Forbes High School

Annual School Report

2013
Our school at a glance

Students

In 2013, Forbes High School (FHS) had an enrolment of 360 students including 72 Aboriginal students and 30 students accessing the Support Unit. The school serves the mid-Lachlan area providing a comprehensive and inclusive education for all students. The core values of Positive Behaviour for Learning (PBL) of Respect, Responsibility, Doing Your Best and Honesty are reflected in our teaching and welfare programs.

Staff

FHS has a dynamic and motivated staff providing a wide range of educational opportunities and experiences for all students. The staffing entitlement for 2013 was 39 teachers and 12 SASS staff. The mix of teaching staff and executive staff are indicative of a comprehensive rural high school with a mixture of cross generational groups.

Additional staff were employed through various projects and initiatives including Aboriginal Education Workers (AEWs), tutors and additional School Learning Support Officers (SLSO’s). All staff at FHS worked collaboratively throughout 2013 to achieve quality educational outcomes for all students within their key learning areas. Further all students were given opportunities and experiences across a range of cultural, sporting, creative and performing arts pursuits. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2013 a number of significant programs and initiatives continued and a number were introduced for the first time. All programs and initiatives had a positive impact on student learning outcomes and staff working conditions. Major FHS programs and initiatives included:

- Consolidation of a SENTRAL server which is a third party online web based software package.

Access to this allows a “one stop shop” for staff to complete the majority of their core business including roll marking, student welfare, reports, mark book, daily communication and school calendar.

- Student welfare initiatives continue to be supported by the employment of a Youth Worker three days a week under the auspices of the National School Chaplaincy Program. Further programs included a focus on cyberbullying, resilience, relationships, stress management, mental stillness and sensibility.

- With an enrolment of over 20% Aboriginal students FHS provides a number of programs to support these students including the Girri Girri Sports Academy, Wiradjuri Language Program, NORTA NORTA tutoring and School Based Traineeships.

- Positive Behaviour for Learning continued in 2013 with significant outcomes including a reduction in days lost to suspension, an increase in positive referrals and purple slips and a continuation of weekly and term PBL prizes.

- The TAFE Accredited Peer Tutoring Program once again was successfully implemented with year 10 and 11 tutors undertaking training at TAFE and then used to assist identified year 7 and 8 students during DEAR.

- The study centre was extended so that all students could access the school’s library facilities after school hours on Monday afternoons until 6pm. The library facilities that students could 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.

- Students once again excelled in the area of sport, art and cultural pursuits. A group represented the school at the School Spectacular;
students also featured in Art with a number having their works in exhibitions and winning local, regional and state competitions and on the sporting field a number of students represented the school at a local, regional, state and national level.

- A focus on year 6-7 transition activities was an important initiative in 2013. This included parent information sessions, school visits and transition activities every Wednesday afternoon. A school camp in early February 2013, further consolidated the smooth transitioning of Year 7 students at FHS.

Student achievement in 2013

The following is a summary of key achievements obtained by students during 2013:

- 33 students completed their HSC. Of these 17 students (52%) received UAC offers.
- Olivia Inwood was our most successful student with an ATAR of 90.7 with outstanding results in English (extension 1&2) and History extension.
- Heather Earney was placed third in the state in Primary Industries with a mark of 94.
- Jessica Pascoe excelling at CHS level in athletics and being named Forbes Sportsperson of the Year.
- Year 7 Girls results were above regional averages in the spelling component of NAPLAN.
- Year 9 Girls achieved results above State average in the spelling, writing and reading components of NAPLAN.
- Year 8 maintained at or above state average in the extended response section of ESSA.
- Aboriginal attendance rates by Girri Girri students were well above state average at 90%.
- Aboriginal retention rates in Stage Six increasing to over 50%
- Over 40% of students had no negative welfare referrals for 2013. Further there was a 10% reduction in negative referrals overall.

- Days lost to suspension were reduced by 5%.
- 95% of student’s accessed proactive welfare based programs throughout the year.
- Insufficient data currently exists to comment about specific achievements regarding ROSA.

Principal’s message

FHS is a proud comprehensive public high school with strong links to the local community. The school offers a diverse and relevant curriculum in both academic and vocational learning. These include the traditional core courses, a great variety of elective courses and a range of Vocational Education and Training courses (VET). School based traineeships and apprenticeships are also available. This provides all of our students with an opportunity to study courses that interest and provide pathways for life after school whether that being to access university, TAFE, post school educational training or employment. Furthermore we, strive to create opportunities for our students to become valued and responsible citizens who care for and respect themselves and the community, and who can adapt to adversity and the challenges of a changing world.

A well-established Support Unit, consisting of four classes, caters for thirty students with special needs. Performing and Creative Arts are highly valued in the school and students are offered opportunities to excel in music, dance, drama and visual arts. Rich and challenging sport programs are offered to students, along with opportunities to represent the school in regional, state and national competitions.

Our school’s values are based on learning through personal responsibility and commitment, and a sense of close community where respect for others is taught and where parents work closely with staff in a partnership to support their children’s learning. An effective student welfare system, together with clear discipline policies and a defined uniform code creates a safe and stable
school setting. Students, parents, teachers and members of the wider community hold Forbes High School in high regard.

During Term 1, 2013 Ms Nagasree Pitta from the Mathematics staff sadly passed away and her loss was felt by all here at FHS. As well, a number of long serving staff are retiring or leaving to embrace new challenges and their collective contribution to all aspects of school life have been greatly appreciated by generations of students from our school. They have all served the school well and made valuable contributions. In alphabetical order these were:

- Mr Peter Apps – TAS Teacher
- Mrs Cheryl Barton – SLSO Support Unit
- Mr Alan Blythe – Mathematics Teacher
- Ms Renee Larcher – Support Teacher
- Ms Kath McGeechan – Visual Arts Teacher
- Mr Duncan Sharpe – Head Teacher Administration
- Mrs Kerrie Sharpe – Support Teacher
- Ms Anna Townend – Language Teacher

Collectively, I thank them all for their efforts in supporting our young people here at FHS.

