

2022 Annual Report

The Forest High School



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Introduction

The Annual Report for 2022 is provided to the community of The Forest 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

At The Forest High School, we strive to provide opportunities for students to be challenged to engage in school and community life now and into the future. We are committed to ensuring that every student, every year is improving and progressing. We have high expectations of our staff and students and we continually strive to improve ourselves and our work so that all students can acquire the knowledge, skills and character needed to live happy, healthy and successful lives.

School context

The Forest High School is a co-educational, comprehensive secondary school for Years 7 to 12 students with a unit of three special education classes catering for the learning needs of students with autism. The school is located in Northern Metropolitan Sydney's Northern Beaches area. Our school community is culturally and linguistically diverse. Approximately 20% of students are from an EAL/D (English as an additional language or dialect) background. 2.2% of all students identify as having Aboriginal background, with some of the students coming from rural and remote areas of NSW. Students participate in a wide range of curricular and extra-curricular learning experiences focusing on academic improvement and excellence across a range of academic, cultural, sporting and vocational pursuits.

The school's staffing entitlement in 2022 was 58 teaching staff and 12 non-teaching staff. The school also employs a Head Teacher Secondary Studies and a Head Teacher Wellbeing. The majority of our executive staff have been at the school for more than five years. There is a small turnover of staff each year due to retirements, transfers and promotions.

The school is strongly supported by its diverse community, with an active Parent and Community (P&C) Committee. A comprehensive situational analysis has been conducted which led to development of the Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents.

The majority of the school's equity funding will be used to support initiatives developed in the School Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving and embedding quality teaching practices with professional learning being a key strategy for achieving this objective. Professional learning will ensure that both students' literacy and numeracy levels are enhanced through improved data collection, analysis and use, which underpins our plan to ensure individualised and differentiated learning programs are effectively implemented whole school.

The school will move forward with a focus on explicit teaching. We will continue to expand and refine the Writing Passport Program 7 - 10 and continue our focus on wellbeing for effective learning with a goal to ensure every student can identify a teacher advocate at school.

The focus on Higher School Certificate performance will continue in the School Improvement Plan with staff professional learning around analysis and use of data to increase teachers' understanding of how to deepen student knowledge and skills through explicit teaching of concepts and writing extended responses.

Why do we exist?

As a comprehensive public high school we celebrate diversity in our student body, and acknowledge the importance of seeing students from a whole child perspective. We value the role of secondary education in preparing students for their futures as skilled citizens of the world.

What do we believe about students and their learning?

We believe that all students can learn, and can love learning. In a diverse student population, achieving to their fullest potential can be gained through developing individualized high expectations of each student. We also acknowledge that the best student learning outcomes are achieved through being supported in a strong community setting with focus on student wellbeing as a priority.

What do we believe about staff?

Our staff are collaborative workers who achieve their best in their professions through a sense of trust, community and with visible and visionary leadership. Our staff are passionate, dedicated and motivated by both engagement with their subject areas and care for the students. Our teachers are lifelong learners, growing their pedagogical knowledge and practice to contribute to our school community.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is engaged, challenged and encouraged to learn in every classroom. By creating a school culture of aspirational learning, students are empowered to achieve sustained and long term growth.

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.

- HSC - Raising the Bands
- Literacy and Numeracy

Resources allocated to this strategic direction

Summary of progress

HSC - Raising the Bands

For this initiative, we focused on using data effectively to inform practice. This involved supporting staff to analyse their HSC results by using RAP data and Graham Wright's Faculty HSC analysis reports. Staff conducted a thorough analysis of their HSC data, they attended workshops in areas they required more support such as language skills support for EAL/D students, effective feedback, and motivational strategies. Staff then developed specific strategies targeted at increasing student achievement in the HSC subjects they taught and shared their practice with other staff members through Teacher Collaborative Talks. To capture student voice, we surveyed our senior students in an attempt to gain insight of what teaching strategies they found helpful which were scaffolding and exemplar responses. This initiative worked well in having staff engage with data analysis to understand the strengths and areas to improve student growth and achievement in their subjects. In 2023, we will continue this process and have each KLA create an Action Plan they will carry out through the year. We will also introduce the whole school approach of explicit teaching where every teacher will have learning intentions and success criteria for each lesson and they will model and guide students through the process of 'I Do, We Do and You Do'.

