2008 Annual School Report
Forbes High School

NSW Public Schools – Leading the way
Our school at a glance

Students
Forbes High School started 2008 with 521 students.

Staff
Forbes High School had a staff of 65. This was made up of teaching staff and Support staff. Three members of staff left the school during 2008. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school ran a number of programs to give students extra educational support throughout 2008. These were:
- Roll Call Procedures
- The role of the Library in the Year 7 Curriculum

Student achievement in 2008

Literacy – NAPLAN Year 7
Year 7 results in Literacy indicate that writing needs to be targeted over the coming years.

Numeracy – NAPLAN Year 7
Comparisons of the year 7 test results were against their year 5 Basic Skills Test (BST) achievements. Of the 68 students who sat the tests, 96% had a growth in their numeracy levels since year 5.

Literacy – NAPLAN Year 9
Yr 9 literacy indicates that we will implement ways to improve reading and writing.

Numeracy – NAPLAN Year 9
86 students sat the tests. 89% experienced growth since year 7. Female students fared better across all areas than their males.

School Certificate
Forbes High School had a similar number of students sit for the School certificate in 2008 as in 2007. Results were particularly pleasing in Computer Skills.

Higher School Certificate
2008 Year 12 was one of the largest cohorts for a number of years with 35 students studying Year 12, 34 of those achieving a HSC.
Principal's message

Archimedes of Syracuse was a Greek mathematician, physicist, engineer, inventor, and astronomer who lived in the third century BC. He is regarded as one of the leading scientists of classical times. He is credited with designing innovative machines, including siege engines and the screw pump that still bears his name. Archimedes is also generally considered to be the greatest mathematician of antiquity and one of the greatest of all time. He was the first to calculate the area under the arc of a parabola and gave a remarkably accurate approximation of Pi. He also developed formulas for the volumes of surfaces of revolution and an ingenious system for expressing large numbers.

And yet, by the 19th Century, Ernest Renan, French philosopher and writer, famously said, 'The simplest schoolboy is now familiar with truths for which Archimedes would have sacrificed his life.'

If this was true in the 1800s, it is certainly even more true today, for a week's worth of the Sydney Morning Herald contains more information than a person was likely to come across in an entire lifetime in the 1800s.

Everyone knows about the increasing importance of technology in our lives – we know, for example, that 2.7 billion searches are performed on Google each month. We also know that technical information is growing at such a rate that for a student entering a four year technical degree, half of what they learn in their first year will be outdated by the time they finish their studies.

It is not just the internet that has led to this increase in information. About 3000 books are published every day. We also know that there are about 540 000 words in the English language today – which is about 5 times as many as there were in Shakespeare’s time.

Does that mean that young people today are more intelligent than Archimedes or Shakespeare?

Do not be mistaken – information alone does equate to intelligence.

I know that our teachers have done an outstanding job of providing our students with the information they need to get through their assessments and get where they want to go – university, TAFE, or directly into the work force.

I also hope that they learn to be flexible – it is estimated that today's learner will have between 10 and 14 jobs by the time they are 38. We know that some of the jobs that they will enter in their lifetime have not even been invented yet.

I hope that they have the emotional intelligence to love and respect their classmates, their workmates and, most importantly, their friends and family.

Information alone is not the key to success. Knowing how to manage huge amounts of information is one of the keys. Knowing how to see beyond the gigabytes and having the ability to develop productive and enduring relationships is another one of the keys.

I am proud of the achievements of students and staff at Forbes High School this year. I know that every student has the opportunity to access information and develop their intelligence so that they can achieve their goals.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Craig Petersen
Principal

P&C message

The most troubling thing about writing this year's report is the fact that I really only just finished the last one. The years just seem to accelerate. Still, another year has come and gone, and the FHS P&C is still here.

2008 has seen little change in meeting attendances, but the reality is this is probably never going to be any different. What does matter though is when there is a job to be done, such as decorating the auditorium for the ball, or helping at the garage sale, attendances are great.

With fundraising becoming increasingly difficult, we were much relieved when the Winter Ball, in its second year, was a resounding success. With the number attending doubling from last year, obviously the monies
raised would significantly increase. Cab Savvy returned on the final leg of their world tour, absolutely packing the auditorium at the Golf Club. Well, at least the tile area near the bar was packed. We were fortunate to have been given a good deal on some beautiful art works which we auctioned on the night, and James Ceccato at the Berton Vineyards at Griffith was again extremely generous in donating the wines we raffled, and Cathy Scotton did a brilliant job, again, in preparing the invitations and tickets, and also creating the now traditional Teddy Bear to raffle. All in all, the ball was a fantastic night out and raised around $4,000.