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.

Mr David Harris

P&C Message

Consistency within our executive committee has been of huge benefit to the viability of the P&C this year. The profile of the P&C is improving and this is evident in increased memberships and parent/carer involvement at fundraising activities.

Attendance at monthly meetings has been constant and the ratio of parents to teachers has been pleasing. The P&C is a great opportunity for parents, carers and families to be involved in their child’s school and gain valuable information on what is happening within the school. The P&C is a forum for parents to voice concerns or opinions.

Fundraising initiatives have been quite successful this year. Three separate raffles were conducted this year and funds raised were used to purchase a new drum kit for the music department. The Junior Dinner dance proved popular again this year with attendance higher than last year. Not only was the event a success it was thoroughly enjoyed by students. The Billy G’s Cookie Dough fundraiser was not a huge money spinner but students enjoyed sampling the many flavours which are now being stocked at the canteen. Tricks and Trivia was a successful evening with staff, students and families attending and really getting into the theme, dressing up and decorating their tables.

This year the P&C has set a goal to accumulate funds for the upgrade of our school bus which is an extremely useful asset to the school lowering the costs for trips and excursions throughout the year. Along with this target the P&C has been responsible for ongoing maintenance to the school canteen and representative sponsorship.

The P&C coordinated the Woolworths Earn and Learn Program again this year which has allowed the school to obtain many useful resources. Woolworths has also supported our school through the Breakfast Club program providing students with a free breakfast three days a week. The positive effects this has had to behaviour and ability to learn have been very noticeable and their support, in excess of $1200, is greatly appreciated.

The school canteen is operated under the direction of the P&C and offers a great service to both students and staff. The canteen operates every day and is open before school, at recess and at lunch. It provides a good range of food at affordable prices. Long-time canteen manager, Mrs Annette Tisdell retired this year and the P&C are grateful for the contributions she has made. Mrs Christine Crawford has stepped up in the role as manager and the subtle changes she and new
assistant Mrs Robyne Cowhan have made to the menu have seen an increase in turn over. The canteen profits are used to support the school in many ways including maintenance and the purchase of resources to enhance the learning experiences of our students.

The P&C were successful in receiving the Rising Stars Program Grant and the Keep Australia Beautiful Beverage Recycling Grant this year. The $3000.00 from the Rising Stars Grant was used to send eight students to Sydney to perform in the 2013 Schools Spectacular and the $4000.00 KAB grant has been used to purchase beverage container recycling bins, promotional materials and education to encourage our school community to recycle and protect our natural resources and minimise landfill.

Finally, I would like to extend my thanks to the hard working committee as well as the tremendous staff we have at Forbes High School. Their dedication, commitment and enthusiasm is evident through the many programs and learning experiences they offer our children every day and I thank them for allowing the P&C to have input in the decision making and planning for the school.

I would particularly like to thank Anita Morrison (P&C Treasurer) for her very hard work and efforts throughout the year, without whom the P&C and fundraising would not have gone ahead. Anita virtually single handedly organised all of these events and the entire school community owes her a debt of gratitude. I would also like to thank Rona Ashcroft for stepping into the role of P&C secretary this year and for the excellent support she has given Anita.

Rowan Woods
Forbes High School P&C President

Student representative’s message

An essential part of the SRC’s responsibilities include strong representation within the school community, covering all aspects of school life.

In 2013, the SRC was committed to maintaining the efforts of the previous years, through the support of teachers, students, various charities and the building of school spirit through a variety of social events.

Charities supported included White Ribbon day, McGrath Foundation, Fight Cancer Program and Jeans for Genes Day. Along with these charities the SRC also helped in the running of the Movember games, a school event which is run to raise funds for the national Movember Campaign.

Social events included numerous school disco’s, casual day, ice-cream day, Purple day and Melbourne Cup day. All these events helped to create a positive atmosphere within the school. Overall, 2013 provided the SRC with chances to encourage the positive atmosphere within the school and support the community, while presenting its members with leadership opportunities.

Melanie Cowhan
School Representative Council

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>Male</td>
<td>265</td>
<td>240</td>
<td>217</td>
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<td>Female</td>
<td>261</td>
<td>237</td>
<td>211</td>
<td>206</td>
<td>203</td>
<td>183</td>
<td>174</td>
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Student attendance profile

Mean attendance continued to improve in 2013, with 0.6% improvement rate. There are a number of reasons for the continued growth including consolidation of the procedures implemented in 2012, including improved monitoring and reporting.

Further improvement is hindered by the continued presence of non-attendees, particularly in the year 11 cohort. This has been exacerbated by the increase of the school leaving
age for this cohort who have historically been our poorest attendees since 2009. This, along with the absence of the appointed HSLO for much of 2013 are the primary reasons for attendance improvement not being greater.

All year groups improved their attendance significantly from their 2012 rates. Highlights for 2013 attendance have been the 2013 year 12, who improved their attendance from year 11, 2012 by 5.7%, and year 8 who improved from year 7 2012 by 3%.

Consolidation of the strategies of:

- SMS daily alerts to parents of absent students
- Period by period electronic roll marking
- Checking roll marking in two period blocks
- Period allowance for the Head Teacher in charge of attendance to liaise and complete HSLO referrals
- Being proactive and meeting with parents of students with low attendance
- Liaising with external agencies to implement reengagement programs such as ‘Links to Learning’
- Using Girri Girri as an incentive program for improved attendance
- Semester based 100% attendance awards
- Transition program for year 11 with a strong work studies component

To continue to improve attendance at Forbes High School in 2014 we are able to offer, in collaboration with Forbes TAFE, Certificate III courses targeted at year 10 students. This strategy is in addition to the strategies already implemented.