For our senior students, we provided more opportunities for them to study by keeping our school library open during the school holidays and having extra time for one on one or group support with our Trailblazers. Our EAL/D students and students with learning difficulties were provided with extra SLSO support in the classroom, EAL/D Homework Club and Beyond the Bell also provided students with an opportunity to receive assistance with their homework and assessments. We introduced the 'Starting Year 12 Right Program', a two-day program on careers information, assessment & NESA requirements, wellbeing and stress management, research & library skills, to help students prepare for starting their HSC courses. Student feedback indicated a clearer understanding of the expectations for the HSC and requirements to achieve their HSC goals. Each of these initiatives provided students with the ability to be prepared, supported, and assisted to do their best as they began and completed their HSC. For 2023, we will continue and expand on these initiatives. We will also be providing more opportunities for our high potential and gifted students and Aboriginal students through differentiation and extra-curricular opportunities.

We focused on building high expectations and self-belief among our students through our High Achievers Assembly where students who achieved a band 6 in their HSC were presented with an award and their future pathway shared. Students in Year 10, 11 and 12 attended this assembly which highlighted the potential of hard work and what to aspire to. We also revamped our report distribution process which included reflection, goal setting and small group coaching sessions with a staff member. We also celebrated student successes through the Distinguished Achiever's Luncheon which recognised student academic achievement, effort, and improvement. The impact of these initiatives were that they set high expectations and encouraged self-belief in our students. Students are setting goals, getting motivated and aspiring to achieve their best. They are being recognised and rewarded for their efforts and their achievements are celebrated. For 2023, we will building on these initiatives such as introducing TFHS Rewards System and providing our senior students with an ATAR Trajectory report where students can work towards meeting their ATAR goals.

Literacy and Numeracy

For this area, we have put into place many initiatives such as the stage 4 and 5 Literacy Passport - a whole school KLA reading and writing initiative aimed at developing students' literacy skills. Once a term staff were also upskilled in their literacy knowledge through our Literacy Team running workshops at staff meetings. We also ran our Working Mathematically program which was designed to improve the overall numeracy skills in stage 4. Once a semester, staff also engaged in professional learning during staff meetings where they were led through a series of numeracy sessions

with the aim of improving an understanding of whole school numeracy. The impact of these initiatives led to notable changes in our student's literacy and numeracy skills as seen in their improved NAPLAN results. In 2023, we will be taking a more explicit teaching approach to NAPLAN writing across different KLAs and will be introducing workshops that target specific literacy skills involving the ten marking areas of writing. We will also continue to provide professional learning to our teachers in the literacy and numeracy fields as well as focus more on NAPLAN data analysis and using it to inform practice.

We also used COVID ILSP funding to run targeted interventions to support students in developing their literacy and numeracy skills. These programs included a Year 8 withdrawal literacy program focusing on reading, and a Year 8 withdrawal numeracy support class where students would spend a term upskilling their numeracy knowledge. Furthermore, EAL/D teachers provided extra literacy and numeracy support for EAL/D students through after school workshops & Homework Club and LaST teachers provided support for Aboriginal students - identifying literacy and numeracy goals in their PLPs and providing extra tuition in class and after school. All the literacy and numeracy initiatives we did throughout the year we did well - particularly providing students who needed extra support (e.g. Aboriginal students, students with learning needs, EAL/D students). However, we do need to focus a little more on supporting and extending our high potential and gifted students which will be our focus in 2023.