The Easter Raffle was run again and was, as always, a big hit with students and raised around $900. The third major fundraiser was late in the year, when the garage sale was trotted out again, and over $1,000 was raised. Many thanks must go to Judith Taylor for getting the garage sale off the ground, again. Many thanks also to all those people who contributed something from their ‘garage’.

The FHS P & C will again offer a plasma TV to be raffled in 2008. When installments of school contributions are paid the names go into the draw for the plasma television, drawn at the end of year Presentation Assembly. Congratulations to 2007 winners, the Webb family. Enjoy!

Thanks must again go to all the “workers” on the P & C, particularly Secretary, Maree Smith and Treasurer, Wendy West. However, the parents who do attend our monthly meetings must also be acknowledged for taking the time to contribute to the advancement of the school and the welfare of their children.

Forbes High School continues to lead the way in Western NSW in the adoption of technologies and programs that would simply not be possible without the input and funding made available by the P & C Association.

On behalf of the Forbes High School Parents and Citizens Association, may I wish you all the best for 2009.

Rowan Woods
President

Student representative’s message

This year’s Student Representative Council has helped raise money for the school and other charities throughout 2008.

Our major fundraiser for the school was the FHS Community Billboard located at the office entrance to the school.

Our charity fundraisers for outside the school were Blue vs Pink Day and Jeans for Genes Day.
This year we raised $2,276.04 for our school, from discos and catering events.

Our discos are always a big success and are always a fun way of raising money for the school.

This year we had a brilliant group of students on the SRC who were always willing to help out and come up with new, creative ideas to raise money for the school and other charities.

Stef Cheney
SRC
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>255</td>
<td>258</td>
<td>253</td>
<td>265</td>
<td>240</td>
</tr>
<tr>
<td>Female</td>
<td>268</td>
<td>293</td>
<td>294</td>
<td>261</td>
<td>237</td>
</tr>
</tbody>
</table>

There were 521 students enrolled in February 2008. This included a large year 8 and large year 10 in the junior school and a large year 12. This enrolment was slightly down on the 2007 enrolment. Overall girls and boys numbers are fairly equal except in the senior years where girls still out number the boys.

Student attendance profile

<table>
<thead>
<tr>
<th>Years 7 to 10 Attendance</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>89.7</td>
<td>89.8</td>
<td>89.3</td>
<td>87.7</td>
</tr>
<tr>
<td>Region</td>
<td>88.2</td>
<td>88.1</td>
<td>88.0</td>
<td>87.6</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
</tr>
</tbody>
</table>

Our attendance averages have remained steady over the past years. As seen above our attendance in the lower years is just above the region average and below the state average. Our attendance in the senior years though is above both the state and region average.

<table>
<thead>
<tr>
<th>Years 11 and 12 Attendance</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.0</td>
<td>92.7</td>
<td>90.4</td>
<td>91.9</td>
</tr>
<tr>
<td>Region</td>
<td>89.2</td>
<td>89.1</td>
<td>89.0</td>
<td>88.6</td>
</tr>
<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
</tr>
</tbody>
</table>
Retention to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SC02 - HSC04</th>
<th>SC03 - HSC05</th>
<th>SC04 - HSC06</th>
<th>SC05 - HSC07</th>
<th>SC06 - HSC08</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEG</td>
<td>50.6</td>
<td>39.5</td>
<td>57.3</td>
<td>40.5</td>
<td>48.7</td>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>52.9</td>
<td>56.2</td>
<td>49.4</td>
<td>56.0</td>
</tr>
</tbody>
</table>

Year 12 2008 was a small cohort and was reflected in the proportion staying on to the HSC. This retention rate was reflected throughout the Lachlan School Education.

Post-school destinations

Sixty six students completed Year 12 2008 (thirty four receiving a HSC), of these twenty eight received offers of enrolment at Universities through the University Admission Centre. Sixteen of the twenty eight were taken up and the remaining twelve offers were deferred with students taking up full-time employment, traineeships on an overseas GAP year.

A further seven students were offered and have taken up further study through TAFE or Private Vocational Training Providers in courses ranging from Certificate III to Diploma level.