Our target for 2014 is to continue to improve attendance at Forbes High School, lessening the gap between school mean attendance and the NSW state DEC mean.

Post-school destinations

Thirty Three (33) students completed the NSW Higher School Certificate in 2013. Of these seventeen (17 - 52% of the Year 12 cohort) received offers of enrolment at Universities within Australia through the Universities Admission Centre, with 95% of students who applied through Principal’s Recommendation and Early Entry Programs, receiving offers of enrolment prior to receiving their HSC results. One (1) student was offered and has taken up full time study through TAFE NSW combining their study with part time work.

Two (2) students have been offered apprenticeships or traineeships with a further ten (10) employed on a full time or part time basis or looking for employment. Three students’ post
school destinations are either unknown or they are currently looking for employment.

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

FHS offers the following Vocational Education and Training (VET) courses in Stage 6; Hospitality, Information Technology, Retail Operations, Metal and Engineering, Construction and Primary Industries. Students also access a variety of courses through the local TAFE (TVET).

A Trade Training Centre has been constructed for Hospitality, with a fully operational Commercial Kitchen completed during 2011. This ensures students have access to the latest Industry-standard facilities at FHS. Forty Two percent of Year 12 students undertook Vocational Trade Training.

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

Forty two percent of our Year 12 students attained an equivalent vocational education Certificate in one or more VET subjects, either studied at FHS or through TAFE. A significant proportion of these attained multiple course accreditations.

**Staff Information**

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

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>6</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Multi-Categorical</td>
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<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
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<tr>
<td>Learning &amp; Support Secondary</td>
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<tr>
<td>Counsellor</td>
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<td>Careers Advisor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>49.382</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. Four staff (13%) of the school workforce are from an Aboriginal background.

**Staff retention**

The staffing entitlement decreased in 2013 again due to a decrease in enrolments and smaller cohorts from our partner schools transitioning to FHS.

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

<table>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</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.

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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
<td>1375076.45</td>
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Expenditure

<table>
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<th>Teaching &amp; learning</th>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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Balance carried forward          374402.05

A full copy of the school’s 2013 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 2013

Dance

Dance has remained a popular extra-curricular activity in 2013. Students from Years 8-11 have been involved in the school dance troupe representing Forbes High School at a range of events. Once again the school successfully auditioned for Schools Spectacular and 8 students participated in the Combined Dance category, performing in Sydney in November. The FHS dance troupe also took part in the Western Region Dance Festival in Bathurst and danced at a variety of local events. Dance has been an effective element of Year 6 to 7 transition building ties with local feeder schools through joint performances and the inclusion of dance lessons in the transition program.

Sport

2013 has been another successful year for FHS on the sporting field. We have competed in individual activities and team sports enjoying success at the school, regional and state level.

Wednesday afternoon sport offers the students a wide range of activities to participate in. Many of our sporting teams also utilise this time for training purposes. On behalf of FHS I would like to thank the various community members and groups who make Wednesday sport so successful through the use of their time, facilities and equipment.

Many of our students have achieved higher honours in their chosen pursuits. Many have represented at the regional level and three of our students, Jarrod Andrews, Jessica Pascoe and Isabelle Cowhan in CHS in Lawn Bowls, Athletics and Squash respectively.

In 2013 FHS participated in the following CHS sports: Basketball, cricket, soccer, netball, squash and touch football. This has provided students with an opportunity to participate in team sports against surrounding schools and test themselves in state wide competitions.
Sportsperson of the year was once again hotly contested, many students have stood out for FHS on the sporting field has made selecting individuals an extremely difficult task.

Darcie Morrison was chosen as our female sportsperson of the year. Darcie was the open swimming champion, represented FHS in basketball, netball, soccer, touch football, cross country and athletics and was selected to represent the western region in Netball, touch football, athletics and cross country.

Mitchell Andrews was selected as our male sportsperson of the year, Mitchell represented FHS in cricket, Rugby League, rugby union, basketball, touch football and lawn bowls. Mitchell was the age champion for athletics and was selected to represent Western Region in Lawn Bowls, touch Football and Rugby league. This was a great effort considering Mitchell is just 15 years of age, making him one of the youngest to win the award in a number of years.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Overall, students in Year 7 were well below state average in all aspects of Reading, Writing, Spelling, Grammar & Punctuation but were above the similar school groupings in all of these areas. Approximately 38% of year 7 students were in bands 7-9 for Reading, 60% in bands 7-9 for Spelling, 40% for Grammar and Punctuation while only 22% were in the same range for Writing. This indicates that there will be a need for explicit teaching in all areas of Literacy for Year 7 with a specific focus on writing in 2014.

Although Year 7 results are below state averages, the percentage of students achieving at, or above, national minimum standards in Reading are 89%, Writing 76%, Spelling 91% and Grammar & Punctuation 84%. 
NAPLAN Year 7 - Numeracy

Naplan results in Year 7 clearly show that a significant number of students who enter this school are functioning at a band 4 or 5 level (36.6%).

Student operating in the middle bands (6 and 7) have increased to 53.3% and students in the top bands have decreased to 11.1%.

It remains a priority in the Forbes High School Management Plan for 2014/2015 to extend students beyond their current level.

NAPLAN Year 9 - Reading

NAPLAN results for Year 9 showed that students were significantly below state average in all areas of reading, Writing, Spelling and Grammar and Punctuation but were above the similar school groupings averages in all of these areas. Approximately 43% of Year 9 students achieved in the 7-9 bands for Reading, 42% were in the same bands for Spelling, 25% for Grammar & Punctuation and 30% for Writing.

Although Year 9 students achieved below the state average, there was a large percentage who improved their personal growth in some or all areas tested. The number of students who achieved at, or above, national minimum standards were 95% in Reading, 67% in Writing, 89% in Spelling and 78% in Grammar & Punctuation.