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
<ul style="list-style-type: none"> Increase of 5% of students achieving in the top 2 NAPLAN bands in reading to reach the school's lower bound system-negotiated target. 	28.33% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
<ul style="list-style-type: none"> Increase of 5% of students achieving in the top 2 NAPLAN bands in numeracy to reach the school's lower bound system-negotiated target. 	34.45% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target
<ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN reading of 2.5% to work towards meeting the lower bound system-negotiated target. 	Students did not sit NAPLAN assessments in 2020 so growth in this area could not be measured.
<ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy of 2.5% to work towards meeting the lower bound system-negotiated target. 	Students did not sit NAPLAN assessments in 2020 so growth in this area could not be measured.
<ul style="list-style-type: none"> Increase of 6% of HSC course results in the top three bands to reach the school's lower bound system-negotiated target. 	53.1% of students attained results in the top three bands demonstrating progress toward the lower bound target.
<ul style="list-style-type: none"> Lift of 2.5% of EAL/D students achieving in the top three bands in HSC English as an Additional Language/Dialect. The literacy and numeracy goals as set in PLPs are met by Years 7 and 8 Aboriginal students. 	Working towards these targets.

Strategic Direction 2: Quality Teaching Practices

Purpose

We have high expectations and we continually seek to improve ourselves and our work. Teachers will work collaboratively and reflectively adapting their practice through quality, targeted professional learning and use of student data to inform teaching.

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.

- Collaborative Teaching Practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Summary of progress

Collaborative Teaching Practice

Staff are increasingly utilizing the Canvas Platform for their classes. Support was provided to incoming Year 7 students through the Enrichment course and two workshops were ran for parents at the beginning of 2022. Throughout 2023, with new staff joining the school, there will be an increase in the amount of professional learning provided to staff and we will continue to have a CANVAS representative in each key learning area who can assist colleagues with CANVAS needs. In 2023, we will support staff to have clear learning intentions and success criteria documented for each lesson. It's intended that this will strengthen our Explicit Teaching approach across the school.

Effective Classroom Practice

Two school leaders undertook professional learning in Quality Teaching Rounds. This was less than previously planned as consideration had to be given to the challenges when covering classes for staff who were absent with illness. As an Executive Team, after reviewing the significant commitment in time for each staff member to be trained in Quality Teaching Rounds, it was decided to begin to explore a modified school developed program that still allows staff to share best practice. In 2023, the priority will be developing a school developed 'TFHS Sharing of Practice Program'. The Sharing of Practice program will provide a way of investigating patterns of learning in our classrooms. Information will be gathered about how teachers are teaching and how students are learning and what learning behaviours students are demonstrating. Teachers, as observers, learn about and reflect on their own practice while gathering objective information about patterns of learning across the school. The aim is to reflect on what we do as teachers and how students are learning, with the view to ongoing whole school improvement in teaching and learning. The process will involve small groups of The Forest High School teachers visiting several classrooms for about 20 minutes. Their observations are then collated and analysed by teachers. Over time, strengths and challenges will emerge which provides us with focus areas for sharing teaching expertise to make the best learning possible for all - both teachers and 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 whole school communication and collaboration utilising the Canvas Platform. 75% of teachers using key features for all classes	Canvas observation indicates that 75% of teachers are using CANVAS key features for all classes.
Increase in targeted teachers trained in	Delay in implementing initiatives due to staff absences and reconsideration

Quality Teaching Rounds reaching 33%

of the direction of this initiative has meant that there two Executive Staff received QTR training in 2022.

Strategic Direction 3: Learning and Wellbeing Support

Purpose

Our purpose is to ensure a shared community responsibility where school, families and support services work together to achieve a sense of belonging in a supportive and inclusive environment. We aim to empower students to develop resilience and empathy through positive relationships and student advocacy.

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.

- Attend and learn
- Advocate for me

Resources allocated to this strategic direction

Summary of progress

Attend and Learn

Our Attend and Learn program brought about positive results. Student attendance data was monitored at fortnightly Team meetings and attendance improvement meetings were arranged by the Wellbeing Team members. A layered support meant that students were monitored and guided towards increased attendance. From, term 3 2022, the Home School Liaison Officer (HSLO) was available and supported students with particularly low attendance. This Departmental support was not available in terms 1 and 2. Furthermore, the School Executive developed a Late Policy to monitor and support students. This led to more accountability and relationship building with those students who were arriving late to school, resulting in a reduction in the number of students arriving late. A revised truancy procedure was trialed. As part of this new procedure a text message was sent to parents if a student was marked as 'truant'. Both the revised truancy and late procedures will continue in 2023. In addition, Breakfast Club was extended to 4 days a week and was successful in providing a safe connected space for students to start the day.

