Our school at a glance

Students
Forbes High School (FHS) had an enrolment of 406 students in 2011 including 73 Aboriginal students and 28 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
The staff at FHS is a dynamic and motivated team providing a wide range of educational opportunities and experiences for all students. The staffing entitlement for 2011 was 41.9 teachers and 12.4 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), additional School Learning Support Officers (SLSO’s) and a Youth Worker.

All staff at FHS worked collaboratively throughout 2011 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 2011 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:

- Introduction of a SENTRAL server which is an online web based piece of software. Access to this allowed 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. Further modules will be accessed in 2012.

- Student welfare initiatives were supported by the employment of a School Chaplain under the National School Chaplaincy Program. Further programs included a focus on cyber-bullying, resilience, relationships, stress management, mental stillness and sensibility. Further FHS was involved in a regional project ReSOLVE which focused on the reduction of days lost to suspension.

- With an enrolment of over 25% Aboriginal students a number of programs supported these students including the Girri Girri Sports Academy, Wiradjuri Language Program, Re-Engage Me Program and the introduction of a targeted School Based Traineeship.

- Positive Behaviour for Learning (PBL) continued in 2011 with significant outcomes including a reduction in suspension rates, 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 implemented with year 10 and 11 tutors undertaking training at TAFE and then used to assist identified year 7 and 8 students during DEAR.

- Students once again excelled in the arena 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 completions 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 2011. This included parent information sessions, school visits and transition activities every Wednesday afternoon.

Student achievement in 2011
The following is a summary of key achievements obtained by students, staff and the FHS community incorporating academic, attendance,
and retention, post-school destination and student welfare data:

- 44 students completed their HSC in 2011 with only 1 student not satisfactorily completing their HSC. Of these 13 students (out of 13 applicants) received offers of early entry to university.
- 70% of students who completed their School Certificate Exams achieved a band 4 or above in English. In Science 50% of students achieved similar results. Further in the Computing Skills Exam, students achieved at or above SEG and state average.
- Year 7 male results were above SEG and state averages in the reading component of NAPLAN.
- Year 9 achievement was above the SEG average in the spelling, writing and reading component of NAPLAN.
- Year 8 performed at or above state average in all aspects of ESSA.
- Aboriginal attendance rates were above SEG and state average for 2011.
- 44% of students had no negative welfare referrals for 2011. Further there was a 10% reduction in negative referrals overall.
- Days lost to suspension were reduced by 5% and the number of short suspensions from semester 1 to semester 2 reduced by 50%.
- 95% of student’s accessed proactive welfare based programs throughout the year.

Messages

Principal’s Message

FHS offers a broad curriculum for all students. 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 gives all of our students 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.

In 2011, FHS students have achieved extremely well in external exams, national competitions and specific subject related regional events. Swimmers, athletes and a wide range of sporting teams have also competed on various stages with steely resolve and determination. In the Creative and Performing Arts, FHS has excelled with many quality performances receiving high recognition. The additions in 2011 collectively of a Language Laboratory, Commercial Kitchen, School Gym, and upgrades to Science Laboratories and outside sporting facilities have further strengthened student access to first class facilities. With this in mind, why would you send your children anywhere else for their education?

Quality education always involves parents and staff working together as a genuine partnership in enhancing educational issues for the common good of the students at FHS. Community involvement is essential and a vital ingredient to this process is the school P&C. Whilst the P&C remains active it still remains under represented and needs greater participation for it to be a true guide of parent views. Looking forward, without doubt this body needs additional active members and a re-defined role if it is to make a credible input into the decision making process.

In 2011, Andrew Smart from the English staff sadly passed away and his loss was felt by all here at FHS. As well, Mr Lindsay Masters, Mathematics Head Teacher retired and the collective contribution to all aspects of school life by these two staff members have been valued by generations of students at our school.

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, Principal

P & C Message

After four years as President this will be my last year. My daughter has completed her time at FHS and I believe that the president should have a
student at the school. The P&C is a place to learn more about what is going on at the school and is the forum for parents to voice concerns or opinions to members of staff.

Our P&C has once again struggled all year for numbers but those that do attend are very faithful. Thank you to those parents and staff that attend the meetings.