NAPLAN Year 9 - Numeracy

The number of students in band 5 and 6 remains well above the state average (44%) which is an area of need within this school.

The average growth in numeracy for Year 9 students was 58 points. This was above the state average of 40.3 points. Also, 75% of Year 9 students achieved greater than or equal to their expected growth.

Progress in Reading

Focus for 2014 will again be to improve the middle band students to gain percentile increases so they can enter the next band above them. Specific strategies have been developed to target this range of students.
Progress in Numeracy

Focus for 2014 will again be to improve the middle band students to gain percentile increases so they can enter the next band above them. Specific strategies such as Super Six Comprehension have been developed to target this range of students.

Higher School Certificate (HSC)

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

Significant programs and initiatives

Aboriginal education

Aboriginal Education in 2013 saw a continuation of programs and opportunities for Aboriginal students at FHS. Significant achievements included:

- Improved Aboriginal attendance above local SEG and state averages.
- Increased Aboriginal SRC representation.
- Increased number of Aboriginal students accessing scholarships and other targeted university programs.
- School Captain Jess’e Rushby gaining early entry to university for 2014.

Significant 2013 programs and initiatives for Aboriginal students and their families included:

- Introduction of Stage 6 Aboriginal Studies for commencement in 2014
- Continuation of the Wiradjuri language program in stage 4.
- The continuation of School Based Traineeship for years 10 and 11 Aboriginal students in Sport and Community Recreation. This was completed every Wednesday and involved students completing their TAFE component in the morning and then visiting local partner schools. 2 students obtaining certificate II in 2013.
- Welcome to Country at all weekly and major assemblies by students. Students in DEAR practice and are taught the welcome by the AEO and AEWs
- The delivery of a highly successful NAIDOC week with all feeder primary schools being invited to participate in morning activities and luncheon.
- National Sorry day being recognized at a whole school assembly
- A refinement and development of PLP for all Aboriginal students with 98% of students now having a completed and up to date PLP.
- Involvement and development of the Girri Girri Sports Academy.
- There was also a significant focus on appropriate staff training including all staff completing Cultural Awareness Training and all staff completing the 8 Ways of Learning in 2013. The Aboriginal Education Team continued to play an important role in the local community being active members of the AECG and other events and organisations as required.
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. Harmony day celebrations were used to highlight this. An anti-Racism Contact Officer (ARCO) exists within the school and has been trained in dealing with racism issues. Minimal issues were dealt with throughout 2013.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) has been implemented at Forbes High over the last seven years. PBL encourages students to participate actively in their learning and to strive to achieve to the best of their ability. This is achieved through a consistent school-wide approach to teaching students about expected behaviours. There are four values which we expect all students to uphold in all school settings. At Forbes High we value being respectful, responsible, honest and doing your best. As a staff and school community we have successfully implemented PBL in the playground, canteen area, school corridors and in the classroom.

PBL is a data driven process with the direction of the program significantly influenced by figures collected through Sentral and staff surveys. The EBS survey allowed us to identify targets areas for improvement and welfare data has helped to identify behaviours to be addressed through PBL lessons. In order to ensure consistent and useful data is being collected through welfare entries all staff undertook Teacher Professional Learning surrounding Formative Behaviour Assessment. Consolidation of our universal interventions as well as our data systems and practices will be a focus area in 2014 as we look towards the implementation of Tier II interventions.

Another area that has been a priority in 2013 has been to build the capacity and density of the PBL team. A new meeting time was established and staff were recruited to ensure the team had a strong cross-curricular representation. A number of staff have attended PBL training for the classroom and PBL Reloaded. There has also been staff representation at the Western Region PBL conference as well as the Western Sydney PBL conference “Evidence for Practice: PBL in Action.” FHS was a display school at PBL on Show in Dubbo allowing us to share our expertise and experiences with other schools.

PBL continues to be focused on explicitly teaching and rewarding positive behaviours through a variety of initiatives. This has been achieved through distributing ‘free and frequent’ purple slips, weekly canteen draws, major award term draws, explicit teaching lessons, primary school transition program, staff professional development, our annual ‘Purple Day’ celebration and a major reward excursion. The major reward excursion in 2013 again went to Sydney where students had the opportunity to watch a State of Origin game. Approximately 100 students were able to take advantage of this great experience which served to reinforce the benefits of PBL across the school setting.

Girri Girri Sports Academy

2013 has been a busy and productive year for the Girri Girri Sports Academy members. Term 1 commenced with our Year 10 members running a Traditional Indigenous Games Sports Afternoon at Forbes Primary School every Tuesday for 5 weeks. Following the Term 1 recruitment of our new Year 8 members, our whole of Academy activities began with goal setting exercises and the completion of a General Coaching Principles Course.

Term 2 saw the GGSA students engage in a Traditional Indigenous Games Training Day with Jason French from the Department of Sport and Recreation. The aim of this Training Day was for
GGSA students to reinforce their understanding of the background and delivery of these games and to build upon their leadership and communication skills as games presenters. It is a great credit to the GGSA members that they have embraced this training with such enthusiasm and the results have been clear in the numerous games sessions that the students have delivered to a wide range of participants of all ages and abilities, ranging from 4 year old pre-schoolers to high school seniors.

The Forbes High GGSA was fortunate to obtain funding this year to enable members to complete their Senior First Aid Certificate. Working through the theory and completing the practical and examination components of this course were a major focus of Academy members in Term 2.

GGSA members participated in a number of major events in Term 3. Despite a cold and foggy start, a great day was had at the NAIDOC Community Day at the Lake and the students did themselves proud and made an invaluable contribution to this event. New connections and some healthy sporting competition were enjoyed in our first interschool mini-gala event with NASCA students from Dubbo and Narromine.

GGSA students also assisted in the design and creation of a Hepatitis C Awareness Mural which has not only brightened up our school environment but also helped to promote an important health message in the school community.