Next year in this initiative, the school will ensure there are regular attendance reminders within the newsletter and those students with low attendance are supported closely. The continuation of positive teacher-student relationships and promoting the importance and benefits of regular attendance in school communications, such as the school website, social media and newsletters will hopefully aid the improved trends in attendance. In addition to this, our Deputy Principal Ms Simic and Head Teacher Wellbeing Ms Nestor will implement a clear procedures flowchart that ensures students with low attendance are routinely followed up by Wellbeing Team Members. As part of this process, a school developed Attendance Letter will notify parents when attendance has dropped below 80% and more regular attendance improvement meetings will be organised for students who need additional support.

Advocate for me

A Teacher advocate was nominated by each student to ensure all students had a support staff member if required. This was a valuable reminder to students that there is always someone in a school they can talk to when needed. In addition to this, a range of clubs and groups were introduced to further develop a sense of belonging and connection at school. The high levels of consistent participation at these clubs demonstrated an increased sense of connection and belonging to the school community. Our Tell Them From Me Survey (TTFM) data indicates that students are enjoying the increased opportunities to learn new skills and connect with one another.

In 2023, there will be introduction of a case manager system to ensure clarity of roles and clearer support processes for students with learning, behavioural, EAL/D, cultural needs.

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
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<ul style="list-style-type: none"> • Increase percentage of student attendance to an uplift of 5.4% points from baseline data. 	<p>In 2022, the number of students attending great than 90% of the time or more, has decreased by 20.3% to 41.1%. The 2022 data was impacted due to absences as a result of COVID. .</p>
<ul style="list-style-type: none"> • Increase percentage of students' with sense of well being (TTFM) to an uplift of 3.6% points from baseline data. 	<p>Students reporting a positive sense of belonging increased by 1% as measured in Term 1, 2022.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,150.59</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Additional targeted support from School learning Support Officers. • Activities that bring about connection and cultural safety. • Assistance with purchasing school resources and uniforms. • Engagement with Tibetan community translators to assist local families. <p>The allocation of this funding has resulted in the following impact: Refugee students at the Forest High school feeling culturally safe and supported with their learning progress.</p> <p>After evaluation, the next steps to support our students will be: Further engagement with EAL/D and Refugee families. Harmony week in March will provide opportunities for students from refugee backgrounds to celebrate their culture. Throughout 2023, there will be increased opportunities for parents and carers to engage with the school in an effort to increase the sense of belonging for refugee students.</p>
<p>Integration funding support</p> <p>\$162,988.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Forest 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"> • 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 • staffing release for targeted professional learning around effective adjustments. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students with additional needs are increasingly receiving more targeted and timely support.</p> <p>After evaluation, the next steps to support our students will be: A larger number of Wellbeing Teams members receiving training and guidance when arranging Individual Learning Plans for students. This will see clear role statements for Case Managers, who will ensure a clear communication pathway between students, parents and teachers. Individual Learning Plans will include more student voice and clear adjustments for staff that aligns with whole school professional learning.</p>
<p>Socio-economic background</p> <p>\$84,009.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Forest High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$84,009.29</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 equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • teaching staff to provide targeted support for students. <p>The allocation of this funding has resulted in the following impact: Students requiring additional support was allocated to those students in need. In class support and small group withdrawal, ensured students from disadvantaged backgrounds were given every chance to make positive growth.</p> <p>After evaluation, the next steps to support our students will be: The majority of funds will continue to be spent on staffing to support students in need, as well as the other activities that were successfully implemented.</p>
<p>Aboriginal background</p> <p>\$13,277.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Forest 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Stronger connections between Aboriginal families and the school. Funding was also used to ensure each Aboriginal student was equipped with the necessary learning equipment.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will have a new Aboriginal Coordinator. She will take steps to ensure all Aboriginal students are heard when providing opportunities for their culture to be celebrated. Our process when creating personalised learning plans will be refined, to ensure students have a clear support path when achieving their goals.</p>
<p>English language proficiency</p> <p>\$301,336.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Forest 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$301,336.84</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: EAL/D students have clear learning plans and a structured approach to in class support.</p> <p>After evaluation, the next steps to support our students will be: In 2023, funding allocation will determine how many staff can be employed to support students.</p>
<p>Low level adjustment for disability</p> <p>\$169,053.90</p>	<p>Low level adjustment for disability equity loading provides support for students at The Forest 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students with additional needs received support to ensure they can make learning growth each day.</p> <p>After evaluation, the next steps to support our students will be: Additional funding will be sought to employ additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p>
<p>Professional learning</p> <p>\$72,436.66</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 The Forest 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Clear allocation of funds to ensure each teacher has the opportunity to grow professionally. • Executive planning conference. • Staff attended professional learning sessions both onsite and at venues including Universities and other schools. <p>The allocation of this funding has resulted in the following impact: Continued professional growth for staff at TFHS.</p> <p>After evaluation, the next steps to support our students will be: In 2023, there will be increased professional learning for staff on Explicit Teaching. This will be embedded through the creation of the TFHS Program of Sharing. Staff will continue to have opportunities to undertake professional learning that aligns with their professional needs and goals.</p>
<p>COVID ILSP</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</p>