This year we have had new fundraising ideas put forward, such as a Junior Dance and a Debutante Ball. We are hoping that the Junior Dance will be an event for 2012. The two Deb Balls for 2011 have raised around $4500. A huge thank you must go to Anita Morrison and Kathy Morrison who have worked tirelessly to put these events together. Thank you.

We are very fortunate to have a fantastic canteen that is part of our school community. For those that do not know, the profits from the canteen go back into the school and provide a high percentage of the funds that we use to provide resources for our students. Resources that we have been able to assist the school to provide include gym equipment, an incubator for the science department, textbooks for many departments, blinds for some classrooms stage curtains for the hall to name just a few.

I wish to thank Wendy West who has been Treasurer for many years; I have valued her support and the work that she does to get ready for every meeting.

Mrs Janelle Berger, President P&C

Student Representatives’ Message

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

In 2011 the SRC was committed to continuing the fundraising efforts of previous years supporting various charities and to organize a range of social events. Fundraising during 2011 focused on the Queensland Flood Appeal, Westmead Children’s Hospital and the Cancer Council through the Relay for Life. The SRC also helped out with the smooth running of ‘Movember’ Games which was a school based project aimed at raising funds in conjunction with the national Movember campaign. Members of the SRC also helped with the selling of Legacy badges and attended monthly meetings concerning the youth of Forbes. Overall, 2011 provided SRC members with a wide range of leadership opportunities.

Taylah Hemming, Senior Student Leadership Team

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 approximately 406 students enrolled at FHS in February 2011. The overall enrolment declined due to a range of factors within the local Forbes community and other wider external issues that all rural high schools are experiencing. The gender balance was 50/50 with 203 female and male students.
Mean attendance for 2011 was lower than 2012 and was equal with the regional mean attendance. There are a number of reasons for this decline, many of which were beyond the control of the school. Among these flooding caused a number of families to be unable to access school. We also had a number of already identified non-attenders transition from primary school to year 7 in 2011.

To improve overall attendance in 2012 in keeping with the targets noted in the School Management Plan, a number of strategies have been implemented. These strategies include:

- Trial of an SMS alert system for year 8 absentee.
- Greater liaison with both the ASLO and HSLO refining referral techniques.
- Interviews between Deputy Principal, HT Attendance, parents and students identified as ‘at risk’ for attendance, resulting in school based personalized attendance plans being implemented.
- Re-initiating the Re-Engage Me (REM) program as ‘Keep on Track’ with a more rigorous program pattern.
- Liaising with Centrecare to target students for the ‘Links 2 Learning’ program.

Our target for 2012 is to improve attendance to higher than the Regional Mean.
Management of non-attendance

In 2011, a number of strategies were used to improve the attendance of students at FHS. Year Advisors were given time during the morning DEAR period to contact parents of students with poor attendance. The AEO was also available for contact during this time. The instatement of an Aboriginal School Liaison Officer in addition to the Home School Liaison Officer enabled more families to be monitored for attendance outside the norm in 2011.

Two Police Liaison Officers made their presence more obvious in the middle of the year with visits to the school on an informal basis to mix with students in the playground.

A number of students were appointed to the case load of both the ASLO and HSLO for closer monitoring of habitual non-attendance.

With the introduction of SENTRAL as a means of monitoring student attendance at morning roll call, the ability for class room teachers of periods 1 and 2 to check for truancy from class was improved. This allowed earlier contact with parents should a student be missing from class.

As a result of the implementation of SENTRAL plans were proposed for 2012 to have online attendance checks during each period of the day. This, along with the potential for SMS messages to the parents of absent students on a daily basis will enable further enhancement of parent-school communication with relation to absenteeism.

Structure of classes

The structure of classes at FHS is dependent on year level and also the key learning area. In Year 7 classes are formulated based on discussions and recommendations from the STLA, year advisor and Year 6 teachers from our partner schools. Students in Years 8-10 are streamed according to ability. This ability is once again determined by discussion with parents, STLA, test results and faculty based assessment policy and procedure. The composition of classes in Stage 6 is entirely dependent on subject selection. Students in Year 10 and 11 are advised by experienced faculty Head Teachers, classroom teachers and the Careers Advisor.

FHS also had four support unit classes catering for students with IO, IM, ED and MC sign offs.

