2010 Annual School Report
Forbes High School

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

Students
Forbes High School (FHS) has an enrolment of 421 students including 81 Aboriginal students. FHS serves the town of Forbes and surrounding villages with close primary school links. Our core values are Respect, Responsibility, Doing Our Best and Honesty and these underpin our teaching and welfare programs.

Staff
The staff team of FHS is well qualified, highly motivated and committed to providing quality learning experiences for all students. Over 40 staff provide students with an appropriate range of skills to enable each to pursue chosen careers. Teaching staff are supported by a committed administration and support staff.

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

Significant programs and initiatives
FHS provides outstanding opportunities for students in all fields, with success in academic competitions and assessments, sporting competitions and the performing arts. Our students have gone on to represent their school and community at regional, state and national level. Whilst maintaining a broad, traditionally academic curriculum, the school also offers an extensive range of vocational courses both on site and through TAFE. This will be further strengthened by our consortium membership in the Mid-Lachlan Trade Training Centre. Students benefit from a differentiated curriculum which provides opportunities for both extension and support programs. The school boasts state of the art hospitality, science and language facilities, five computer labs and a connected classroom. All faculties have access to an extensive technology network including interactive whiteboards in all areas. Other programs of significance include Positive Behaviour for Learning, Peer Tutoring, Girri Girri and Re-Engage Me.

Messages

Principal’s message
It has been said that, "The only honest measure of your success is what you are doing compared to your true potential" (Paul J. Meyer). Therefore, success will vary depending on each individual and the context in which that individual finds himself.

The staff of FHS has worked hard during 2010 to provide each student with the opportunity to experience success, according to their potential. From the sportsfield, to the classroom, to the stage, our students have again excelled.

Our results in a number of key areas continue to show the consistent improvement that has been a hallmark of Forbes High in recent years. Our attendance rates and retention from Year 10 to 12 are above regional and local averages. Results across a range of areas continue to show improvement, with staff working hard at a faculty and individual level to ensure the best outcomes for students.

New projects for 2010 include the establishment of a structured study program for senior students each Wednesday and the establishment of Re-Engage Me (REM) – a proactive program targeting support to students at risk of disengaging from education. Both programs will continue into 2011 and should contribute to measurable improvements for students.

The completion of the Language Centre under the Federal Government’s Building the Education Revolution has provided the school with an outstanding facility and will boost the profile of languages within the school and the community. The Language Centre gives Forbes High its second connected classroom, and video-conference facilities have also been installed in the centre’s seminar room. The construction of the Mid-Lachlan Trade Training Centre has commenced and this will provide further enhanced facilities for students. Whilst the completion date has been delayed, part of this is a result of the school advocating hard in order to best meet the specific needs of our students.
On a final note, 2010 saw the appointment of a new principal and deputy principal at Forbes HS. I know that Mr Scotton will join me in wishing Mr Harris and Ms Kelly all the best as they take on the key leadership roles at Forbes High. This is the beginning of an exciting new phase in the life of the school. I thank all students, staff and community for their support during my tenure as principal, and I wish all members of the Forbes High community all the best for the future.

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

P & C and/or School Council message

Whilst attendances at meetings held every second Tuesday of the month remain low, the P&C continues to play an important role in the school community. This year we have been able to support students through purchasing resources for individual faculties within the school including Science and Mathematics text books, an incubator, a data logger as well as a refrigerator for the canteen. The current priority for fundraising is to help upgrade and relocate PE faculty gym equipment to the hall. This will ensure that the equipment will be able to be used regularly as supervision will be more readily available. Currently we have around $20000 dollars raised towards this project. If the P&C were not able to purchase these resources for individual faculty’s then students would simply miss out. This year has been a busy year for the P&C fundraising with raffles, Trivia nights and other functions to support the students of FHS. The P&C remains an easy way for parents to connect with the school in a comfortable environment supporting the learning opportunities for the students at Forbes High. I would like to thank Mrs Wendy West and Tania Roberts for the time and dedication they give in fulfilling the executive roles on the P&C. I would like to especially mention Mrs Yvonne Glasson for her availability to sell raffle tickets for us. Finally, a big thank you to parents, friends, staff and businesses that have supported the P&C throughout the year in any way. We could not do what we do without your support.