Term 4 saw the celebration of NAIDOC Day at Forbes High and a day of fun and variety for all participants. GGSA students assumed a leadership role in the planning and delivery of the games sessions for these days and did an outstanding job.

In mid November, we headed off on our “Connecting with Country” tour. We visited a number of sites of historical and cultural significance to the local Wiradjuri people including the old mission site and Manna Mountain. It was fascinating to learn more about the indigenous history of our local area and to see first-hand scar trees that indicated where bark and timber had been removed for the construction of coolamons, shields and canoes and rock grooves at Manna Mountain where generations of Wiradjuri ancestors had come to make stone tools and access ceremonial areas. Fortunately, we didn’t meet any snakes but we did make the acquaintance of a friendly lizard!

In late November, GGSA students completed their final qualification for the year by participating in a Sports Strapping course.

Overall, the 2013 Girri Girri students can be very proud of their achievements this year. Through a wide range of Academy activities they have developed their leadership, organisational and communication skills and grown in confidence. The completion of numerous qualifications has also helped the students to develop vocationally relevant skills. The 2013 GGSA group has been a pleasure to work with and they have strived to give of their best and truly represent the values of Forbes High.

TAFE Accredited Peer Tutoring

In 2013 the TAFE Accredited Volunteer Peer Tutoring - Schools Program there were twenty six students volunteering for the program. Due to student movement twenty three students finished the course and gained their TAFE Certificates in December. Once again funding for this very successful program was sourced from outside of the department. Thanks to business and community groups such as Forbes Services Memorial Club and Plan It Youth, Forbes High School was able to run the program again to improve the literacy skills of Year 7 students and Year 10 students who acted as tutors. This year
we were able to combine the Peer Tutoring Program with the Literacy Skills lessons developed for the Implementing Literacy National Partnerships grant received earlier this year.

Benefits for Tutors and Tutees

- Improved academic performance and
- Improved social skills of tutors and tutees.
- Improved leadership skills of tutors.
- Developing community minded citizens

This qualification provides an important addition to students’ resumes. It demonstrates the tutor’s commitment, empathy, leadership, organisational and communication and interpersonal skills as well as their ability to assume and handle responsibility.

- Tutees gained self-esteem and confidence in responding to work being completed in class
- Became familiar with texts they will be using in the classroom
- Improved reading, comprehension and vocabulary skills

Advantages for Tutors 2013 Evaluations

- 92% agreed that tutoring was a positive experience
- 96% thought that they had been effective in assisting their tutees to develop literacy skills
- 87% said they used the strategies in their own learning
- 87% said they would continue to use the skills and strategies in their own studies.

Advantages for Tutees 2013 Evaluation

- 98% of tutees believed they had improved their reading skills
- 89% thought they could use the strategies in their learning in the future
- 95% of the tutees believed they were more confident in answering questions in class

In 2014 the school is continuing the program with a similar number of Year 10 students volunteering to get involved in the program. Unfortunately we have had more volunteers than places in the course. Emphasis will be on authentic texts from a broad range of subjects and will involve greater peer support and teacher guidance.

Transition Program

In 2013 Forbes High School established a Senior Transition Program designed to assist students in the transition from their schooling life to full time employment. The program involved students completing a set pattern of study and also allowed them to participate in one day per week work placement in a field of their choice. The program aided those students that needed a clear direction and increased skill base in relation to work related skills and expectations.

Other Programs

Transitional Equity Funding

Transitional Equity Funding focused on three specific areas to support improved learning outcomes and engagement for students. The three areas included:

- Expanding the role of the Youth Worker to facilitate a variety of programs that increased the wellbeing of students and strengthened the partnerships between FHS, parents, families and community. This was achieved through one to one sessions, representation on community committees, developing inter-agency partnerships, organisation of year 7 orientation camp, training Lifeline peers skills leaders, delivering breakfast to students three days per week, parent and carer meetings and organising and delivering a range of welfare based programs.
- School-based appointment of a Deputy Principal-Support to strengthen the effectiveness of school organisation and increase leadership density. This has served to build capacity in staff through increased
access to senior executive, raised student expectation in terms of behaviour and developed positive relationships through effective communication with parents.

- Improvement of specific aspects of learning spaces to facilitate participation, engagement and access to a wide range of curriculum learning experiences. This particular area focused on modifications to special education learning spaces and their design which was negotiated between staff and students.

**Youth Worker Position**

**Operation:**

- Position operated for 39 weeks at 3 days per week – 117 days
- Role: saw Young People (YP) one to one, group programs internally as well as the organisation of external programs, community referrals and liaison, work with school welfare team and school counsellors, connecting community services with the school eg: the women’s health nurse, police youth and school liaison officers, community health, youth connections, centacare.
- Represented school on community committees eg: Forbes Youth Week Team, Forbes Interagency, Joint Council, Red Bend and FHS Youth Wellness Group, Forbes Domestic Violence Committee
- Volunteer Meals on Wheels with YP (twice a month)
- Programs, liaised and supported: Pathways Boys Program, Breakaway Girls Program, Links to Learning, Lifeline Peer Skills Helpers/Mentors
- Breaking the Silence – White Ribbon Day schools initiative. Attended 3 days training. Part of the organising committee in the community and the school for the White Ribbon Day community event.
- Attended NCVER conference – Sydney.
- Attended – Generation Next Conference, Canberra.
- Youth Wellness Committee – STI Project Funding application written and successful. Working with the Committee to produce a short film, to educate other young people.
- 40 hour Famine organisation
- Family and Parent contact when requested
- Attend school welfare team meetings
- During this year successfully completed Certificate IV in Youth Work.