Retention to Year 12

Forty four students attempted the HSC in 2011. This represented a 52% retention rate by the students from Forbes High who completed the School Certificate in 2009. This is slightly below the SEG and State average as depicted below.

![Retention to Year 12 (SC to HSC)]

<table>
<thead>
<tr>
<th>Retention to Year 12</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>40.5</td>
<td>48.7</td>
<td>51.3</td>
<td>54.2</td>
<td>52.2</td>
</tr>
<tr>
<td>SEG</td>
<td>49.4</td>
<td>56.0</td>
<td>54.7</td>
<td>48.4</td>
<td>55.3</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>

Post-school destinations

Forty four (44) students attempted the HSC in 2011, one of whom did not satisfactorily complete the HSC. Of these, thirteen (13) (out of 13 applicants) received offers of enrolment at University through the Universities Admission Centre and through Principals Recommendation Early Entry Programs, prior to receiving their HSC results. Four (4) 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 eleven (11) students have taken up full time or part time work, with a number undertaking apprenticeships / traineeships that involve further study at TAFE or similar.

One (1) student has returned to secondary schooling, either repeating the HSC or completing the HSC by pathways.
Five (5) 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). TVET classes usually take place on Wednesdays which allows students to complete these courses when classes are not timetabled at school.

A Trade Training Centre has been constructed for Hospitality, with a fully operational Commercial Kitchen being completed during 2011. This will ensure students have access to the latest, Industry-standard facilities at FHS.

**Year 12 students attaining HSC or equivalent vocational education qualifications**

Sixty one per cent (27) 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 27 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.

Based on the staffing entitlement at the commencement of the 2011 school year FHS had 41.9 teaching positions and 12.4 non-teaching positions. This included 4 specialist teachers in the support unit and 1 STLA. The non-teaching staff represented School Administration Officers (SAOs), School Learning Support Officers (SLSOs), General Assistant, Farm Assistant, Aboriginal Education Officer and School Administration Manager.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>24.6</td>
</tr>
<tr>
<td>Teacher Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Multi-Categorical</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.4</td>
</tr>
<tr>
<td>Total</td>
<td>54.3</td>
</tr>
</tbody>
</table>

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

Four staff (14%) of the school workforce are from an Aboriginal background.

**Staff retention**

The staffing entitlement decreased in 2011 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>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
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<tr>
<td>Postgraduate</td>
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</tbody>
</table>
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:</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>350173.52</td>
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<tr>
<td>Tied funds</td>
<td>463349.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>145308.32</td>
</tr>
<tr>
<td>Interest</td>
<td>22603.17</td>
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<tr>
<td>Trust receipts</td>
<td>30784.49</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1292581.61</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>79067.60</td>
</tr>
<tr>
<td>Excursions</td>
<td>49889.25</td>
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<tr>
<td>Extracurricular dissections</td>
<td>42831.22</td>
</tr>
<tr>
<td>Library</td>
<td>3145.18</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>459452.18</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>79148.84</td>
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<tr>
<td>Administration &amp; office</td>
<td>85499.83</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>112687.88</td>
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<td>Maintenance</td>
<td>19195.37</td>
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<td>Trust accounts</td>
<td>25810.57</td>
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<tr>
<td>Capital programs</td>
<td>6227.27</td>
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<tr>
<td>Total expenditure</td>
<td>962955.19</td>
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<tr>
<td>Balance carried forward</td>
<td>329626.42</td>
</tr>
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</table>

A full copy of the school’s 2011 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 2011

Achievements

Creative and Performing Arts

The depth of talent and commitment from our creative arts students in all years is remarkable. The student’s passion for creative arts subjects is growing with each year and the Art rooms are always alive and brimming with eager students.

Congratulations to FHS student Jessica Crawford who achieved first Place in the 2011 Cowra Regional Gallery Youth Art Awards and Exhibition.

Over 100 students from across the Central West in years 10, 11 and 12 entered works into the Awards at the Cowra Regional Art Gallery. FHS students have won the top Honours for the seventh year in a row.

Jessica took out the Year 12 Award for her stunning Digital Photographic Work titled “I’m in love with my sins. Concert series” a series of 5 still digital images; painstakingly manipulated and printed on canvas to create a fascinating montage representing the trials and triumphant experiences of concert culture.