Mrs. Janelle Berger, President

Student Representative’s message

2010 provided another successful year for the SRC of FHS with strong representation within the school community, covering all aspects of the school and school life. The SRC has four main office bearers CEO, Secretary, Treasurer and Publicity Officer who are elected by the current SRC members each year. An important part of the SRC’s responsibilities include organizing fund raising for charities and a range of social events throughout the year. Fundraising during 2010 focused on Jean for Genes day and Loud Shirt Day (recognition of deaf people). Social events including casual days and school Disco’s were encouraged to boost morale and strengthen student interaction. The SRC attended district meetings and actively promotes positive values, attitudes and leadership to enable students to become effective members of the wider community.

Tim Prior

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

There were 421 students enrolled in February 2010. The overall enrolment was slightly down on the year before but the decline from previous years appears to be tapering off. The gender balance is fairly even.

![School Enrolments](image-url)
**Student attendance profile**

Student attendance was approximately 1% above regional average but below the state average by 1.9%. Year 9 students had the lowest attendance rate for the entire school.

![School Attendance Yr 7-12](image)

**Management of non-attendance**

A number of strategies were introduced during the latter half of 2010 including increased contact by Year Advisers with families where attendance issues and patterns were outside the norm. The Home School Liaison Officer was called upon frequently to follow up with families where habitual non-attendance by specific students was becoming a concern. An attendance Plan explicitly outlining process was developed to address areas of concern and reduce the gap between school and State attendance rates.

**Retention to Year 12**

Forty nine students attempted the HSC in 2010. This represented a 54% retention rate by the students from Forbes HS that had completed the School Certificate in 2008. This was well above the Lachlan SEG average for its group of high schools.

![Proportion Staying On (SC to HSC)](image)

**Post-school destinations**

From the 2010 Year 12 cohort, 22 students received offers of enrolment at University through the Universities Admission Centre and with the changes to Youth Allowance and GAP years, the majority of students have taken up these offers for 2011. Four students were offered and have taken up further full time study through TAFE or Private Providers in courses ranging from Certificate III to Advanced Diploma Level. A total of 17 students have taken up full time or part time work, with a number undertaking apprenticeships/traineeships involving further study at TAFE or similar training on the job. Four students have returned to secondary schooling, either repeating the HSC or completing the HSC by pathways. Three students’ post school destinations are either unknown or are currently seeking employment.

**Year 12 students undertaking vocational or trade training**

The school offers the following Vocational Education and Training (VET) courses in Stage 6, Hospitality, Information Technology, Retail, Metal and Engineering, Construction, and Primary Industries. Students also access a variety of courses through the local TAFE (TVET). TVET usually takes place on Wednesdays which allows students to complete these courses when classes are not timetabled at school. Outstanding VET student awards for 2010 were awarded to Russell Bate in Metal and Engineering and Joseph Hodges for Information Technology. Trade Training centres are currently being constructed in both the Primary Industries and Hospitality areas of the school. The Industrial Kitchen should be completed and ready for senior classes in the near future. Year 10 students took part in TVET TAFE courses in Term 4 after the School Certificate exams. Students were given an opportunity to gain TAFE accreditation in Hairdressing and Metal and Engineering courses.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

Forty five percent (29) of our year 12 students attained an equivalent vocational educational certificate in a specific VET subject which also articulated into credentialing for HSC purposes.
**Staff information**

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

The school had 44 teaching positions, 41 classroom teachers and 3 specialist teachers. The number of staff that the school is entitled to is based on student enrolments. School Administration and Support Staff comprised 11 including Teachers Aide Special, Farm Assistant, General Assistant, Aboriginal Education Officer, School Administrative Manager and School Administrative Officers.