Eight students have gained an Apprenticeship or Traineeship with nine students taking up full or part-time work.

One has received an offer of US university enrolment with sports scholarship.

One student has returned to Year 12 2009.

Staff information

The school had 52 teaching positions, 40 classrooms teachers and three specialist teachers. School Administration and Support Staff comprised 12 including Teachers Aide Special, Farm Assistant, General Assistant, School Administrative Manager and School Administrative Officers.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>38</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>SASS</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
</tr>
</tbody>
</table>

Staff retention

Three members of teaching staff left in 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.2%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>239 450.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>345 849.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>197 863.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>119 670.65</td>
</tr>
<tr>
<td>Interest</td>
<td>18 305.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>43 719.57</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>964 858.37</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>66 325.34</td>
</tr>
<tr>
<td>Excursions</td>
<td>61 475.25</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>42 845.10</td>
</tr>
<tr>
<td>Library</td>
<td>7 734.26</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>408.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>280 477.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>71 287.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>79 378.10</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>95 676.21</td>
</tr>
<tr>
<td>Maintenance</td>
<td>33 877.59</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30 565.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>19 861.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>789 912.24</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 174 946.13

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

2008 was once again an extremely busy year in terms of the many and varied opportunities students were able to access in the Performing Arts at Forbes High. After the success of being awarded the Governor General’s Award for Enhancing the Performing Arts in 2007, there seemed to be even more students clamouring to get involved in a wide variety of activities.

Within the various extra curricular activities such as Circus, Dance, Film and Schools Spec to name a few, students continue to excel and impress on a local, regional and state level due to the high levels of talent, achievement and enthusiasm demonstrated by students at Forbes High.

Highlights of 2008 include

- The inaugural Lachlan Valley Community of Schools Performance Evening.
- Stage 5 band ‘Shift One’ staged their own concert in the Library during third term.
- Many students participated at the Forbes Eisteddfod with excellent results. Carl Janetzki was named Instrumental Open Champion and awarded the Melinda Glasson Memorial Trophy for the most Promising Instrumentalist and the Most Entertaining Performance trophy.
Grant Roberts performed at the Sydney Opera house, on trombone, with the State Wind Band. Grant also performed on piano for the launch of the Lachlan Valley Community of Schools.

Two students, Megan Campbell (flute) and Rachel Petersen (baritone) performed as part of the Beijing Orchestra for the 2008 Olympic Games.

Jack Williams and Loretta Lewington performed at YouthRock in Sydney.

Sport

The 2008 school year has seen students participating in a wide range of sporting endeavours across school, regional and state levels. This has lead to students experiencing and celebrating success in both individual and team achievement.

Wednesday afternoon has provided the opportunity for regular physical activity in a variety of contexts and has allowed students and staff to build positive relationships with the community organisations providing their services.

Our major school sporting carnivals continue to be popular events, attracting strong student participation and community support. They have also provided a basis for Western region representation of our students.

Our participation in the following CHS Knockouts: basketball; cricket; rugby league/union; lawn bowls; netball; soccer; squash; and touch, has unearthed some extraordinary performances for a school of our size. Special mention must go to the Buckley Shield rugby league team, the girls netball team and the girls squash team.

Our students performed well in individual sports and were rewarded with selection in Western School Sports Association teams/squads: Emma Betland (golf); Brendon Collits (touch/athletics); Stephanie Moon (squash/netball); Darcie Morrison (athletics); Chris Hills (athletics/triathlon); Casey Hodges (athletics/netball); Ryan Schatz (swimming); Sammy Schatz (swimming); Matthew Phillips (rugby union); Laura Herbert (athletics); Natalie Herbert (athletics); Jaymes Rath (athletics); Mathew Townsend (athletics); Troy Hodges (athletics); Ben Brunt (athletics).

The culmination of the year lead to the announcement of our Sportspersons of the Year. The accolades were awarded to Brendon Collits, Stephanie Moon and Casey Hodges. This was based on their representation at school, regional and state level.
Academic

In the National Assessment Program, the results across the Years 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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

May 2008, saw the replacement of SNAP and ELLA with the Federal Government’s initiative National Assessment Program in Literacy and Numeracy better known as NAPLAN. Instead of years 7 and 8 participating testing was carried out in years 7 and 9. A pleasing aspect of NAPLAN was that the numeracy testing was not as heavily based on Literacy as SNAP was.

Literacy – NAPLAN Year 7

Year 7 results in Literacy indicate that writing needs to be targeted over the coming years. Reading was also disappointing with both showing a large number of students were below state average. Generally girls achieved higher than boys. Students faired better in spelling and grammar but these appear to be just below state average.

Numeracy – NAPLAN Year 7

Comparisons of the year 7 test results were against their year 5 Basic Skills Test (BST) achievements. Of the 68 students who sat the tests, 96% had a growth in their numeracy levels since year 5. In total 56.5% (45% Indigenous) achieved growth better than the state average and another 10% where within 5 marks of achieving state average growth. Similar to year 9, this cohort was below the state average in Numeracy by approx 13%. Of major concern was the fact that the Indigenous students where 30% below the state average for Indigenous students. This is certainly an area needing attention in the coming years. Generally, the girls fared better than the boys but not by a large margin. In contrast to the year 9 cohort, the older students in year 7 achieve at a lot higher rate than their younger members.
Overall Literacy indicates that students need to improve reading and writing in particular as results show a large number of students were below state average in these areas. Girls fared better than boys overall but with a few being above state average in reading and writing.

Numeracy – NAPLAN Year 9

86 students (including 20 Indigenous students) sat the tests. Of these 89% of the students (92% Indigenous) experienced growth since year 7 but only about 60% (53% Indigenous) grew on or above the state average. Our year 9 students were below state average in all strands of Numeracy (Number, Data, Algebra, Measurement and Geometry), most significantly in Measurement and Geometry. Our Indigenous students fared better and were only slightly below the Indigenous state average. Female students fared better across all areas than their males. Another significant indicator was that the older students (15 years or more) in the year did not achieve anywhere as well as their younger counterparts.

School Certificate relative performance comparison to Year 5 (value-adding)

A student’s School Certificate relative performance is a measure of the progress the student has made compared with students who performed at a similar level in the Year 5 Basic Skills test. A positive relative performance means a student is performing above expectations. A negative relative performance means a student is performing below expectations. (Relative performance is often referred to as value-added performance). The graph opposite shows the average relative performance for all students in the school in each of the School Certificate external tests.

Our School Certificate relative performance results were particularly pleasing for Science. Our English results are better this year than our school average from 2004-2008 as are our Australian History, Civics and Citizenship.
School Certificate

Percentage of students in performance bands:
- School Certificate English-literacy
- School Certificate Mathematics
- School Certificate Science

Percentage of students in performance bands:
- Australian History, Civics and Citizenship
- Australian Geography, Civics and Citizenship
- Computer Skills

Higher School Certificate

2008 Year 12 was one of the largest cohorts for a number of years with 35 students studying Year 12. 34 of those achieving a HSC. As shown in the graph, students performed exceptionally well in General Mathematics and Geography.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008</th>
<th>Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 7 students achieving at and above minimum standard</strong></td>
<td><strong>Percentage of Year 7 students achieving at and above minimum standard</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>87.1</td>
</tr>
<tr>
<td>Writing</td>
<td>77.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>77.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Percentage of Year 9 students achieving at and above minimum standard</strong></th>
<th><strong>Percentage of Year 9 students achieving at and above minimum standard</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89.3</td>
</tr>
<tr>
<td>Writing</td>
<td>73.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>79.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>76.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.9</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Learning Support Team
At the end of 2007 it was decided that the Learning Support Team should have a stronger role in the school. The team must be more inclusive, have a definite agenda within the school and meet on a regular basis.

From the start of 2008 a regular meeting time for the LST was established. A core membership of the team reflected a healthy cross faculty representation. The agenda for the LST principally involves gathering data on students and recommending a course of action. This can involve within school strategies, placement on the ISTB caseload and placement in the support unit. To this end accurate information is essential.

The LST spent considerable time developing student information surveys which reflected the information required for the Pupil Placement Review Panel. This has led to the successful placement of students in a range of settings to best meet their educational needs.

At the school level the LST also discusses the placement of Support Unit students into mainstream classes. This involves the teachers involved and their Head Teachers working with the LST to develop a supportive environment for these students to ensure their best chance of success. The use of aid time, counsellor assistance and STLA are all considered in an effort to support students.

2009 will see the continued growth of the LST. It has now become an integral part of the school reporting to the executive team each week and has the support of the staff.