Jessica is now studying Primary Teaching at Charles Sturt University in Bathurst. Congratulations to all the other students who entered the Awards. The Cowra Gallery must be congratulated on hosting the Awards and giving students an exceptional venue to exhibit and show their work.

FHS students entered local, regional and National Visual Arts Competitions in 2011. Paige Churchill (Year 11) was a finalist in the Moran Photographic Prize Secondary School category.

Paige also won the Regional Award for her entry in the Harmony Day Poster Design. Darcie Morrison (Year 10) a runner up, was also recognised for her entry. Both students travelled to Sydney with their families to receive their awards and were treated to afternoon tea at Parliament House with other students from across the state. This year’s theme ‘Making our World a Better place’ was also made that little bit more special by Jackson Staines, Jamie Hughston, Shannon Rath, Jordan Watts, Samuel Smith and Rebecca Roach (Year 8 students) who received a
Certificate of Participation for their design entries in the competition as well.

Paintings by Olivia Inwood (Year 10) and a sculptural work by Liam Whitfield (Year 9) and Bianca Tanswell (Year 10) were selected for ‘Ivisualise’ the Central West Regional Showcase for exceptional Visual Arts Work by secondary students. The Exhibition was hosted at the Coonamble Regional Gallery.

Codie Smith (Year 10) was accepted for inclusion in a National Photographic Publication to be produced at the end of this year.

In 2011 the FHS Dance Troupe successfully auditioned for the Schools Spectacular with 12 students representing the school at this major event in November as well as giving a variety of local and regional performances.

**Sport**

FHS has again excelled in the sporting arena in 2011. Once again our athletes have participated in a wide range of endeavors 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 who make this possible through the use of facilities and equipment.

In 2011 FHS participated in the following CHS Knockout: basketball, cricket, soccer, netball rugby league/union, lawn bowls, netball, squash and touch. This provided students with an opportunity to participate in team sports against surrounding schools and test themselves in state wide competitions.

Four of our students performed particularly well in their chosen sports and were selected to represent NSW Combined High Schools. Congratulations to Tim Prior and Cooper Lyneham who represented in Ruby Union as well as Laura Herbert and Jessica Pascoe for Athletics.

Our students excelled in individual sports and we would specifically like to congratulate the following students for representing Western Region:

- Tim Prior (union)
- Carly Morrison (touch)
- Jordan Coles (union)
- Darcie Morrison (touch & cross-country)
- Cooper Lyneham (union & athletics)
- Jessica Pascoe (athletics & cross country)
- Bryce Hazell (union)
- Dylan Robb (athletics)
- Caitlyn Byrne (tennis)
- Codie Smith (cross-country)
- Jarrod Andrews (lawn bowls)
- Eliza Woods (cross-country)
- Mitchell Andrews (lawn bowls)
- Sam Williams (league)
- Jarrod Nicholson (lawn bowls & cricket)
- Tyler Smith (athletics)
- Laura Herbert (athletics)

After much deliberation we were able to announce our 2011 Sports Persons of the Year. The accolades were awarded to Cooper Lyneham and Jessica Pascoe. This was based on their representation at school, regional and state level.
Academic

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.

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

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

Literacy – NAPLAN Year 7

Overall, students’ results were well below state average but were above Western region average in Spelling, Grammar & Punctuation, Writing and equal to region in Reading in Bands 7-9.

Girls were equal to the regional average in Reading and Grammar & Punctuation but significantly above in Spelling.

Boys were above regional average in Spelling.

Boys and girls were significantly below state averages in all areas. This has highlighted a need to focus on reading and writing in particular.

Aboriginal students in Year 7 showed a downward trend in Reading, but were above the state and regional aboriginal cohort and were significantly above these groups in Spelling and Grammar & Punctuation. Again results highlight a need to focus on Reading.
Numeracy – NAPLAN Year 7

NAPLAN results in Year 7 were well below state average and indicate that 63.7% of our students are in the 6-7 band range while only 10.1% are in the top two bands.

Literacy – NAPLAN Year 9

NAPLAN results in Year 9 showed an overall consistency of results with those from 2008-11, particularly in the top three bands.

In 2011 results in Spelling, Writing and Reading were above region average in bands 8-10 but still significantly lower than the State average. Grammar & Punctuation performances were on par with region averages.