**Agencies:**

- Forbes Community Health – Women’s Health Nurse, Social Worker/Counsellor, Psychologist, Sexual Health Worker
- OCTEC – Youth Connections and Disability Employment Services
- Centacare – Youth Workers, Accommodation Support Workers
- Community Services Sexual Health Team
- Adolescent Mental Health
- Forbes Shire Council – Community Youth Worker
- Binaal Billa
- TAFE – Western
- Police – Youth Liaison Officer, Crime Prevention Officer, Schools Liaison Officer
- Yoorana Gunya

**Number of Students Accessing Services:**

- 76 individual YP have had ‘formal’ contact with the Youth Worker (YW). This may be for one or two sessions to work out some issue but many have been seen regularly over a longer time period than 2 weeks with many having regular weekly appointments that span over a number of months. There are also a number of YP that are ‘informally’ seen in the playground.
- The following numbers of YP have also accessed the YW via delivery of the following programs:
From the beginning of Term 2, 2013 FHS has been a participant in the Improving Literacy and Numeracy National Partnership (ILNNP) which has allowed for the implementation of a number of initiatives to strengthen teaching and learning in the area of literacy. ILNNP is underpinned by a whole-school approach to improving student outcomes, the use of evidence and data to address students’ needs and building staff capacity through professional learning. In adopting a whole-school approach, a Head Teacher Teaching and Learning was appointed to ensure active leadership in the delivery of literacy teaching at FHS. Following a situational analysis and whole-school consultation, an action plan was formulated to consolidate existing best practices and implement sustainable change allowing for the continuous improvement of student achievement. Year 7 was selected as the project’s targeted group with three main local measures specified to meet objectives and indicate achievement for the duration of the partnership.

The first performance indicator was to demonstrate improvement in literacy for the targeted student group. Baseline data was collected in May using the Department’s literacy continuum with a particular focus on the aspects of reading texts and comprehension. This data was obtained via classroom observation, testing and teacher professional judgement. At this time 12 students were performing at expectation, 19 students below expectation and 15 students well below expectation. Data was again collected in November using similar local measures and during this time 28 students had demonstrated growth.

Curriculum-based assessment has been the method of monitoring student progress for ILNNP. The assessment methods used in the classroom have been corroborated and used to inform best practice literacy teaching. As well as traditional testing and classroom observation, the main curriculum-based assessment has been derived from weekly literacy lessons. During this time all students from Years 7-10 have completed activities based on the Super Six comprehension strategies. Systematic observation and review of student work has indicated students’ ability to independently practice each of these strategies when reading and comprehending texts. The majority of targeted students can accurately recall the Super Six strategies and verbalise how the strategies assist them to be better readers.

The final focus area for ILNNP has been building staff capacity in the area of literacy through
professional learning. At FHS this has been addressed through a range of strategies. A cross-curricular Literacy Team was established who attended a series of external courses, building expertise in a core group of staff. In addressing the whole-school approach to literacy, staff meetings and Staff Development Days throughout Terms 3 and 4 have been used to build understanding of the literacy continuum and develop knowledge of the Super Six comprehension strategies. This knowledge has then been applied to the creation of explicit literacy lessons as well as providing staff with strategies for effective literacy teaching. As a result of this professional learning 82% of staff stated they have a deeper understanding of the teaching of literacy, 78% of staff are confident in their knowledge of the Super Six strategies and 82% are integrating the Super Six strategies into their own classroom teaching.

School Evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Teaching and Learning.

Future directions
A feature of the current management plan is identification of the need to develop and implement strategies to improve the capacity of staff to engage students in learning in the classroom.

Progress on 2013 Targets

Target 1: Literacy & Numeracy
Improved levels of literacy and numeracy for every student in all stages of learning are a major priority area at FHS. In 2013 our participation in the Improving Literacy and Numeracy National Partnership (ILNNP) has allowed for the implementation of initiatives to strengthen teaching and learning in the areas of literacy and numeracy. This has been underpinned by a whole-school approach to improving student outcomes, using data to address the needs of students and building staff capacity through professional learning.

Our achievements include:

- The temporary appointment of a Head Teacher Teaching and Learning to provide active leadership in the delivery of literacy lessons and the coordination of a cross-curricular literacy team who have built understanding and capacity of staff through professional learning opportunities.
- Establishing a timetabled literacy lesson on a Wednesday to deliver teaching and learning activities based on the Super Six comprehension strategies.
- Using local measure to identify baseline data on Year 7 students in relation to the DEC literacy continuum. Of the 44 students assessed, 28 demonstrated growth from the period of May to November 2013.
- The average growth in numeracy for Year 9 students was above the state average and 75% of Year 9 students achieved greater than or equal to their expected growth.

Target 2: Student Engagement & Attainment

The embedding of Positive Behaviour for Learning (PBL) within the culture of FHS has created a common language and set of core values that underpins student engagement and attainment. This is complimented by maintaining a strong curriculum, offering alternate learning programs, access to technology, learning and support assistance, staffing an after-hours homework
centre, focus on improving attendance and promoting the success of FHS within the wider community.

Our achievements include:

- Promoting PBL through explicit teaching and learning, reinforcing positive behaviour through free and frequent rewards, major prize draws, rewards excursions and annual ‘Purple Day’ celebrations. PBL has become an ingrained part of FHS culture.
- Celebrating the successes of FHS students within the local and wider community through a variety of media sources. This has had positive effects for both students and the perception of FHS.
- Mean attendance improved by 0.6% in 2013 with Year 12 and Year 8 notably improving by 5.7% and 3% respectively. This was achieved by consolidating a number of strategies including: SMS alerts to parents, period by period electronic roll marking, period allowance for Heat Teacher support, semester based awards, inter-agency support and Year 11 Transition program.
- 52% of Year 12 students received offers of enrolment for universities with 95% of students who applied through Principal’s Recommendation and early entry programs receiving offers of enrolment prior to the release of HSC results.
- Implementation of a Stage 6 Transition program to support the New School Leaving Age and post school pathways for non-ATAR and students seeking vocational employment.