\$170,313.00

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy withdrawal groups.
- development of resources and planning of small group tuition

The allocation of this funding has resulted in the following impact:

Identified students who fell behind their peers during the period of COVID isolation have benefited from the intensive literacy and numeracy support.

After evaluation, the next steps to support our students will be:

Continued small group literacy and numeracy for students in need. Staff delivering these programs will have period allocation to ensure students are supported closely.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	459	465	441	401
Girls	316	334	354	327

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.1	93.5	93.4	88.6
8	90.7	93.2	90.1	86.7
9	88.4	91.8	88.9	83.9
10	88.8	91.0	87.5	84.8
11	90.7	89.2	86.2	83.3
12	87.6	92.7	87.2	83.1
All Years	89.7	91.8	89.1	85.2
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	0	0
Employment	1	2	6
TAFE entry	3	3	24
University Entry	0	0	70
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

24.30% of Year 12 students at The Forest High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.8% of all Year 12 students at The Forest 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)	2
Head Teacher(s)	10
Classroom Teacher(s)	39.7
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	12.68
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 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	1,622,731
Revenue	10,890,540
Appropriation	10,072,001
Sale of Goods and Services	69,727
Grants and contributions	648,393
Investment income	24,904
Other revenue	75,515
Expenses	-10,788,083
Employee related	-9,955,629
Operating expenses	-832,454
Surplus / deficit for the year	102,457
Closing Balance	1,725,189

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

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	172,139
Equity Total	567,678
Equity - Aboriginal	13,278
Equity - Socio-economic	84,009
Equity - Language	301,337
Equity - Disability	169,054
Base Total	8,371,692
Base - Per Capita	205,494
Base - Location	0
Base - Other	8,166,198
Other Total	439,379
Grand Total	9,550,887

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

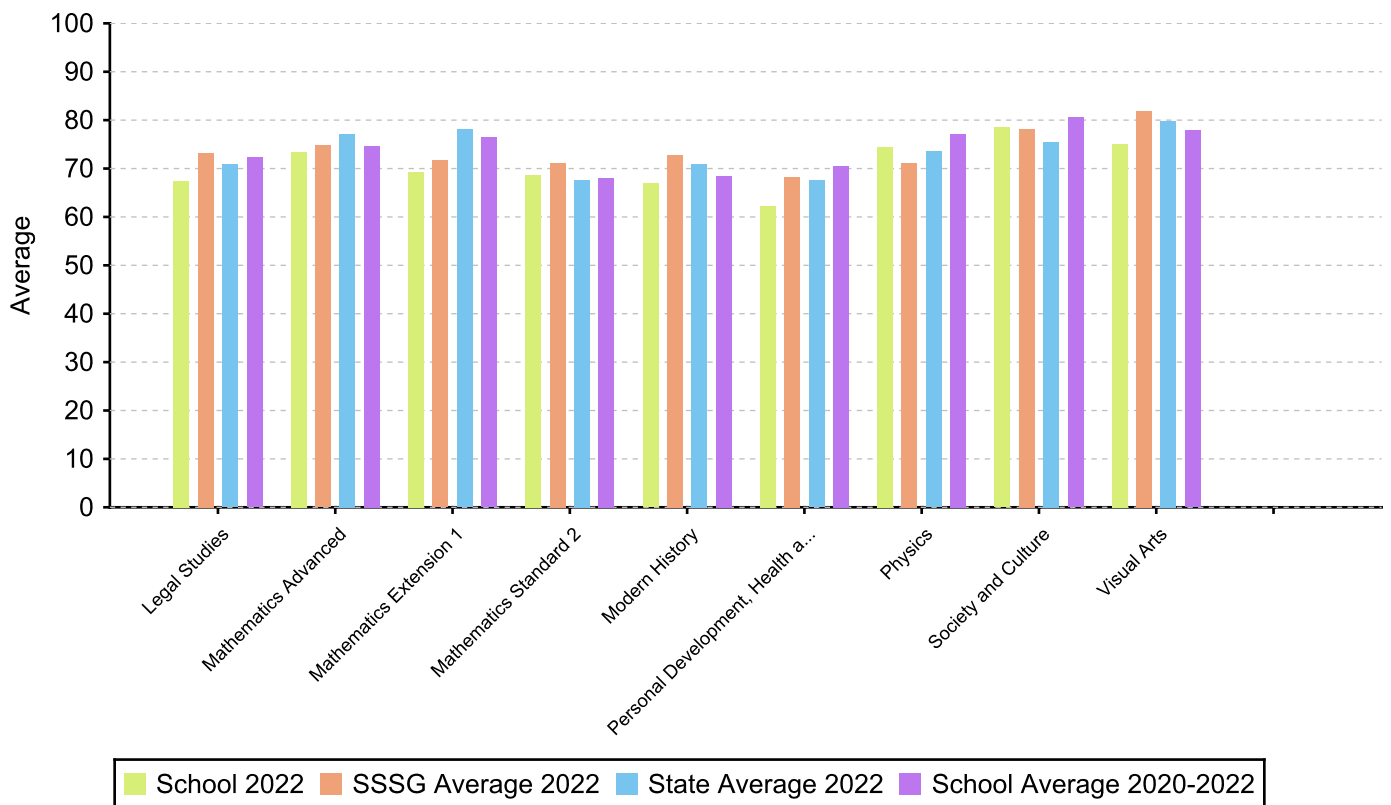
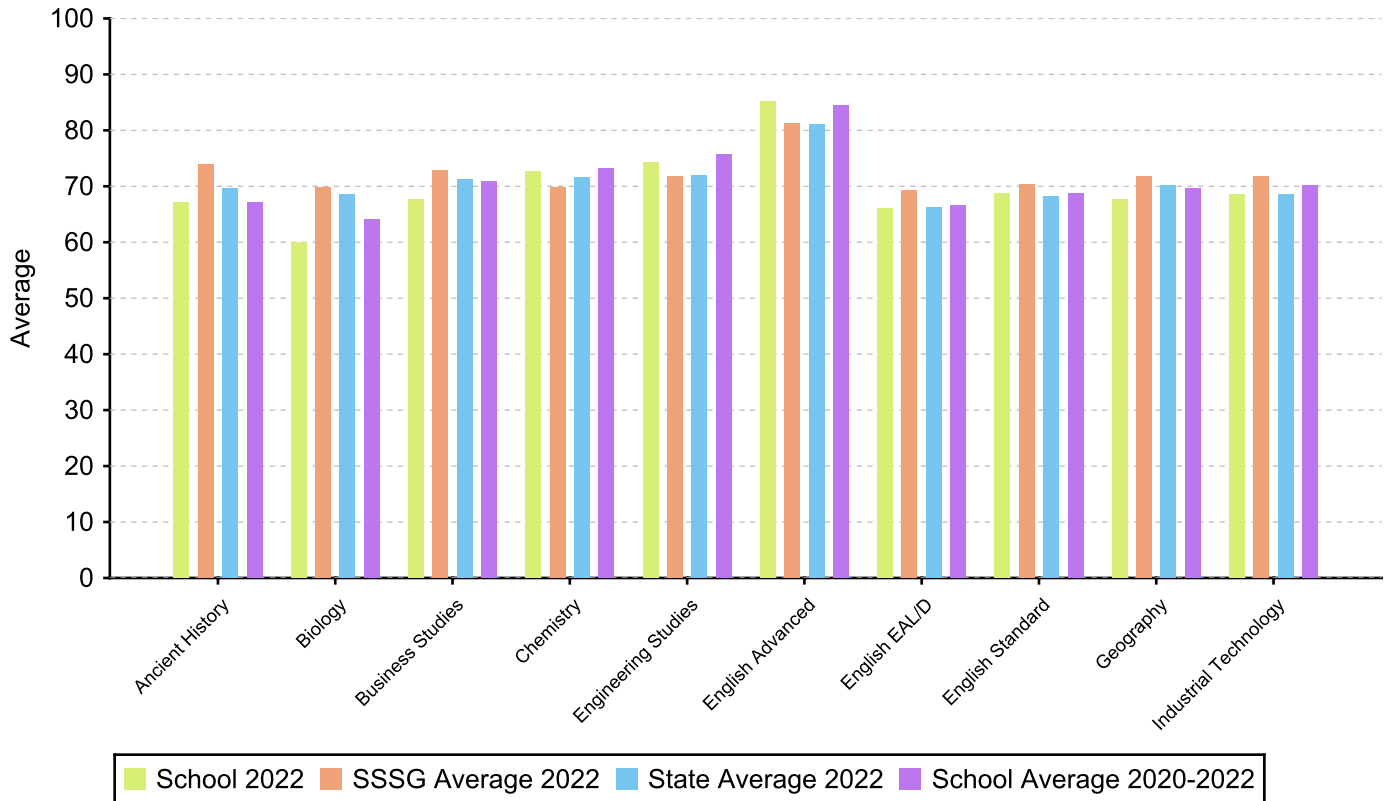
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	67.1	73.9	69.6	67.0
Biology	60.0	69.8	68.5	64.1
Business Studies	67.7	72.8	71.2	70.8
Chemistry	72.6	69.7	71.7	73.1
Engineering Studies	74.3	71.8	72.0	75.7
English Advanced	85.2	81.2	81.0	84.4
English EAL/D	66.1	69.2	66.1	66.5
English Standard	68.8	70.3	68.1	68.8
Geography	67.7	71.7	70.2	69.6
Industrial Technology	68.5	71.8	68.6	70.2
Legal Studies	67.4	73.2	70.8	72.3
Mathematics Advanced	73.4	74.7	77.1	74.7
Mathematics Extension 1	69.3	71.7	78.0	76.4
Mathematics Standard 2	68.7	71.2	67.6	68.1
Modern History	66.9	72.8	70.9	68.4
Personal Development, Health and Physical Education	62.3	68.2	67.5	70.6
Physics	74.5	71.2	73.5	77.2
Society and Culture	78.5	78.1	75.5	80.5
Visual Arts	75.1	81.9	79.8	77.8

Parent/caregiver, student, teacher satisfaction

In 2022, the Department's Tell Them From Me Survey was conducted to gauge parent/carer, student, and teacher satisfaction both holistically and in reference to specific school policies.

Student survey data revealed that students were more than ever participating in extra curricular activities. Students also had positive feedback when asked about student-teacher relationships. An area for growth will be ensuring that there is a high level of challenge for students in years 8-10 in each and every lesson. This will be addressed through our commitment to an Explicit Teaching approach.

The teacher survey indicated that staff felt supported by their colleagues and the school's leadership. An area for growth will be ensuring that staff are given opportunities to collaborate and share teaching practice with one another. Thus, this will be a focus for our approach to professional learning moving forward.

A survey of all parents was also conducted to gain feedback. The results were extremely impressive with parents reporting that they feel closer to the school than ever before. 87% of parents/carers gave a 8, 9 or 10 out of a score of 10 when asked if they would recommend the school. Staff and parents were also surveyed before implementing a revised mobile phone policy. The feedback was used when designing a much stricter stance on student mobile phone use during the school day.

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.