Positive Behaviour for Learning
Positive Behaviour for Learning or PBL was successfully introduced at Forbes High School during 2008. In late 2007 a team was trained in the implementation of PBL and the groundwork was set during the first term of 2008. This involved an extensive data review to determine the areas that needed PBL intervention. From this data review the PBL Matrix for Forbes High School was developed.

The four priorities for the school, Respectful, Responsible, Honesty and Doing My Best were developed and linked to the PBL Matrix. This gave the PBL Team focus to examine what each priority would look like in areas such as the playground, the canteen and in DEAR.

It was decided to begin PBL in the playground targeting littering and anti social behaviours by students. Staff support was generated by conducting surveys of playground behaviour and analysing data from RISC Register of Individual Student Contacts).

Students were given explicit teachings in playground behaviour. In the playground staff issued students with ‘Positive Behaviour Slips’ to reward correct behaviours. These slips are collected and at our weekly assembly five are drawn out. The winners each receive a $5 canteen voucher.

The success of PBL has been evident from the outset.Suspensions for playground related incidents fell by over 50%. General cleanliness in the playground has improved and student behaviour on the whole is better.
PBL has expanded into other areas during 2008. The team has targeted DEAR, looking at and rewarding correct behaviours and is actively encouraging the wearing of the correct school uniform.

In 2009 PBL will enter its next phase. After a period of review PBL will work with staff to develop positive behaviour in classrooms. This will involve a consistent approach from all staff as to what good behaviour ‘looks like’ in their classroom. I look forward to reporting on PBL at the end of 2009.

Progress on 2008 targets

Target 1

Gifted and Talented Education

Gifted and Talented Education has made some significant gains during 2008. There was a setback when our Gifted and Talented Coordinator Mr John Thompson took up a teaching position in Victoria. Mr Jake Bailey has since taken up this position.

Our achievements include:

- Four students took part in the Regional Virtual Opportunity Class (RVOC) in 2008. This required them to take on an individual project and conduct research on line. A presentation was held in Orange of the students work. The RVOC program will be extended in 2009
- A Gifted and Talented DEAR Group was created. This has enabled excellent communication to GATS students of opportunities in various areas and the possibility of Gifted and Talented excursions with this group.
- A Gifted and Talented Elective has been created in Stage 5. This allows students in Year 9 and 10 to nominate for placement in the class. The curriculum will focus on correct research skills and each student will negotiate a project to be undertaken during the trimester.
- The use of Differentiated Curriculum continues to develop across KLA’s. This allows the class teacher and student to negotiate outcomes, assessment and even content to provide a challenging educational pathway for students.

Target 2

Implement PBL (Positive Behaviour for Learning):

PBL was implemented during term 1 of 2008. The PBL Team has worked throughout the year to develop strategies, explicit teachings and use data to ensure the success of the project.

Our achievements include:

- The PBL Matrix 70% completed after one year.
- PBL actively introduced in the playground, DEAR and the school canteen.
- Large reduction in both suspensions for the playground and in discipline referrals.
- A greater whole school use of data to generate school improvement.
- An understanding and acceptance by the school community about the purpose of PBL and how it works in Forbes High School.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of roll call procedures and the role of the Library in the Year 7 Curriculum.

Educational and management practice

Roll Call Procedures

Background

Over the last two years Forbes High School has been using ‘Truancy Call’ to monitor student attendance. This involved computer generated phone contact to students with an unexplained absence. The cost of ‘Truancy Call was $5000 per year with additional costs for phone calls.

Findings and conclusions

- Initially ‘Truancy Call’ was very successful. The incidences of unexplained absences were greatly reduced with excellent community support for the program.
- As time went on there were frustrating problems developing with the system. Many parents point of contact was a mobile phone number. These frequently change given the nature of this method of communication. Often the school is unable to effectively monitor these changes, therefore ‘Truancy Call’ information was not adequate to contact many parents.
- Students frequently answered or intercepted the ‘Truancy Call’ contacts.
- The number of unexplained absences began to grow as a result of the above problems.
- Roll Call teachers did not have ownership of the collection of notes as they did not have a permanent record of student absences in the roll.
• The cost of ‘Truancy Call’, over $5000 per year, was too much.

Future directions
• Truancy call should not be continued in 2009. Instead the school would adopt a more traditional approach. Roll teachers will have a continuous record of student attendance in their rolls.
• Roll teachers will be responsible for the collection of absentee notes.
• The front office will routinely generate letters home for students with unexplained absences.
• Staff will be taught a consistent style to use in marking the roll to minimise the time used by ancillary staff in collating information and to decrease the possibility of errors in roll marking and transferring the data.