**Staff establishment**

<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>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>29</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</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>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>55</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Three staff (five percent) of the school workforce are from an aboriginal background.

**Staff retention**

The staffing entitlement decreased fractionally in 2010 due to a slight decrease in enrolments.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
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**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of Financial Summary: 30/11/2010</th>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>379464.50</td>
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<tr>
<td>School &amp; Community sources</td>
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<tr>
<td>Interest</td>
<td>16633.75</td>
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<tr>
<td>Trust Receipts</td>
<td>38792.46</td>
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<tr>
<td>Canteen</td>
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**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>65754.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>36554.19</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
<td>6669.59</td>
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<tr>
<td>Training &amp; Development</td>
<td>90.00</td>
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<td>Tied Funds</td>
<td>324843.84</td>
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<td>Casual relief teachers</td>
<td>77828.95</td>
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<tr>
<td>Administration &amp; Office</td>
<td>63505.78</td>
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<tr>
<td>School-operated Canteen</td>
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<tr>
<td>Utilities</td>
<td>104437.76</td>
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<tr>
<td>Maintenance</td>
<td>43129.14</td>
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<tr>
<td>Trust accounts</td>
<td>28236.97</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>0.00</td>
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<tr>
<td>Balance carried forward</td>
<td>280362.35</td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

Students and staff celebrated another successful and creative year in Visual Arts with students enjoying art making as well as achieving Awards and Commendations. The introduction of the small laptop computers to stage 5 students and interactive smart boards enabled Art staff to integrate more technology based activities in the
classrooms which students have enjoyed. Students supported the local Council ‘Waste to Art Competition’ making artworks out of recycled materials as well as fielding a record number of entries in the fine arts and crafts section of the 2010 Forbes Show. Entries in painting, drawing, photography and ceramics were well represented. Students took out awards in the following categories.

Photography: Jessica Crawford won first prize in Under 18 Portrait and Landscape, Junior Champion Ribbon and OPEN Champion Ribbon for most creative in show. This is the first time that a student has ever taken this award. Her work intrigued and delighted judges with her conceptual and technical skills.

In the Under 18 Painting section Nicholas Speed Year 11, received first prize, Darcie Morrison Year 9 second prize and Joshua Hodge Year11 third prize. In Drawing Under 18 section first prize was awarded to Mikayla Brinkley Year 9, second prize to Rebecca George Year 11 and third prize to Jessie Hodges from Year 10.

In April, the Forbes Heritage Group launched a School and Town Art Competition ‘The Making of Our Nation’ to coincide with the Forbes Heritage Festival. Works were judged and exhibited following a Gala evening opening, well attended by students and staff. Students presented a diverse range of artworks with eleven students successful in taking away major awards, commendations and prize money and proudly representing FHS. Award winners included Olivia Inwood first place Secondary Art/Collage; Darcy Morrison first place Secondary Art/Painting; Codie Smith first place in Secondary Senior/Photography; Nathan Molloy first place Secondary Junior/Photography; Nicholas Wright first place Secondary Junior/Drawing; Molley Fuge Junior Art Highly commended and Nicholas Muller Junior Art Highly commended.

Katarna Karr from Year 7 received a Highly Commended recommendation for her entry in the Casula Powerhouse Museum Indigenous Art Awards. The theme for the competition ‘Legends of the Dreamtime’ inspired Katarna to produce a painting expressing her ideas on Aboriginal culture and the meaning of the dreamtime.

Jessica Crawford won the Year 12 Cowra Regional Youth Art Award for her stunning Digital Photographic Work titled ‘I’m in love with my sins’. Jessica produced a series of five still digital images; painstakingly manipulated and printed on canvas to create a fascinating montage representing the trials and triumphant experiences of the Youth Music Culture. Now in its seventh year FHS students are fortunate that the Cowra Gallery makes this event an annual celebration of student achievement and provides such a beautiful environment for students to showcase their work.

Finally, Year 12 students held an exhibition at the ‘Mezzanine Gallery’ in the main street of Forbes to showcase their Major HSC Works. The Opening was well attended by parents, family, friends and members of the public and was a fitting farewell to students moving on in their lives and careers. We look forward to 2011 in anticipation.

Sport

FHS again excelled in the sporting arena in 2010. Once again our athletes participated in a wide range of endeavours across school, regional and state levels. Wednesday afternoon sport has given students an opportunity to participate in regular physical activity and foster growing relationships with peers, staff and the wider community. We would like to thank the various community members that make this possible through the use of facilities and equipment. In 2010 FHS participated in the following Combined High Schools Knockout: basketball, cricket, rugby league/union, lawn bowls, netball, soccer, squash and touch. This provided students with an opportunity to participate in team sports against surrounding schools and to test themselves in state wide competitions. Three of our students performed particularly well in their chosen sports and were selected to represent NSW Combined High Schools. Congratulations to Matthew Phillips who represented in Ruby Union as well as Laura Herbert and Dylan Robb for Athletics. Laura continued to perform well at this elite level and went on to participate in the hammer throw event at the Australian Championships held in Melbourne. Our students performed well in individual sports and we would like to congratulate the following students for representing Western Region: Krystal Coker (soccer), Gus Coles (rugby union) Matthew Phillips (rugby union), Bryce Phillips (rugby union) Tim Prior (rugby union), Tom Hemming (cross-country), Shaun Pratt (x-country), Darcie Morrison
(cross-country/athletics), Carly Morrison (cross-country/athletics), Jess Pascoe (cross-country/athletics), Christopher Hills (cross-country/athletics), Megan Morrison (athletics), Katie Caldwell (athletics), Laura Herbert (athletics) Taylah Hemming (athletics), Cooper Lyneham (athletics), Jarrod Nicholson (athletics), Tyler Smith (athletics), Sam Williams (athletics) and Dylan Rob(athletics). After much deliberation our Sports Persons of the Year was awarded to Christopher Hills, Laura Herbert and Darcie Morrison. This was based on their representation at both school, regional and state level.

Academic

In the National Assessment Program, results are recorded across Year 7 from Band 4 (lowest) to Band 9 (highest); and in Year 9 from Band 5 (lowest) to Band 10 (highest for Year 9)

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Literacy – NAPLAN Year 7

Literacy results showed improvement from 2009 and were above the Regional average in all areas. Whilst requiring further attention, results reflected continued growth from 2009 in Reading and Writing, a reversal of state and regional trends. Both boys and girls contributed to this positive growth, girls again producing greater growth than boys. Girls were equal to or above state averages in Spelling, Writing, Grammar and Punctuation. Aboriginal students performance showed a positive growth being 1 to 3 bands above Regional average for Indigenous students in Spelling, Writing, Reading, Grammar and Punctuation and were comparable to, or above, state Indigenous results in all areas
Numeracy – NAPLAN Year 7

The school was well represented in band 7 however too few students achieved results in the highest bands 8 and 9. In terms of growth since year 5, 97% of the student cohort grew but the average growth rate was below both state and regional levels. Only 44% of Year 7 grew by equal to or better than the expected growth rate with 17% reaching the top quartile of growth across the state. All Indigenous students performance grew but unfortunately only 22% at a rate equal to or better than expected. By gender, boys reflected the regional trend in value added however girls were 8% below their female counterparts across the region. Year 7 students displayed a lack of basic number skills and their algebra concepts were below expectations.
Year 9 Literacy results showed evidence of improvement in areas associated with Reading and Grammar/Punctuation comparable to, or above, regional averages. Specifically, Year 9 Boys were well below state and regional averages in all areas whilst girls were comparable to or above regional results but still below state averages. Aboriginal students gained results comparable to or above the regional and state indigenous results in all areas.
Numeracy – NAPLAN Year 9