Girls were significantly below the state average in all areas.
Boys performances were also below the state average but showed significant growth from the 2010 cohort in Reading and Spelling.

Year 9 Aboriginal students were significantly below state and regional averages in both Reading and Grammar & Punctuation, and slightly below state but above regional averages in Spelling.

**Numeracy – NAPLAN Year 9**

Year 9 NAPLAN Numeracy results were significantly lower than State average but above region in the 8-10 Band range. There is a need to improve middle to lower ability students Numeracy as only 29.3% of students are placed in the top 3 bands.

**Progress in literacy**

Focus areas in both Years 7 and 9 for 2012 will be to improve performance in the areas of Writing, Reading and Grammar & Punctuation. Targeted lessons each week will be implemented to address these areas, while specific Literacy lessons will be timetabled for Year 7.

**Progress in numeracy**

Focus for 2012 will 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.
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 student achievement in the higher performance bands in English with over 70% of students achieving a Band 4 or above. Over 50% of students achieved similarly in Science. Comparisons with region and state averages have also improved.
Value added data indicates considerable improvement in Science and Computer Skills. Comparisons with the school and SSG averages for growth over the last four years also indicate improvement in relative growth.

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

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.2</td>
</tr>
<tr>
<td>Writing</td>
<td>82.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>78.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.6</td>
</tr>
<tr>
<td>Writing</td>
<td>64.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>79.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.4</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal Education in 2011 saw an expansion of programs and opportunities for Aboriginal students at FHS. Significant achievements included:

- Improved Aboriginal attendance that was above local SEG and state averages
- Increased Aboriginal SRC representation
- Sophie Le’Strange, the school captain, Dux of Year 12 was also awarded a prestigious North Parkes Mines Indigenous Scholarship
- Increased number of Aboriginal students accessed scholarships and other targeted university programs.

Significant 2011 programs and initiatives for Aboriginal students and their families included:

- Continuation of the Wiradjuri language program in stage 4.
- Highly successful Aboriginal Education Forums with students, parents, staff and community representation
- The introduction of a 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
- Introduction of 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 and celebration of National Sorry Day
- A refinement and development of Personalised Learning Plans for all Aboriginal students
- Involvement and development of the Girri Girri Sports Academy and the Re-Engage Me Program.

There was also a significant focus on appropriate staff training including all staff completing Cultural Awareness Training and a small group of staff completing the 8 Ways of Learning Master Class. It is intended that all staff in 2012 will complete the Eight Ways Learning course. 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.

Girri Girri Sports Academy

The Girri Girri Sports Academy continued to be a very successful program. This year resulted in improved developments in literacy and numeracy with the purchase of resources and a focus on ICT and careers which helped maintain attendance rates and build upon personal skills. 2011 also saw the introduction of Literacy and Numeracy work booklets to help shape theoretical lessons and place an emphasis on the importance of literacy and numeracy in all school programs.

The Academy members must meet contractual agreements including attendance at school, positive behaviour and require attending two periods a week for theoretical and practical lessons. The academy encourages student’s participation and representation in all facets of school life. Academy members support culture and leadership within school and have an opportunity to gain qualifications through vocational and outdoor education courses.

Students also had the opportunity to mentor and coach their peers in traditional Indigenous Games at NAIDOC Day celebrations as well as during Orientation days for prospective Year 7 students. Peer teaching of all sports was another focus, giving the academy members the skills and self-confidence needed when coaching at school or within the community.

A four day camp at the National Centre of Indigenous Excellence in Redfern saw Academy
members participate in surf lessons, beach awareness, beach games, a Harbour cruise with a cultural awareness focus and a talent identification session with the Greater Western Sydney AFL club.

A two night camp along the Lachlan River gave students the chance to learn about how the river system works, what traditional uses were for the river and concluded with students completing workbooks to gain a statement of attainment in Conservation and Land Management.

RE-Engage Me (REM)

The REM program continued in 2011 with the program being modified in many ways to accommodate the needs of participants. Trimester One saw a group selected and students participated in a range of activities including literacy and numeracy lessons, ‘Links to Learning’ program and the use of other outside agencies to promote the advantages of school life and to look at alternatives for learning styles.