Curriculum

The role of the Library in the Year 7 Curriculum

Background
With the increase of computer technology both in the home and school the traditional role of the Library in schools is under pressure. Students now look to the internet as a source of information rather than books. The role of the Library must adapt to meet this need and demonstrate that it still has an important function in the high school setting.

Findings and conclusions
• The Year 7 Library curriculum would be an excellent starting place as this will establish the role of the Library for students through their time at high school.
• Traditional tasks such as locating information via the Library system are still important and needed to be retained although shortened.
• Sound internet research skills must be developed as part of the Year 7 curriculum. The internet is a part of the student’s lives and they need to be able to access information quickly.
• Students must understand that the internet is not always 100% reliable. It is only a part of the research repertoire a student can employ.
• Students must be made aware of the concepts of ‘All My Own Work’ in relation to their research especially with the internet. Skills in summarising and synthesising information need to be taught as an important part of the year 7 Library curriculum.
• The skills taught in the Year 7 Library Program need to be transferable across all KLA’s to ensure that students can use these research concepts in every subject.

Future directions
• The Library continue to develop an on line capability. At present there are eight networked computers available, this will need to be increased in the next two years.
• The Library is not to be seen as a ‘computer room’. It is a place in which students can conduct many different forms of research. Staff need to understand the role of the Library in the modern high school.
• Good internet research skills need to be taught across all subjects so that students can make the best use of this resource both at school and at home.

Professional learning
All staff received training in mandatory areas during staff development days in child protection, emergency care and anaphylaxis during terms 1, 2 and 3. All staff had access to professional development in a wide range of areas.

School development 2009 – 2011

Targets for 2009
Whole school curriculum review, review of reporting and whole school policy review.

Target 1
Whole school curriculum review
Forbes High School has been using the ‘Trimesterisation’ model for ten years. The school community would like to see a full review of the school curriculum model to determine if this still is the best method of delivering education at FHS. The review will receive input from the entire school community. To allow timetabling for 2010 to begin on time the review must be completed by the end of second term 2009.

Strategies to achieve this target include:
• A fully representative committee to be formed with members from each KLA, the parent body and students to fully assess how the present curriculum is impacting on students.
• All aspects of the current curriculum structure be assessed. Do trimesters need to be retained? What is the best period length and period structure? The use of Wednesdays and the senior curriculum etc.
• Investigate what is the best timetable package for Forbes High School.
• Does Forbes High School need to establish close links with other schools to enable the ‘Connected Classroom’ to be developed between a group of school?

Our success will be measured by:
• A vibrant curriculum reflecting the needs of students, staff and the school community.
• A broad elective choice for both Stage 5 and Stage 6 students.
• The investigation and installation of the most appropriate timetable package for Forbes High School.

Target 2
Review of reporting

Similarly to the trimester system Forbes High School has been using the same reporting package for the last ten years. A committee will be established to investigate whether this is still the most appropriate way of reporting student achievement to parents. This review will need to work in conjunction with the curriculum review to ensure that changes in curriculum are reflected in our reporting.

Strategies to achieve this target include:
• A fully representative committee to be formed with members from each KLA, the parent body and students to assess our current reporting. Does it adequately reflect student achievement? What changes will need to be made with significant changes to curriculum?
• The investigation of commercially available reporting packages as well as the Department of Educations reporting program.
• Ensure that all timetable options are in accordance with Department of Education reporting requirements.

Our success will be measured by:
• Effective reporting procedures across the entire school which reflect student’s achievements in a range of areas and satisfy the Department of Educations requirements for reporting.

Target 3
Whole School Policy Review

It is important that all school policies are kept up to date and reflect the changing times in which we live. Over the last five years several of the Forbes High School Policies have become dated and no longer reflect the reality of our practices. Other policies such as the use of mobile phones and electronic devices need to be constantly updated to adapt to ever changing technology. A committee will be established to examine every policy and update and revise where necessary.

Strategies to achieve this target include:
• Create a representative committee which will examine policy across the whole school.
• Where necessary examine best practice at other schools, especially in areas such as the use of mobile phones.
• Ensure that all mandatory policies are available to staff.

Our success will be measured by:
• Policies which reflect practice at Forbes High School
• Policy which can readily change as technology/circumstances etc alter.
• An effective method of storing policies which staff will be able to access easily.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr