of Regulation, Peer Support, Girri Girri as well as being a place for student regulation and assessment support.</p>
<p>Aboriginal background</p> <p>\$183,603.00</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 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"> • High Expectations • Wellbeing • Other funded activities <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 • professional learning for staff to attend Forbes local AECG Connecting to Country Professional Learning Day • supporting students through involvement in cultural activities such as Girri Girri, NAIDOC celebrations and other targeted programs. • creation of mural and connecting students to the school creating a sense of belonging and Cultural Safety. <p>The allocation of this funding has resulted in the following impact: Students at Forbes High School are supported through the employment of an Aboriginal Education Officer (AEO) who works collaboratively across the school and community. The AEO supports students inside and outside the classroom and utilises the strong community connections to support students and their families. The strengthening of language programs and practices across the school continued to be a focus. The re-imagining of the mural across the front of the school with significant student involvement resulted in a stronger sense of belonging and connection for students. Staff participated in Connecting to Country professional Learning and this resulted in robust discussion and planning for 2023. including the finalisation of the Yarning Circle, development of cultural signage and other programs to support attendance, learning, engagement and retention.</p> <p>After evaluation, the next steps to support our students will be: the further development of the Aboriginal Education Team and utilising the support of local agencies such as Yoorana Gunya to work with staff and students to support student learning and wellbeing. Creating a cultural safe environment where students have a strong sense of belonging is a key focus for 2023. Further strengthening community partnerships is a focus for the coming year.</p>
<p>English language proficiency</p> <p>\$11,263.96</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</p>

<p>English language proficiency</p> <p>\$11,263.96</p>	<p>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 the following impact: EALD students being supported through targeted interventions and personalised learning. Teachers were also supported through additional professional learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support of EALD students as identified through analysis of student data.</p>
<p>Low level adjustment for disability</p> <p>\$242,873.00</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 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • support for students in Boys to the Bush program and other target programs. <p>The allocation of this funding has resulted in the following impact: FHS students were supported through a targeted reading program which was delivered by the LaST. The evidence of success from this program was reflected in the data collected indicating student growth in reading skills. Targeted students and small groups of students were further supported through programs such as Boys to the Bush, a mentoring program for students at risk. The focus of the program was the reinforcement of our school values and supporting vital mentoring support for many students across Stages 4 and 5.</p> <p>After evaluation, the next steps to support our students will be: Continuing to strengthen the practices of the staff in the Learning and Support Teacher role and extending the opportunity for targeted professional learning of staff both teaching and non-teaching to differentiate to meet and address the specific learning requirements of students. A focus on strengthening the knowledge and understanding of reading will be a focus in 2023 with the aim to transition to a subsequent numeracy focus. Supporting students to demonstrate growth in standardised assessments such as NAPLAN and HSC Minimum Standard Assessment is also a focus.</p>
<p>Location</p> <p>\$57,663.00</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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$57,663.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • student and staff wellbeing team and activities <p>The allocation of this funding has resulted in the following impact: FHS students are provided with the opportunity to attend and engage in all aspects of school life including excursions and representative sporting opportunities. Students are supported through the provision of curriculum resources to engage fully with the curriculum, despite continued periods of interrupted learning due to floods. Staff and student wellbeing initiatives were a continued focus ensuring connectedness to the school creating a greater sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: Continuing to subsidise and support opportunities for students to fully engage in a comprehensive educational experience. Ensuring all students have access to all areas of the curriculum and are not disadvantaged by location, including access to additional opportunities such as sporting representation. This sense of belonging is aligned closely with a strategic focus on attendance and retention.</p>
<p>Professional learning</p> <p>\$57,702.13</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Effective Feedback Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning release for staff to engage in professional learning with a focus are on HSC strategies. • Release for staff to support their development in KLA specific knowledge and development. • Whole school professional learning to support the strategic directions of the school. <p>The allocation of this funding has resulted in the following impact: Staff have engaged in a range of professional learning activities, especially with a focus on reading and the Higher School Certificate resulting in enhanced skills and knowledge of these two key areas of strategic improvement. Evidence of success is the exceeding of the HSC targets in 2022.</p> <p>After evaluation, the next steps to support our students will be: Continuing to utilise data to target specific areas of professional learning need and ensuring the learning needs of all staff, including non-teaching staff are met is a key focus for 2023. Prioritising staff knowledge and understanding of the reading process and how to explicitly embed these practices will be a focus.</p>
<p>COVID ILSP</p> <p>\$120,000.00</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 2022.</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>