In Trimester Two a staffing change saw the program refocus on students from years 7-10. Students were chosen through consultation with Head Teachers and were withdrawn from two classes a fortnight to work specifically on literacy and numeracy. The use of the interactive whiteboards and new technology enhanced student engagement, and the low student to teacher ratio strengthened the achievement of successful student outcomes.

In 2011 the program has continued to build on the efforts of 2010 with mixed results. The combination of a regular teacher working with these students and the use of local agencies in 2012 should enhance the program and produce the results that this program deserves.

Norta Norta Tutoring – Year 11 & 12

In 2011, the Norta Norta program continues to provide targeted support for senior Aboriginal and Torres Strait Islander students to assist with student achievement. The focus of this program is to provide learning assistance in the form of tutorial support for students specifically in the key areas of literacy and numeracy. There were 12 students who took part in the program.

Through the implementation of this program there have been increased levels of engagement and participation by these students. The tutors are able to create a safe learning environment and help the students develop and sustain self-belief. By the completion of the program in 2011, not only were there a significant drop in the number of academic warning letters being sent home, but through the tutoring, the tutors and students were able to work together in a positive manner, to help the students achieve their goals. These goals are set out and articulated in each individual student’s personalised learning plan (PLP).

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) has been implemented at FHS over the last five years. PBL encourages students to become active participants in their learning and to strive to achieve to the best of their ability. We have four values which we expect all students to display with regards to all facets of school life. 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 has been supported by the data collected on the Register of Individual Student Contacts (RISC). The RISC data for 2011 identified 175 students with only positive behaviour entries for the year which equates to 45% of the school population. The data has also highlighted a significant reduction of negative behaviour referrals and suspension rates from Semester 1 to Semester 2.

PBL is 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, ‘Purple Day’ and a major reward excursion. The major reward excursion went to Canberra where students participated in a session of ice skating and toured the facilities of the Australian Institute of Sport. Approximately 90 students were able to take advantage of this great experience which served to reinforce the benefits of PBL across the school setting.

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 throughout 2011.

Other programs
Student Chaplaincy Program
Throughout 2011 a Youth Worker was employed under the National Student Chaplaincy Program. The Youth Worker was employed four days per week and acted as an advocate for young people at FHS. They advocated for young people in a range of ways including 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: playground walks with the women’s health nurse (once a week) and police youth liaison officers, represented school on community committees eg: Forbes/Parkes Youth Action Group, Forbes Youth Week Team.

The Youth Worker also engaged with a series of local agencies and organisations including:

- Forbes Community Health – Women’s Health Nurse, Social Worker/Counsellor, Psychologist
- OCTEC – Youth Connections and Disability Employment Services
- Centacare – Youth Workers, Accommodation Support Workers, Partnership Broker
- Cannabis Clinic
- Adolescent Mental Health
- Forbes Shire Council
- Central West Community College
- TAFE – Western
- Police – Youth Liaison Officer, Crime Prevention Officer, Schools Liaison Officer
- Yoorana Gunya
- Red Cross

Throughout 2011 the Youth Worker had formal contact with approximately 50 young people. This contact focused on one or two sessions to work out issues arising, but the majority of students have been seen on a more regular basis over a longer period of time, usually for two or more weeks, with many having regular weekly appointments that span over a number of months.

The following numbers of young people have also accessed the Youth Worker via delivery of the following programs:
5 – Father Chris Riley VC program
28 – Mental Stillness
18 – SenseAbility
14 – Lifeline Peer Skills
5 – Jemalong Aged Care Facility Volunteering
12 – Kick Start/Youth Options

Therefore approximately 50% of young people at FHS had some form of ‘formal’ contact with the youth worker over the year.
Year 6-7 Transition

The transition process for students from partner primary schools to FHS was comprehensive over a number of months.

1. Visits to both major primary schools (to which small schools students were invited) were made early in Term 3 2011. The students were shown a power point display outlining the transition process as well as the expectations of Forbes High. The students were exposed to the High School dancers & speakers including the Year 7 Advisor Mr Summerhayes, the Principal, Mr Harris and Miss Townend on PBL.

2. A parent/Student information evening was held in early Term 3. A range of speakers outlined a range of issues at FHS and the transition process was explained in depth to the parents who also enjoyed hot snacks.

3. A number of sessions were held on Wednesday afternoon for partner school students to experience mini-lessons in a range of subjects. This program lasted several weeks.