**Target 4: Leadership & Sustainability**

The school had 39 teaching positions in 2013 based upon student enrolments. FHS has a broad range of staff from the well experienced to a growing number of new scheme teachers teaching in their first appointment. It is apparent that whilst leadership density is evident, the imminent retirement and promotion of experienced staff members has resulted in a significant shift. The reconfiguring of role statements, the devolution of duties and strengthening support for new scheme teachers are priorities for FHS.

Our achievements include:

- Consolidating the TARS and EARS as a meaningful support process that focuses on improving leadership and teaching and learning capacity through discussion, negotiation and professional learning.
- Appointment of a Head Teacher Secondary Studies to support the changing dynamic of FHS. This role encompasses the supervision of several KLAS, Careers, Transition and Aboriginal Education.
- Continuing the commitment of creating an internal “second deputy” position to support and strengthen welfare and discipline and provide opportunity for skill set development of executive staff.
- Consolidation of systems and processes implemented in 2012 as a result of the Teacher Quality Project. The TPL committee continued to meet weekly to ensure equitable and relevant distribution of professional learning resources.
- Professional Development Plans for all staff have been completed to identify both individual and school wide areas for need and support relating to professional learning.
School Planning 2014

The School Management Plan (SMP) provides direction for the preparation and implementation of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and other Department’s planning documents.

School priority 1 – Literacy and Numeracy

Outcomes for 2014

- Improved levels of literacy and numeracy for every student in all stages of learning.
- To develop the capacity of teachers to embed explicit numeracy and literacy outcomes in their teaching and learning programs.
- Consolidate the implementation of ILNNP program across the whole school setting through TPL and specific timetabled lessons.

2014 Targets to achieve these outcomes include:

- To improve the current percentage (33%) of Year 9 boy students achieving in Band 8 or above in Reading to 40% in 2014.
- To increase the current percentage (19%) of Year 9 boy students achieving in Band 8 or above in Writing to 30% in 2014.
- To increase the current percentage (25%) of Year 7 girl students achieving in Band 7 or above in Numeracy to 30% in 2014.

Strategies to achieve these targets include:

- Create and engaging, stimulating learning environment incorporating relevant ICT’s.
- Improve effective placement of students in both classroom and year group settings.
- Encourage students to strive for excellence.
- Improve students’ understanding and comprehension of language specific to mathematics.
- Establishment of a School Literacy Team with representative from all KLAS.
- TPL for all staff regarding literacy strategies to increase staff expertise with guidance from the DEC Literacy Consultant and school Literacy Team.
- Establishing Half-Yearly and Yearly literacy exams in 7-10 English courses and a spelling program in Years 7 and 8 to improve literacy fundamentals.
- Peer Tutoring/mentoring program with rotation of Year 7 students.
- LAST to work in collaboration with classroom teachers to develop and implement strategies to target identified literacy/numeracy needs.
- Explicit Teaching of assessment tasks and assignments.
- Appointment of Head Teacher Teaching & Learning.
- Timetable changes to incorporate specific teaching time for Literacy lessons.

School priority 2 – Student Engagement and Attainment

Outcomes for 2014

- Improve student attendance, achievement and outcomes.
- Innovation in the use of interactive technologies for learning, teaching and teacher professional learning.
- To strengthen a tradition within the school of increased school participation across all facets of school life.
- To develop an improved local perception that FHS is the first choice for all public school students in Forbes.

2014 Targets to achieve these outcomes include:

- Increased overall attendance to match or better Western NSW Attendance data by December 2014.
- Decrease by 5% referral rates and days lost to suspension by 2014.
- Increase retention rates for Years 7 to 12.
- Increase the distribution of positive rewards for classroom engagement.
- Increase explicit programming of G&T, numeracy, literacy, aboriginal education and ICT strategies in all KLA teaching programs.
Strategies to achieve these targets include:

- Strengthen attendance plan with early intervention strategies including the continuation of SMS and promote through explicit rewards positive values associated with regular attendance.
- Appointment of a HT to monitor attendance and strengthen student accountability.
- Strengthen PBL across all areas of the school community and consolidate the implementation of a whole school merit system.
- Strengthen in class implementation of discipline policy with a focus on promoting positive behavior.
- Promote a guaranteed and viable curriculum in all faculty areas to meet learning needs of all students (GAT, numeracy, literacy, aboriginal perspectives, ICT)
- Explore and implement a range of strategies to support the New School Leaving Age ensuring post-school success for all students.
- Strengthen the delivery of school based and non-school based VET/TVET.
- Establish blended teaching and learning approach adopted by all staff incorporating innovative uses of ICT combined with quality teaching practices to cater for students with diverse learning needs.
- Improve the profile of FHS in the local community ensuring it is the school of choice for all public students in Forbes and the surrounding area.

School priority 3 – Aboriginal Education and Equity

Outcomes for 2014

- Increased proportion of Aboriginal student participation in all facets of school life and success in post-school pathways.
- Strengthen opportunities, inclusiveness and closing gaps in achievement.
- Improve staff access to information, strategies and support to effectively work with identified students.

2014 Targets to achieve these outcomes include:

- Improve overall current aboriginal attendance to 81% by December 2014.
- Ensure the currency and relevance of all aboriginal and special needs students PLP’s and IEP’s.
- Strengthen Aboriginal student’s performance in Year 9 2014 NAPLAN Reading and Writing Tests.
- Ensure that all students identified as having significant learning needs are engaged, have access to support and are improving between IEP or Learning and Support Plan and Reappraisal and Review Meetings undertaken by LAST and/or Head Teacher Support.
- Ensure that all students identified as having significant learning needs are engaged, have access to support and are improving between IEP being developed and Reappraisal and Review Meetings.