<p>COVID ILSP</p> <p>\$120,000.00</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - reading • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has been utilised to identified students as targeted by Check-In Assessment and other internal data measures. Staff were released to interrogate data, plan and deliver interventions for this program with a focus on reading. Small groups were created and the MultiLit program was implemented to support students with reading with a focus on skills such as decoding, word recognition and fluency. Student growth was evidenced through the collection and collation of student assessment data through weekly testing. Barriers in 2022 included not having the necessary staff to support a targeted numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued intervention in reading in 2023 to ensure that all students who transition to high school have the skills to engage in the stage appropriate curriculum. A focus in 2023 will be continuing to support the expansion and skills of this team through targeted professional learning. A challenge in 2023 will be being able to be flexible with the funding to support numeracy as this is current a hard to staff area in the school.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Supporting the wellbeing needs of the school through triaging student wellbeing concerns including working closely with the School Counsellor, Aboriginal Education Officer and outside agency support. • Facilitating small group activities across the school in response to student need as evidenced buy Sentral data. • The facilitation of whole school wellbeing initiatives such as Year 12 Wellbeing and stress management, Youth Wellness Committee, Drumbeat and other targeted groups. <p>The allocation of this funding has resulted in the following impact: The impact of the Student Support Officer (SSO) has been significant at FHS as we are able to utilise data to target specific interventions as evidenced by Sentral Wellbeing data. This data is also utilised to evaluate the impact of the intervention employed under this program. The SSO utilises comprehensive data collection and reporting practices allowing for effective evaluative practices to be implemented.</p> <p>After evaluation, the next steps to support our students will be: Continuing to utilise the expertise of the SSO and the community connections that they hold to further support the wellbeing needs of students as evidenced by Sentral wellbeing data. Appropriate programs and interventions are implemented to support the learning of all students at Forbes High School.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	170	174	164	149
Girls	170	159	164	159

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.0	91.9	84.7	82.0
8	86.0	87.0	77.2	78.1
9	85.1	86.4	75.1	71.8
10	75.1	81.9	72.5	64.5
11	78.5	81.4	71.4	77.5
12	88.9	89.4	82.0	85.4
All Years	84.1	86.1	76.8	75.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	6.5	0
Employment	3.5	13	62
TAFE entry	0	23	33
University Entry	0	0	39
Other	0	6.5	0
Unknown	1.7	0	0

Year 12 students undertaking vocational or trade training

57.69% of Year 12 students at Forbes High School undertook vocational education and training in 2022.

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 2022 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	12.98
Other Positions	2

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	378,816
Revenue	8,356,312
Appropriation	8,211,319
Sale of Goods and Services	39,960
Grants and contributions	99,651
Investment income	4,882
Other revenue	500
Expenses	-7,749,639
Employee related	-6,768,961
Operating expenses	-980,678
Surplus / deficit for the year	606,673
Closing Balance	985,489

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.

	2022 SBAR Adjustments (\$)
Targeted Total	210,502
Equity Total	900,238
Equity - Aboriginal	183,923
Equity - Socio-economic	461,539
Equity - Language	11,264
Equity - Disability	243,512
Base Total	5,886,708
Base - Per Capita	88,529
Base - Location	57,663
Base - Other	5,740,516
Other Total	607,849
Grand Total	7,605,297