4. An Orientation day was held in early December where
   - Students received an orientation pack and parents heard a range of speakers talking on a number of issues
   - They were regaled with song and dance after which the students undertook a range of orientation day activities (including a BBQ lunch).

TAFE Accredited Peer Tutoring

In 2011, once again, the Peer Tutor Reading Program was a great success, with 21 new tutors enrolling in the TAFE accredited course. Funding was sourced from businesses in Forbes. FHS relied on funding from community support to enable the program to continue.

Benefits for Tutors and Tutees

- Improved academic performance and social skills of tutors and tutees.
- Improved leadership skills for tutors.
- Tutors taking on more responsibility in the school eg confidentiality, role modelling and peer support.

This qualification formed a valuable part of the tutor’s resume. It demonstrates the tutor’s commitment, empathy, leadership, organisational and communication skills as well as their ability to assume and handle responsibility.

- Tutees gained self-esteem and confidence to answer questions in class.
- Become familiar with texts they will be using in class.
- Improve reading and comprehension skills.

Advantages to Tutors 2011 Evaluations

- 93% of tutors agreed that tutoring was a positive experience
- 95% thought that they had been effective in assisting their tutees to develop literacy skills.
- 90% said they used the strategies in their own learning
- 95% said that they will continue to use the skills and strategies in their own studies

Advantages for Tutees 2011

- 94% of tutees believed they had improved their reading skills.
- 97% thought they could use the strategies in their subject in Year 8
- 90% of tutees said they had enjoyed the experience

In 2012 the school is planning to continue the program with greater emphasis on use of authentic texts from a broader range of subjects and involving greater peer support.
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.

Progress on 2011 targets

Target 1

Consolidate and extend Positive Behaviours for Learning (PBL)

PBL has become embedded in the culture of the school and has assisted in developing responsible behaviour across all school settings by promoting the four core values of being respectful, being responsible, doing your best and being honest. Through a consistent school based approach focusing on a system of rewards, modeling and explicit teaching in both playground settings and in the classroom, the following achievements have been made:

- The total number of suspensions has been reduced by 5% from 2010 to 2011. This has included a significant reduction of suspensions from semester 1 to semester 2 in 2011.
- There were 175 students with no negative referrals at year’s end which was a fantastic achievement. Total number of negative referrals from 2010 to 2011 decreased by 8%.
- There has been a significant increase in the number of positive rewards distributed to students throughout 2011. This has been due to the continuation of the weekly canteen voucher draws, the introduction of major prize term draws, PBL ‘Purple Day’ celebrations and positive behaviour focus weeks.

Target 2

Extend and consolidate the curriculum (including connected learning and G&T)

A key priority in 2011 was to extend and consolidate the curriculum offerings and school structure at Forbes High School. Within this a focus on connected/blended learning and catering for Gifted and Talented Students (GATS) were priorities. To achieve this the school undertook an ambitious agenda of school structure and culture reform including a return to semestrisation, new daily organisation including bell times, introduction of a new web based school management system SENTRAL, reviewing curriculum structures and offerings and an initial focus on quality teaching practices for staff. The following achievements were made:

- Increase by students represented in upper performance bands in HSC and SC results.
- There was an overall increase by staff accessing relevant teacher professional learning in 2011.
- A number of students accessed complimentary curriculum programs including i.Xtend and xSEL catering for GATS.
- Curriculum for stage 5 & 6 students were broadened to allow more choice and opportunity including access to alternate pathways including TAFE courses, TVET courses, industry/community based courses, work experience/placements and School Based Apprenticeships and Traineeships.
- Forbes High School at the conclusion of 2011, were successful in gaining funding under a Teacher Quality Project enabling the school to focus on quality teaching and professional learning.