Strategies to achieve these targets include:

- Using Sentral to gather information and maintain record of students LST support progress. This includes LST minutes, Reappraisal and Reviews, IEPs, Risk Management Plans, Behaviour Management Plans, LST Referral and Support.
- Information sessions at staff meetings for strategies with students with mental health or complex learning needs.
- Provide Teacher support sessions on individual complex students.
- Provide in-house TPL on a variety of disabilities including mental health, learning difficulties, Autism, sensory disabilities and intellectual disabilities.
- Consolidation of the Girri Girri Program and increase the use of outside agencies to support targeted ATSI students.
- Targeted PL for all staff exploring various teaching and learning strategies targeted for ATSI students.
• Introduction and continuation of specific literacy/numeracy programs and other opportunities for Aboriginal students using equity funding.
• Extension and consolidation of Wiradjuri Languages Program.
• Maximise educational opportunities and post school success for all ATSI students.

School priority 4 – Leadership and Sustainability

Outcome for 2014

• To develop and strengthen leadership capacity through EARS process, professional learning and the School Leadership Capability Framework (SLCF).
• Identify school improvement focusing on organizational effectiveness, mentoring and succession planning.
• Professional development that is planned, systematic and linked to individual teacher learning plans.

2014 Targets to achieve this outcome include:

• TARS and EARS meetings scheduled for all staff at least TWO times per year in 2014 as a forum to raise awareness about SLCF and role requirements. 100% of staff in 2014 have an individualized learning plan as a component of this.
• All executive have clear role statements published by end of term 1, 2014 and operational document that articulates their role in the SMP by end of term 2, 2014.
• All New Scheme teachers to have a self-nominated mentor to support effective integration into FHS operations.
• Succession planning to commence that identifies areas of need for 201 and beyond.
• Professional Development explicitly aligned with SMP priorities and targets.

Strategies to achieve these targets include:

• Implement refined EARS and TARS policy.
• Negotiate clear role statements for all key personnel in the school including executive staff, year advisors, girl/boys advisor, SASS staff and role of committees.
• Identify Classroom Teachers suitable for Leadership Professional Learning.
• Staff supported by a suite of Professional Learning to align with SMP incorporating an inside-outside-inside approach.
• All staff to have an Individualised Learning Plan.
• Local workforce management planning including clear succession planning and building the leadership density of current and aspiring executive staff.

Professional learning

Teacher Professional Learning (TPL) in 2013 saw the consolidation of systems and processes implemented in 2012 as a result of the Teacher Quality Project. The TPL committee continued to meet weekly to ensure equitable and relevant distribution of professional learning resources.

• 100% of teachers participated in a wide variety of professional learning activities including school-based, online and external activities.
• The total school expenditure on TPL was approximately $34,600.00.
• The average expenditure per teacher on professional learning was approximately $887.00.
• 2 new scheme teachers were working towards accreditation.
• 1 new scheme teachers were maintaining accreditation at Professional Competence.

All teaching staff completed a Professional Learning Plan and identified goals for their professional development. The professional learning accessed by staff focused on DEC and school priority areas. These included Literacy and Numeracy, Student Engagement and Attainment, Aboriginal Education and Equity and Leadership and Sustainability. All staff updated CPR qualifications, undertook online training in Disability Standards for Education and completed
all mandatory updates at staff development days including Child Protection and Anaphylaxis and Asthma training.

Priority areas for professional development in 2013 were literacy and preparing for the implementation of the National Curriculum.

Participation in the Improving Literacy and Numeracy National Partnership created an opportunity to focus on building staff capacity in teaching literacy. A core group of teachers undertook a series of external workshops that explored a range of literacy strategies that could be utilised in high schools as well as use of the Literacy Continuum. This information was then disseminated to all staff via Staff Development Days and staff meetings. As a result all staff have a deeper understanding of the teaching of literacy skills and have been involved in the implementation of a whole-school literacy program.

With the commencement of the Australian Curriculum in 2014, all staff from the core subject areas have participated in external and school-based professional learning to ensure comprehensive understanding of new syllabus documents and to create new and engaging teaching programs. Staff have completed facilitator training, online modules and attended workshops offered by KLA associations to develop knowledge in this area.

Student welfare remained a focus with a range of professional learning accessed centred on supporting student needs. These include courses focused on differentiation, Formative Behaviour Assessment and PBL, hearing impaired students in the classroom and Accidental Counsellor Training.

Opportunities to further develop ICT and 21st Century learning skills included regular sessions with a core group of staff to support the implementation of the year 7 iPad program. This included investigating applications and software to compliment the use of technology in the classroom to better enhance the learning outcomes of students. A model of sharing and peer coaching was established to support teacher professional learning.

Other areas targeted for TPL in 2013 included network meetings and training to meet the needs of VET courses, Aboriginal Education, Board of Studies processes and documentation, behaviour management, New Scheme Teachers, KLA specific courses, Head Teacher Networking and Senior Executive Conferences.

Parent, student, and teacher satisfaction

- In 2013 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 and experiences provided.
- Communication with parents is perceived as requiring improvement especially when welfare/discipline scenarios occur.
- The P&C has a committed core group of participants, however continues to be poorly attended and supported.
- 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 remain a school priority.
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.

Mr David Harris  Principal
Mr Charles Dwyer  Deputy Principal
Mrs Amanda Cameron  School Administrative Manager
Mr Daniel West  Head Teacher Secondary Studies
Ms Kristine Pizarro  Head Teacher Mathematics
Mrs Sue Cunningham  Head Teacher English
Ms Tonia Edwards  Head Teacher Science
Mr Rowan Woods  P&C President
Mrs Joy Russell  Aboriginal Education Officer
Mrs Jane Hill  Visual Arts Teacher

Student Leadership Team

School contact information

Forbes High School
18 Wyndham Ave (PO Box 532)
FORBES NSW 2871
Fax: 02 6851 1071  Ph: 02 6852 2666
Email: forbes-h.school@det.nsw.edu.au
Web: www.forbes-h.schools.nsw.edu.au
School Code: 8194

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: