

Strategic Improvement Plan 2021-2025

Forbes High School 8194



School vision and context

School vision statement

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.

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.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

HSC Top 2 Bands

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2023 and 2022.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in student retention to the HSC in 2027 compared to 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Increase the mean scaled score students from 2023 to 2024 in the Reading Check-in assessment.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all

Initiatives

Explicit Teaching Practices

Reading

Sustained and systematic processes support the authentic integration of reading into teaching and learning across all key learning areas.

Data driven professional learning supports all teachers to have the knowledge and expertise to explicitly teach the specific reading demands of their subject and use a range of data from different assessments to plan, modify and deliver explicit and differentiated reading strategies.

Numeracy

Sustained and systematic processes support the authentic integration of numeracy into teaching and learning across all key learning areas.

Data driven professional learning supports all teachers to have the knowledge and expertise to explicitly address the numeracy demands specific to their subject and utilise a range of data sources to plan, modify and deliver explicit and differentiated numeracy strategies.

Higher School Certificate - HSC

Targeted and sustained professional learning develops all teachers' explicit teaching practices in all HSC courses to reflect clearly planned scope and sequences that systematically build students understanding of skills, concepts, and content knowledge.

All teachers of HSC courses draw on the use of high-quality exemplars, containing detailed annotation, that explain the skills and knowledge required for success in the top 2 bands of performance.

Effective Feedback Practices

Reading

Evidence based professional learning supports teachers to engage in effective feedback practices to strengthen

Success criteria for this strategic direction

A whole school approach to explicit teaching ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based teaching strategies to support growth in reading and numeracy performance and HSC course results.

Teachers routinely review learning with all students both in class and on work submitted, ensuring all students have a clear understanding of how to improve their performance including their reading and numeracy performance. Student feedback is elicited by teachers and informs their teaching.

Evaluation plan for this strategic direction

Explicit Teaching

Question: What has been the impact of focusing on the explicit teaching practices of reading, numeracy and the HSC? How are teachers able to demonstrate the requisite skills and knowledge to explicitly teach reading and numeracy as well as support students to achieve high performance in the HSC?

Data: External performance measures such as NAPLAN, Best Start Year 7, Check-in Assessment and HSC data, internal faculty data reporting data, program monitoring, staff surveys, professional learning records/schedules.

Analysis Reading: Does the improvement in data demonstrate that reading in all Key Learning Areas is:

- Meaningfully integrated into all teaching and programs?
- Explicitly informed by accurate assessment data?
- Delivered on a continuum of simple to highly complex informed by student learning need?

Analysis Numeracy: Does the improvement in data demonstrate that numeracy in all Key Learning Areas is:

- Meaningfully integrated into all teaching and

Strategic Direction 1: Student growth and attainment

Improvement measures

students.

Achieve by year: 2024

Increase the mean scaled score students from 2023 to 2024 in the Numeracy Check-in assessment.

Initiatives

student performance in reading by reflecting on previous performance and effort of every student.

All teachers will provide actionable steps improving student learning processes in relation to reading and enhance and guide their own understanding and performance.

Numeracy

Data driven professional learning supports teachers to engage in effective feedback practices to strengthen student performance in numeracy by reflecting on previous performance and effort of every student.

All teachers will provide actionable steps improving student learning process in relation to numeracy and enhance and guide their own understanding and performance.

HSC

Professional learning supports HSC course teachers in providing actionable steps so that students can improve their learning process and enhance their understanding and performance on tasks and activities.

All HSC teachers will utilise rubrics, marking guidelines and work samples to support students with self assessment.

Evaluation plan for this strategic direction

programs?

- Explicitly informed by accurate assessment data?
- Delivered on a continuum of simple to highly complex informed by student learning need?

Analysis HSC: Does improvement in the data demonstrate that HSC teaching in all Key Learning Areas includes:

- High quality teaching and learning programs that build continuous improvement?
- Authentic and reliable assessment practices?

Implications: Where do we go from here? What are our next steps to continue the improvement journey?

Effective Feedback

Question: What has been in the impact of focusing on the effective feedback practices of reading, numeracy and the HSC? How are teachers able to demonstrate deep understanding in regards to high quality feedback practice that drives student learning?

Data: External performance measures such as NAPLAN, Best Start Year 7, Check-in Assessment and HSC data, internal faculty data, reporting data, program monitoring, staff surveys, professional learning records and schedules.

Analysis: Does the improvement in data reflect the embedding of high quality feedback practices that allow for students to work towards mastery in skill development of reading, numeracy and HSC performance?

Implications: Where do we go from here? What are our next steps to continue the improvement journey?

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.

Improvement measures

Achieve by year: 2023

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.

Initiatives

Use of data to inform practice

Professional learning is implemented ensuring all members of the school team make collecting data a routine and regular part of teaching practice and use this data as a decision making tool. Collaborative analysis of data with colleagues is a regular practice across the school resulting in close monitoring and tracking of student growth and achievement.

Embedded systems to support school improvement are in place, making connections between different data sources to build a comprehensive picture of individual students, targeted groups as well as the whole school trends.

Collaborative instructional leadership

All teams have a clearly defined purpose and role in school improvement and reflect a strong culture of rich and authentic collaboration. Explicit systems and processes in place to share data, ideas, practices and resources across all areas of the school on a regular and ongoing basis.

A culture of collective efficacy allows us to initiate and engage in ongoing professional dialogue and debate in the context of mutual trust and collective growth.

Success criteria for this strategic direction

The leadership team has established a professional learning community which is focused on continuous improvement of teaching and learning. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching and ongoing student improvement.

Student assessment data is regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness and drive future school directions.

Evaluation plan for this strategic direction

Question: What has been the impact of using data to inform practice and collaboration on building a strong culture of instructional leadership?

Data: External performance measures, program monitoring, staff surveys, professional learning and meeting schedules.

Analysis: How has collaboration and embedded use of data created a rich culture of instructional leadership?

Improvement: Where do we go from here? What are the next steps in our journey?

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.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 73.2% in 2023 to 74.2% by 2027.

Wellbeing

Achieve by year: 2025

Uplift in proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school as evidenced by Tell Them From Me data.

Initiatives

High Expectations

Strong partnerships support the high expectations culture of the school and broader community. Parents and carers support their child's learning at home, parents are regularly informed of their child's progress, strong partnerships exist.

A collaborative learning community supports the seamless transition between partner primary schools and the high school and beyond.

Wellbeing

Through professional learning and the fostering of positive connections and partnerships, collaborative strategies are in place to support the wellbeing of students and ensure successful connections with the school and broader community. Additional programs are developed and implemented to support all students.

High performing attendance data reflects the positive learning culture which is underpinned by strong connections and partnerships.

Success criteria for this strategic direction

The school community demonstrates aspirational expectations of achievement for all students and is committed to the pursuit of excellence. Effective partnerships exist between the school, parents and students supporting a cycle of continuous improvement.

Collective responsibility for student learning and success is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

Evaluation plan for this strategic direction

Question: What has been the impact of building a collaborative partnership with parents and the community through high expectation relationships and strong systems to support student wellbeing?

Data: Attendance data, internal school data, Tell Them From Me data, HSC completion rates.

Analysis: Has the increased attendance rates and attainment of the HSC been a direct result of actions we have put in place?

Implications: Where to from here? How do we keep enhancing community relationships and partnerships to strengthen student attendance, wellbeing and student performance?