2010 became the first cycle of NAPLAN testing enabling cohort comparisons allowing a true analysis of value adding. Year 7, 2008 were retested as year 9, 2010. The school was given results for each student as well as comparisons between years 7 and 9. The comparisons on how they performed against other NSW students were also supplied. When compared to our region, FHS was over represented in the lower bands 5 & 6. Bands 7 & 8 reflected the regional trend but unfortunately, too few students appeared in bands 9 & 10. Only 80% of our Year 9 student’s numeracy skills showed growth from Year 7. This was 9% below the regional average. However, of those students who displayed value added growth, it was pleasing that 41% of these students grew at a rate equal to or better than the expected growth rate. Of these 12% achieved the top quartile of growth. Male students were particularly poor in growth as only 29% achieving equal or better growth. Our year 9 Indigenous students were close to the regional figures for growth although only 33% of them were equal or better than expected levels. Students were equally under the averages in all disciplines (data, number, space & geometry, algebra and measurement.
School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). Pleasing improvement has been noted in overall student achievement in the higher performance bands in all subjects when compared to the School Average over the last four years. Comparisons with region and state averages have also improved.
School Certificate relative performance comparison to Year 5 (value-adding)

Value added data indicates considerable improvement in all but one of the core areas. Relative growth from Year 5 data (above the line) is very positive. Comparisons with the school and SSG averages for growth over the last four years further highlights this improvement in relative growth.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 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.

Percentage of Year 7 students achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.2</td>
</tr>
<tr>
<td>Writing</td>
<td>90.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.4</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

| Percentage of Year 9 students achieving at or above minimum standard |
|------------------------|-----------------|
| Reading                | 72.5            |
| Writing                | 64.7            |
| Spelling               | 71.0            |
| Punctuation and grammar| 72.5            |
| Numeracy               | 70.6            |

**Aboriginal education**

Four Indigenous students completed year 12 studies with 3 obtaining employment and further training whilst one returned to school to extend their opportunities. Retention rate for Stage 6 students during 2010 was 44%. For the first time, Wiradjuri language was included into Stage four language classes. This was presented to all students and linked to their Language component for School Certificate purposes. A focus on cultural perspectives and awareness training became integral parts of the presentation. A junior AECG (Aboriginal Educational Consultative Group) was formed comprising students from FHS and the two local primary schools. Whilst in its infancy it was slowly developing a structure and establishing a role in decision making for local Indigenous Education. NAIDOC celebrations were held in August and featured a visiting dance troupe from Dubbo, the traditional foods BBQ and ended with a full school sports afternoon where traditional Indigenous games were played and supervised by our Girri Girri students. At the Cultural Gathering celebrated in Dubbo, seven of our students participated in the Western Region Choir. Work continued on the expansion and improvement of the Personal Learning Programs for all Indigenous students within the school.

**Multicultural education**

Multicultural perspectives are included across all areas of the curriculum so that students develop an understanding of multiculturalism and anti-racism. The school has a policy of total inclusivity and tolerance. An anti-Racism Contact Officer (ARCO) exists within the school and has been trained in dealing with racism issues. Minimal issues were dealt with through 2010.

**Respect and responsibility**

Positive Behaviour for Learning (PBL) has been implemented at FHS for the last four years. PBL encourages students to become active participants in their learning and to strive to achieve to the best of their ability. FHS has four values which we expect all students to display with regards to their academic, sporting and social endeavour. At FHS we value being respectful, responsible, honest and doing our best. As a staff and school community we have successfully
implemented PBL in the playground, canteen areas, and school corridors and most recently into the classroom setting.

The success of PBL in assisting students to improve their behaviour is supported by the data collected on the Register of Individual Student Contacts (RISC). The RISC data for 2010 identifies 130 students with only positive entries and a further 116 students with 8 negative entries or less. Suspension rates were also reduced from 2009 by approximately 5%.

PBL is all about the rewards. In order to recognize the positive behaviour of our students when they are upholding the values of FHS, they are rewarded with purple slips. These slips are then placed into a draw, where every entrant has the ability to win one of five $5 canteen vouchers weekly at Tuesday assemblies. In August this year all of the lucky students who had demonstrated outstanding behaviour and upheld the Forbes High values were rewarded with the chance to go to Sydney to see the hit musical “Wicked” at the Capitol Theatre. 97 FHS students were able to take advantage of this great offer which served to reinforce the benefits of PBL across the school setting.

