

2023 Annual Report

Forbes High School



8194

Introduction

The Annual Report for 2023 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 280 students with 39% of our students identifying as Aboriginal and Torres Strait Islander students. We have 4 Support classes accessed by 37 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Delivering
LEADING: School resources	Sustaining and Growing
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

Low level adjustment for disability

Professional learning

Socio-economic background

Summary of progress

A whole school approach to explicit teaching ensured the most effective evidence-based teaching methods to support growth in reading and numeracy performance and HSC course results. The school engaged in high quality, sustained professional learning through the Strategic School Support model where reading was a key priority. Building upon the previously identified focus area of reading comprehension, the area of vocabulary was a targeted skill to develop consistent practices and understandings across the school. The whole school, including Student Learning and Support Officers, engaged in fortnightly professional learning. Staff and KLAs also worked with external literacy experts through lesson planning, observations and critical reflection. This sustained 20 week program has led to significant change across the teaching practices of staff and will be a focus for continued development in 2024.

Numeracy, whilst not a whole school professional learning focus, has been supported through the use of COVID-ILSP funding and the introduction of small group tuition. Students across Years 7 to 10 were targeted to support their numeracy skill development and ensure that their skills are stage appropriate. These groups were supported in their learning by an Student Learning and Support Officer who coordinated the program with the COVID-ILSP team. This role will continue into 2024.

Targeted and sustained professional learning developed teachers' explicit teaching practices in HSC courses to reflect clearly planned scope and sequences that systematically built students understanding of skills, concepts, and content knowledge. Teachers of HSC courses draw on the use of high-quality exemplars, including detailed annotation, that illustrate the skills and knowledge required for success in the top 2 bands of performance. This resulted in continued improvement in HSC results.

Evidence based professional learning supported teachers to engage in effective feedback practices to strengthen student performance in reading and numeracy implementation by engaging with students to reflect on the previous performance and effort. All teachers provided students with actionable steps to improving their learning processes in relation to reading and numeracy to enhance and guide the students understanding and performance.

In 2024, the school will continue to build teacher capacity in the explicit teaching of reading skills through on going and targeted professional learning. The result will be the sustained change in practice of all teachers to support the reading demands of the students and their courses. The intention is to further support whole school numeracy by the embedding of numeracy professional learning in the second half of the year. Small group tuition and the introduction of the Quick Smart Numeracy Program will further support numeracy across the school in 2024. The HSC will remain a key focus with staff supported to engage in external HSC professional learning courses, collaborating with other networks and schools as well as ensuring staff are supported to engage in HSC marking or marking simulations.

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

<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>2023 HSC data reflects that 19.18% of students achieved results in the top 2 HSC bands exceeding the lower band target of 16.8%.</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>2023 HSC data reflects that 47.95% of HSC students achieved in the top 3 bands exceeding the upper bound target of 46.8%.</p>
<p>Increase the mean scaled score of Year 9 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>Check-in Assessment data demonstrated an achievement rate of 44.1% in 2023, a slight increase in comparison to 2022 level of 43.3%.</p>
<p>Increase the mean scaled score of Year 9 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>Check-In Assessment demonstrated an achievement rate of 41.4%, a decrease from the 2022 achievement percentage of 47.5%.</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

Professional learning
Socio-economic background

Summary of progress

In 2023, the focus continued to be on building the capacity of the middle leadership team to further drive whole school improvement. Working with external coach and mentor, Adrienne Hornby, was a key driver of our leadership work in 2023. A barrier was that there were changes to the leadership team including periods of extended absence which impacted the consistency of the work. This work with our external coach will continue into 2024.

The leadership team engaged in targeted professional learning as a component of the Strategic School Support Reading focus. This professional learning targeted the middle leadership team to develop their capacity to lead specific reading improvement in their KLA. This has been positive and will continue into 2024.

HSC data analysis continues to be a growing strength and changes to programs and assessments are evident. 2023 HSC results reflect this continued focus on teacher professional learning, quality programming and assessment. The challenge for 2024 is to embed the same practices for NAPLAN and other external assessment measures.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Forbes High School has moved from delivering to excelling in the theme of data analysis in Data Skills and use as measured by the SEF.	In 2023, Forbes High School leadership team continued to further develop skills in utilising student performance data to make strategic decisions for future improvement. Data from a range of sources such as, Check-in Assessment data, NAPLAN, and HSC data were used to reflect and consider current as well as future practices. Confidence in the use of HSC data is developing at a strong rate, greater focus on other data sources is needed in 2024. Progress measure has not been realised at this time.
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 2023, Forbes High School leadership team engaged with an outside mentor to strengthen our capacity as a leadership team. This work has informed our practice as we have reflected upon our roles as leaders and the skills we need to further develop. In 2024 this work will continue with some significant changes to the leadership team. This will create opportunities for the FHS leadership group.

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

Socio-economic background

Location

Aboriginal background

Student Support Officer

Summary of progress

The school continued to review whole school attendance policies and procedures to ensure consistency of expectation and implementation of protocols. This included the development of a whole school attendance plan that explicitly outlined the roles and responsibilities of all staff in supporting positive school attendance. Responding to, and supporting students whose attendance was declining, continued as key priority, especially in a post flood environment. Recognition of students with excellent attendance continued to be prioritised with weekly attendance draws and positive rewards. Students have responded positively to being recognised for their attendance and working with families to support increased attendance has seen positive shifts in individual student attendance. Further supporting parents, community, and students to understand the need for positive attendance patterns, will be a continued focus for 2024.

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 continued to be supported by The Wellness Hub, The Learning Centre, and increased School Counsellor support. The Student Support Officer and Aboriginal Education Officer continued to play an extremely significant role in supporting student wellbeing. Zones of Regulation continued to be a key strategy to support student wellbeing and the introduction of Peer Support has been positive. All of these initiatives, including working with outside agencies such as Yoorana Gunya, have supported positive improvement in student wellbeing.

In 2024, our focus will continue to focus on supporting families to improve student attendance. We will expand the number of agencies that we work with to support student wellbeing and participation, and enhance transition practices and relationships with partner schools.

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 90% or above had an increase of 1% from 2022. The data indicates that this is an area for continued focus for Forbes High School. Continuing to strengthen our systems, communication with families, and utilising outside agencies, will be a focus for 2024.
Uplift in proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school as evidenced by Tell Them From Me data by 5.4%.	Tell Them From Me data shows a slight decrease in students who reported a positive wellbeing, including an 2% decrease in advocacy at school, 7% decrease in sense of belonging and a 1% increase in expectations of success.

Aboriginal Student HSC Attainment

Uplift in number of students attaining the HSC whilst maintaining their cultural identity by 4.1%.

In 2023, 10% of the HSC cohort identified as Aboriginal and successfully completed their Higher School Certificate.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$6,479.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing teachers to support to provide intensive English language support. <p>The allocation of this funding has resulted in the following impact: the identified students have built skills and confidence in their English language knowledge and use.</p> <p>After evaluation, the next steps to support our students will be: to further support students in their next steps through targeted intervention as required.</p>
<p>Integration funding support</p> <p>\$328,847.00</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"> • Other funded activities <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 including some students working on individualised programs within the school setting. <p>The allocation of this funding has resulted in the following impact: students in Year 7 have had a successful start for high school with consistent support in the form of the SLSO. Additionally, students with individual needs have been supported through intensive support to remain engaged with learning.</p> <p>After evaluation, the next steps to support our students will be: to further evaluate the impact of these interventions and supports allowing for student needs to be met.</p>
<p>Socio-economic background</p> <p>\$447,844.25</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"> • Effective Feedback Practices • Collaborative instructional leadership • High Expectations • Wellbeing

<p>Socio-economic background</p> <p>\$447,844.25</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • professional development of staff to support student learning • employ additional staff to support the increase community engagement through targeted promotions • employment of additional staff to support the Learning Centre program for Semester One • professional learning to support the development of the leadership team • support positive attendance rewards <p>The allocation of this funding has resulted in the following impact: Forbes High School students have been supported through the use of these funds to continue and expand the use of spaces such as the Learning Centre, a multi purpose space for student learning to be supported. Programs that were implemented included Multi-Lit and online numeracy support. Staff have been utilised to support the promotion of Forbes High School with the aim to further build the profile of the school across the community. The leadership team have engaged an external coach to strengthen the capacity of the team and this has been an extremely positive activity for the team. This is a program which will continue in 2024. Additionally, Student Learning and Support Officers were employed to support transition of Year 6 into 7, ensuring a consistent presence for Year 7 students. This has been a continued strategy for Year 7 and once again has ensured a smooth transition for students.</p> <p>After evaluation, the next steps to support our students will be: in 2024, Forbes High School will continue to enhance the transition practices through the effective use of SLSO's in the classroom. The Learning Centre will continue to be a diverse space where students are able to be supported through intervention programs such as Numeracy, Quick Smart, Multi-Lit and Reading Interventions. Leadership coaching will continue in 2024, further strengthening the capacity of the team to lead whole school improvement.</p>
<p>Aboriginal background</p> <p>\$184,578.10</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • AEO employed to work with students and families. • AEO supports positive communication and connections with the community. • AEO supports students both inside and outside the classroom. AEO supports and develops student leadership, for example, Junior AECG. • Girri Girri and other cultural programs are embedded to support student learning, engagement and retention. • introduction of cultural programs such as dance and storytelling with Dinnawan's Connection. • professional learning for staff to attend Forbes local AECG Connecting to Country Professional Learning Day <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</p>

<p>Aboriginal background</p> <p>\$184,578.10</p>	<p>classroom and utilises strong community connections to support students and their families. The strengthening of programs and practices across the school continued to be a focus, including the introduction of dance and other cultural learning opportunities. Staff participated in Connecting to Country professional learning and the Term 2 SDD focus on Aboriginal Education where staff interrogated data in relation to Aboriginal Students and engaged in planning for next steps. The completion of the Yarning Circle was nearly realised with finishing touches and an opening to take place in 2024. The development of cultural signage and other programs to support attendance, learning, engagement, and retention, as well as cultural safety, will continue in 2024.</p> <p>After evaluation, the next steps to support our students will be: the expansion of the Aboriginal Education Team and the employment of a teacher to support the co-ordination of Aboriginal Programs across the school. Continuing to strengthen partnerships with local agencies such as Yoorana Gunya and Dinnnawhan's Connections will be a strategic focus area.. Continuing our strong partnership with the Forbes AECG and partner schools through the Junior AECG will enhance student voice.</p>
<p>English language proficiency</p> <p>\$10,104.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Forbes High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 were supported through targeted interventions and personalised learning. Teachers were also supported through additional professional learning as required.</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>\$275,300.94</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"> • Explicit Teaching Practices <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 • employment of SLSO to improve the development of students by supporting the implementaion of specialist programs - examples are Multi Lit and numeracy through COVID ILSP. • employment of LaST and interventionist teacher for Semester One. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: 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 and confidence in the classroom. Students have also been supported to engage</p>

<p>Low level adjustment for disability</p> <p>\$275,300.94</p>	<p>in programs such as Multi Lit and numeracy programs in the Learning Centre. Interventions to support student wellbeing and re-engage students in their learning also took place, especially in Semester One with the employment of an additional teacher.</p> <p>After evaluation, the next steps to support our students will be: continuing to utilise funding available to support intensive support programs for students, with a focus on literacy and numeracy. Online numeracy program will be implemented again in 2024 with the employment of an SLSO to coordinate this intervention. MultiLit will continue and additional staff trained to support the program's implementation. The Learning Centre's purpose will be to continue strengthening students' skills to access stage appropriate curriculum. Further supporting and building students' ability to demonstrate growth in standardised assessments, such as NAPLAN and HSC Minimum Standard, will be a significant focus for all staff.</p>
<p>Location</p> <p>\$56,110.86</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"> • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: students have been provided with the opportunity to attend several extracurricular activities through the use of this funding. This subsidising of excursions and events ensures that all students have equitable access to the full comprehensive education experience. Students were also supported to ensure equitable curriculum access.</p> <p>After evaluation, the next steps to support our students will be: continuing support of students to access all areas of the curriculum as well as extracurricular opportunities. This will be realised through the subsidy of travel and accommodation costs as required. Ensuring students are connected at school enhances their belonging and engagement.</p>
<p>Professional learning</p> <p>\$61,257.85</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 • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning, especially engagement in HSC Professional Learning with a focus on high impact strategies. • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example trauma informed practice and other workshops. • whole school professional learning for reading as part of Strategic School Support <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$61,257.85</p>	<p>staff have been provided the opportunity to engage in a range of professional learning activities with a focus on HSC best practice, Reading and Trauma Informed Practice. This professional learning has led to significant improvements in teacher practice as evidenced through classroom observations and examples of work. 2023 also saw further growth in HSC results as a result of these practices.</p> <p>After evaluation, the next steps to support our students will be: 2024 professional learning will continue to support excellence in not only the HSC, but all areas of our practice. Further work with behaviour management and supports are strategic areas for 2024. Aboriginal Education and Cultural Safety are also targeted areas for professional learning.</p>
<p>COVID ILSP</p> <p>\$155,206.98</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 2023.</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"> • providing targeted, explicit instruction for student groups in literacy • employing staff to provide online tuition to student groups in numeracy • providing intensive small group tuition for identified students in numeracy. <p>The allocation of this funding has resulted in the following impact: targeted students have received specialist interventions in literacy and/or numeracy to close gaps in their knowledge, supporting students to be close to, if not at stage level. Check-in assessment data has been utilised to target individual students for numeracy groups. Their progress has been checked and monitored through PLAN data. Overall growth of 73% in numeracy.</p> <p>After evaluation, the next steps to support our students will be: the continuation of the numeracy small group intervention will be a focus with the funds available in 2024. This will then be further consolidated through the implementation of Quicksmart Numeracy. Literacy interventions will also be supported as per funding allocation.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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 • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • supporting the wellbeing and learning needs of students through the employment of the SSO whose key role in triaging students needs allowed the effective running of the Wellness Hub. • working collegially with other service providers, the School Counselling team and the Aboriginal Education Officer to coordinate services and interventions. • facilitation of small group and targeted programs across the school to address data driven needs. <p>The allocation of this funding has resulted in the following impact: the impact of the Student Support Officer at Forbes High School continues to be significant. Their role in managing the coordination of allocating student wellbeing services across the various service providers who access the Wellness Hub, is essential to our school. The SSO also coordinated several whole school and small group interventions in response to student</p>

Student Support Officer

\$99,516.00

wellbeing data. This allowed the school to directly address the needs of students through specific programs. The SSO also continued to collect and collate comprehensive data collection and reports, ensuring that effective evaluative practices continued in 2023. The SSO was also instrumental in expanding community links with agencies such as Yoorana Gunya.

After evaluation, the next steps to support our students will be: continuing to draw upon the expertise and deep knowledge of the SSO to support student wellbeing programs and interventions. Community connections with local resources, such as Yoorana Gunya, will continue in 2024. The SSO will further help Forbes High School to source and run various intervention and mentoring programs enhancing student engagement and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	174	164	149	141
Girls	159	164	159	148

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.9	84.7	82.0	81.9
8	87.0	77.2	78.1	77.8
9	86.4	75.1	71.8	74.4
10	81.9	72.5	64.5	63.8
11	81.4	71.4	77.5	75.4
12	89.4	82.0	85.4	83.8
All Years	86.1	76.8	75.1	75.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	5.5	7
Employment	2.7	33	43
TAFE entry	1.4	0	3.5
University Entry	0	0	38
Other	0	9.5	3.5
Unknown	23	9.5	7

Year 12 students undertaking vocational or trade training

63.33% of Year 12 students at Forbes High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

88% of all Year 12 students at Forbes High School expected to complete Year 12 in 2023 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)	1.7
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	390,381.03
Revenue	9,269,385.77
Appropriation	8,992,546.19
Sale of Goods and Services	83,369.11
Grants and contributions	175,133.36
Investment income	16,501.68
Other revenue	1,835.43
Expenses	-7,795,116.36
Employee related	-6,626,939.73
Operating expenses	-1,168,176.63
Surplus / deficit for the year	1,474,269.41
Closing Balance	1,864,650.44

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.

	2023 SBAR Adjustments (\$)
Targeted Total	322,783
Equity Total	917,828
Equity - Aboriginal	184,578
Equity - Socio-economic	447,844
Equity - Language	10,105
Equity - Disability	275,301
Base Total	6,045,812
Base - Per Capita	85,756
Base - Location	56,111
Base - Other	5,903,945
Other Total	625,821
Grand Total	7,912,244