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

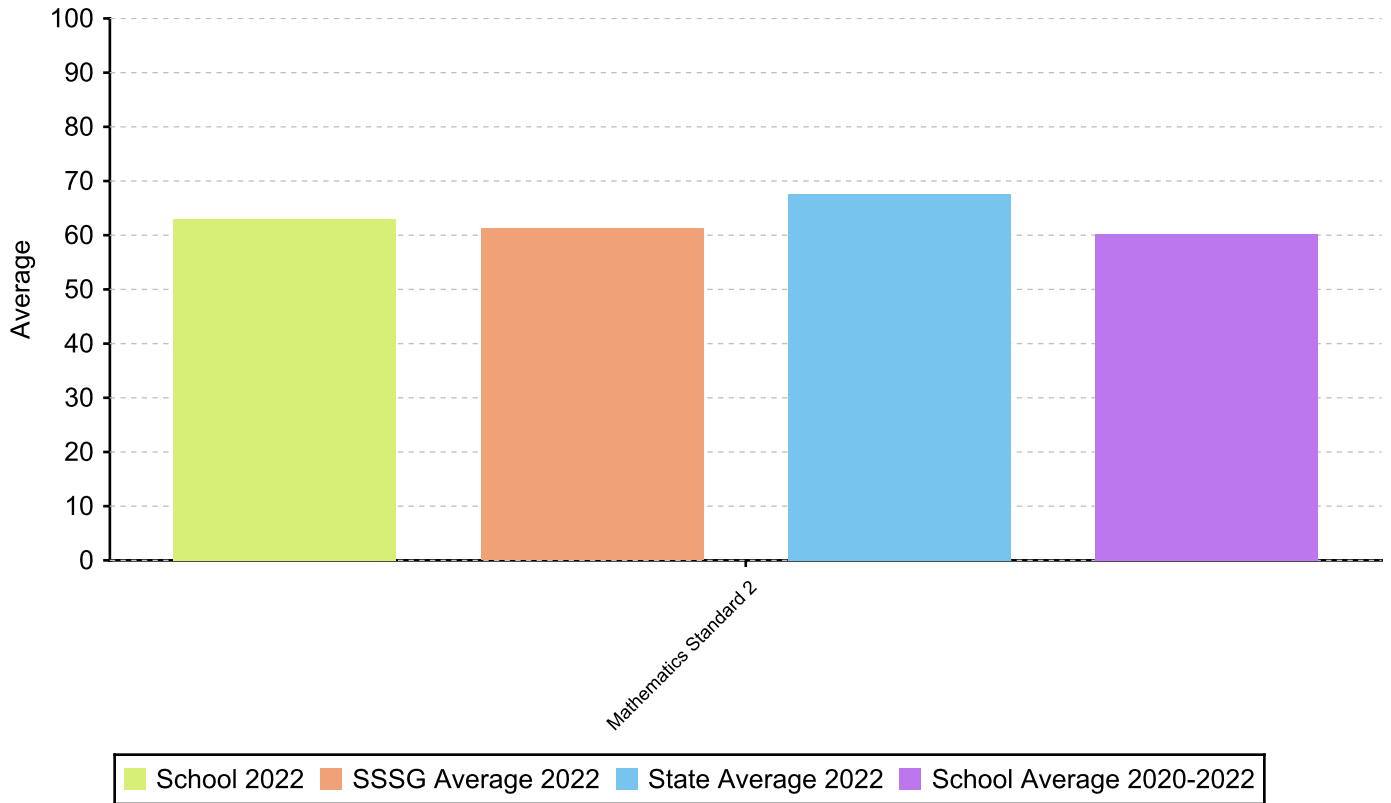
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Mathematics Standard 2	63.0	61.2	67.6	60.3

Parent/caregiver, student, teacher satisfaction

2022 was a year where many different challenges were faced, especially in the second half of the year with two significant flood events. However, as a school we continued to implement and further strengthen school wide systems and processes which were established in 2021.

In 2022, staff engaged in the People Matter Survey and some findings from this data included that staff understand their role and that they have choice in how they complete their role. Staff also indicated that they the tools and technology to complete their role.

Staff wellbeing continued to be a focus in 2022 and the team formed in 2021 continued to support staff wellbeing and satisfaction throughout the year. After a year with significant challenges with natural disasters, ensuring staff are supported will be a key focus in 2023.

Engaging parents and community continued to be an area of focus in 2022. Easing of restrictions allowed for greater parent access to the school, however, natural disaster events caused key strategies such as Community Open Day to be postponed. A small number of parents completed the Tell Them From Me Survey in 2022 due to the flood event.

Student responses in the Tell Them From Me Survey were based primarily from only Semester One data due to the flood event impacting the Semester Two data collection. This data did indicate a slight increase in student belonging and a decrease in student responses relating to expectations of success and advocacy at school. This indicates key focus areas for student wellbeing in 2023.

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.