**Connected learning**

“Connected Learning” has been identified as one of the key priorities within the Office of Schools plan which identifies the following three key outcomes:

- enhanced state-wide access to digital educational resources for learning and teaching and for teacher professional learning;
- innovation in the use of interactive technologies for learning, teaching and for teacher professional learning; and
- broader curriculum options for every student through information and communication technologies and communities of schools.

FHS endeavours to provide curriculum access and enhancement for all students through a blended learning environment. “Connected Learning” was identified in the school plan throughout 2010 including the use of collaborative technologies such as video conferencing, IWBs and Bridgit allowing student engagement and peer2peer interaction. Specific projects undertaken included the introduction of Mobile Learning into the Support Unit, introducing staff to Learning Management Systems such as Moodle, locally developed video Conference projects between FHS and Forbes North Public School with the delivery of LOTE lessons, and teacher professional learning via video conference.

**Other programs**

**Senior Study Centre**

The study centre allows students from years 11 and 12 to access the school’s library facilities after school hours on Monday nights from 6pm – 9 pm. The library facilities that students can use include computers with internet access and printing facilities, photocopying, group seminar rooms available for discussion work and printed resources. The Study Centre is supervised by teachers who volunteer their time to supervise this program as they understand the value that this resource provides for our students.

**RE-Engage Me (REM)**

This program was introduced for the first time in 2010 sponsored by money received from a Schools In Partnership (SIP) funding application. The program is designed to provide innovative opportunities for students who have the potential for disengaging from school. The first effort with a group of boys during trimester two met with minimal success due to a difficulty in finding a suitable teacher. The off-school site location also hindered the effectiveness of this program. A more successful effort was made during trimester three. A group of seven girls meeting the criteria were selected and with the assistance of the “Links to Learning” program, a more positive direction and set of outcomes was achieved. The lessons learnt over the year will greatly assist with the programs direction during 2011.
Progress on 2010 targets

Target 1

The effective use of Technology

Information and Communication Technologies (ICT) continue to develop and grow at FHS. The Language Centre (LC), a BER project, was completed and has been a welcome addition to the school resources. This building is fully networked, equipped with 14 PC’s, two conferencing facilities and generates solar power which is fed into the school electricity supply.

The Language Centre has an Interactive Whiteboard (IWB) in the main classroom area and another in a seminar room. The addition of the new IWB’s brings the school total to 17 with plans for another 4 to be installed in Science, Industrial Arts and Careers teaching spaces.

Staff identified ICT skills as a major focus area for Professional Learning to ensure the effective use of the facilities in most classrooms. As a result, Staff Development days focused on IWB software and OneNote training. The training days were delivered by staff from the iTeach21 centre in Dubbo with more planned for 2011. This has also enhanced student understanding of specific software opportunities. Year groups have been trained in the use of OneNote by various staff.

The school now has wireless access points (WAPs) in all classrooms and demountables. This infrastructure was installed over a period of 12 months with Federal funding and has given students and staff internet connectivity from all areas, including the playground. All students in Years 9 and 10 and most staff had laptops for learning issued. This powerful tool has been a welcome addition to the learning resources available to staff and students.

The issuing and commissioning process was very well carried out by the school Technical Support Officer (Mr Hargraves). Some issues have arisen with the design of the units however, as the LCD screens easily break, hinges wear out and battery rails crack. Students have had to rethink the way they handle their school bags and protect their new valuable contents. These problems are being experienced state-wide and being remedied with better design and improved cases.

Target 2

Improving Senior Results

Strengthening the senior curriculum, staffing the Senior Study Centre and restructuring Wednesdays are strategies implemented to achieve this target. It is expected that supervised study periods for Year 12 should strengthen their work ethic and improve their approach to assessment tasks and enhance student essay writing skills and exam technique. Value adding data to date suggests that there has been no immediate improvement in senior results and that these programs will require sustaining for a longer period of time before any measurable improvement can be identified.

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 2010 our school carried out evaluations of:

Education and management practices regarding the school library

2010 educational practices include supervision of senior students during study periods, making resources readily available to staff and students, ensuring the library remains a safe learning environment and catering for staff needs in terms of specific curriculum resources. Management practices include ensuring resources remain current, age appropriate to all individuals and in line with current curriculum requirements. There is also a need to identify and flag outdated resources and remove from circulation.

Background

In the past, there have been issues associated with low usage rates of library resources and perceptions from students and staff that the library is not particularly user-friendly. This is evidenced by minimal student borrowing of both books and use of available resources. The layout of the library was also perceived as not being conducive to optimising student learning.

Findings and conclusions

To make the library more user-friendly, layout changes to resources, desks and computers have resulted. This has strengthened both student and staff access and helped improve perceptions.
**Future directions**
To further strengthen perception of the library and increase interest in the resources for both the staff and students, input via questionnaires will be sought to further improve library services.

**Special Education**

**Background**
In 2010 the curriculum delivery and structure of the Support Unit was reviewed. A new model enabling a wider variety of curriculum offerings was planned for implementation.

**Findings and conclusions**
The trial was reviewed at the end of term 3 and findings supported the implementation of the new structure for the support unit with the following features:
- Stage based classes;
- Delivery of both Regular and Life Skills Curriculum;
- Delivery of both Core and electives to enable students accessing the unit the same opportunities and curriculum as their peers.

**Future directions**
The Support Unit focus over the next few years will be on strengthening the curriculum content in line with mainstream curriculum, including access to specialist facilities such as Science Labs in the school.

**Parent, student and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- Parents were generally happy with the educational opportunities provided;
- Communication with parents is perceived as requiring improvement especially when welfare/discipline scenarios occur;
- The P&C has not and continues to be poorly attended;
- Students are satisfied with the school facilities and the wide variety of extra curricula activities available;
- School Staff work collaboratively to ensure that improvements to teaching and learning remains a school priority.

**Professional learning**
Teacher Professional Learning during 2010 saw a focus on DET and School priorities such as Literacy and Numeracy, Technology, Beginning Teachers, Positive Behaviour for Learning (PBL), curriculum development and initiatives involving the National Curriculum. All Staff completed training in mandatory areas such as: Child Protection and Non-violent Crisis Intervention. Other areas of focus included training associated with PBL, Emergency Care, technology applications to enhance the DER, Quality Teaching Practices, Behaviour Management and Curriculum/ lesson differentiation. Individual staff also undertook additional training in areas that included a welfare focus involving mental health, extreme behaviours, and drug prevention programs. Planning for Life Skills was also a priority as well as a focus on Leadership Development for identified staff. Wiradjuri (Certificate 3) training was also completed to facilitate the introduction of this important aspect of the languages program. Several staff also participated in Higher School certificate marking to strengthen assessment practices in Stage six.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

**Consolidate and extend Positive Behaviour for Learning (PBL)**
PBL is designed to develop responsible behaviour across the school by promoting four core values based upon respect, best effort, honesty and responsibility. A consistent school based approach focusing on both a system of rewards and pre correction in both the playground and the classroom is geared towards the following targets:
- Decrease days lost to suspension by 5%
- Decrease referrals for all offences by 10%
- Increase distribution of positive rewards by 25%
Closing the achievement gap for Aboriginal students

The intended outcomes for Aboriginal Students focus on increasing retention rates, improving literacy and numeracy and increasing engagement. Schools in Partnership and Norta Norta funding are used to support a range of strategies previously outlined in this report. These programs better equip our aboriginal students with the necessary skills to achieve the following targets:

- Increase Stage 5-6 retention rates by 15%
- Increase HSC completion rates by 10%
- Increase the number of Aboriginal students achieving better than expected growth in NAPLAN by 10%

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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