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

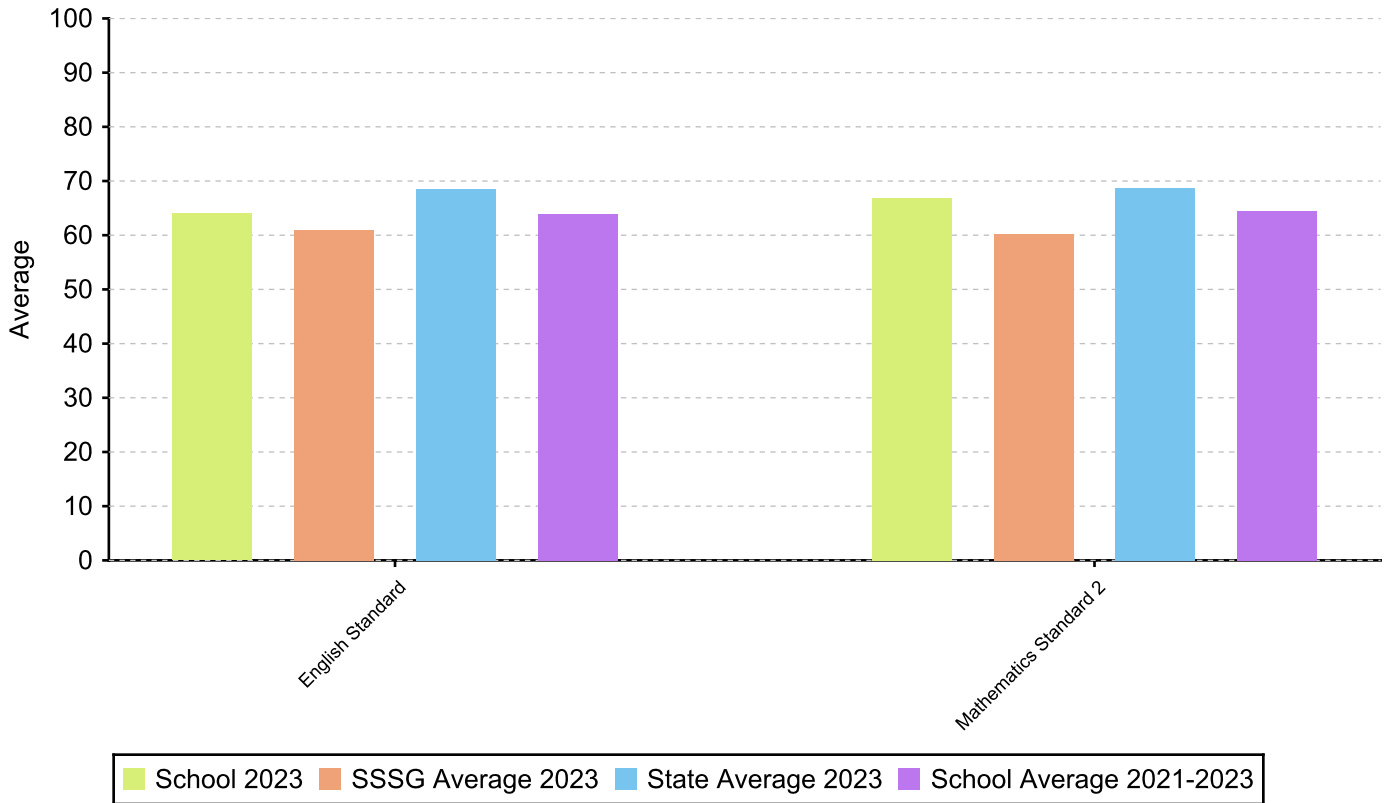
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
English Standard	64.0	61.0	68.5	63.9
Mathematics Standard 2	66.9	60.2	68.7	64.5

Parent/caregiver, student, teacher satisfaction

2023 was a year where challenges were faced as the community recovered from the flood events of 2022. As a school, we continued to work to overcome this challenge and support the community. Our focus was to strengthen and enhance the processes in the school and the implementation of the Strategic Improvement Plan.

In 2023, 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 understand ethical behaviour and how to report issues. Staff also recognised that they have the tools to complete their role.

Staff wellbeing was a focus in 2023 after several natural disasters in 2022. Staff wellbeing and school culture was the focus of professional learning for the executive team. This will also continue into 2024.

Engaging parents and community continued to be an area of focus in 2023. Increased numbers of parents attended parent teacher evenings. The P and C in conjunction with the school, held a highly successful Community Open Day. Parent data gathered from the Tell From Me Survey indicated that whilst parent feel welcome at our school, we need to do more to enhance communication.

Student responses in the Tell Them From Me Survey were conducted in 2023. Tell Them From Me data shows a slight decrease in students who reported a positive wellbeing. There was a slight increase in student expectations of success. In 2024, the focus of Forbes High School will be supporting students through targeted programs, ensuring a strong connection to school.

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.