Target 3

Closing the achievement gap for Aboriginal students

Closing the achievement gap for all Aboriginal students remained a priority for Forbes High School in 2011. The intended outcomes for Aboriginal Students focused on increasing retention rates, improving literacy and numeracy and increasing engagement. A number of
programs were employed across the school including Schools in Partnership (SiPs), Norta Norta Tutoring, Wiradjuri Languages, Girri Girri Sports Academy and a targeted School Based Traineeship for year 10 and 11 Aboriginal students. Based on the following targets, the following achievements were made:

- There was a 90% retention rate for Aboriginal students from stage 5-6 in 2011. The remaining 10% either gained full time apprenticeships or exited to gain further qualifications at TAFE.
- 100% of Aboriginal year 12 students successfully completed their HSC in 2011. Further these students gained their first choice for post-school destinations.
- NAPLAN results for year 7 and 9 Aboriginal students, particularly males in 2011 highlighted the need for further development in all areas especially reading. Expected growth was not reached and Aboriginal student’s results were marginally below SEG and state averages.

**Target 4**

**Enhance Student achievement**

A core priority area for Forbes High School in 2011 was to enhance all aspects of student achievements. Through a viable and guaranteed curriculum and further access to educational experiences and opportunities this was achieved with some success. The key outcomes in this area were focused on post-school pathways, attendance, HSC results and NAPLAN results. A summary of key targets and achievements are below:

- 90% of year 12 students achieved their desired post-school destinations with 10% currently unknown. 100% of Aboriginal students achieved their desire post-school destination.
- Student performance in external testing represented continues to be of concern for ALL students represented and will be a key priority for the school in 2012 particularly NAPLAN.
- Student attendance rates overall remain below state average, however are comparable with the regional average. Aboriginal attendance however is at and in some cases above state and regional averages. Improving attendance will be a key priority for 2012.

**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 2011 our school carried out evaluations of the school structure and Literacy and Numeracy.

**Educational and management practice**

**School Structure**

**Background**

A trimesterised timetable had operated for some time at Forbes High School. This has resulted in the timetable requiring modification three times per year. This model also required three sets of reports coupled with recognition assemblies and a curriculum pattern geared towards thirteen week units of work. The timetable package had also outlived its useful life and was in need of change. A new senior executive team had been appointed to the school and identified this as an area for improvement.

**Findings and conclusions**

A consensus from staff indicated that the timetable and curriculum pattern used to accommodate this model had become obsolete and required modification. Evaluation of data indicated that:

- Timetabling changes were excessive
- Administration regarding assessment and reporting directed towards three trimesters were seen as excessive and onerous
- Trimesters did not fit neatly into the a four term year structure
- Mandatory cover of specific curriculum areas eg Geography and History were being compromised.

**Future directions**

To strengthen school structures, curriculum implementation and improve administrative efficiencies, it was decided to introduce from
2012, a semesterised timetable structure which would better fit student and staff needs and more seamlessly enhance the introduction of the National Curriculum from 2014 onwards. To assist with this change considerable professional learning would be provided at faculty level to adjust programs and more effectively dovetail with a semesterised timetable model.

**Curriculum**

**Literacy and Numeracy**

**Background**

Analysis of current NAPLAN data, coupled with historical data, identified considerable underperformance in Numeracy and Literacy by FHS students.

**Findings and conclusions**

Student and parent responses universally value the importance of literacy and numeracy in enhancing engagement and establishing the foundations for lifelong learning. Areas identified for improving future learning and teaching practises include:

- A need to focus on reading and writing across the curriculum with an emphasis on grammar and punctuation
- Strengthening the focus on literacy and numeracy in Year 8 as value added data between Years 7 and 9 remain an ongoing concern
- The establishment of a cross faculty literacy team. Whilst all staff feel it is their responsibility, the profile and focus of literacy needs strengthening
- The performance of aboriginal students in bottom bands in Literacy and Numeracy outnumber whole cohort percentages.

**Future directions**

- Introduce specific literacy and numeracy classes into elective lines in years 7 and 8
- Lift the literacy profile by establishing a cross faculty literacy team
- Continue to release staff to develop literacy and numeracy concepts
- SIP funding to support identified aboriginal students with specific needs

- Numeracy and Literacy TPL and programs to focus on the integration of literacy and numeracy into all KLA’s
- Purchase of Read Me Online and Mathletics resources to enhance engagement and strengthen delivery strategies

**Parent, student, and teacher satisfaction**

In 2011 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 not and 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.

**Professional learning**

Teacher professional learning in 2011 focused on both DEC and school priority areas. These included Literacy and Numeracy, Aboriginal Education, Positive Behaviour for Learning, Leadership and Curriculum Development. All staff participated in the update of their Emergency Care credentials and received opportunities to further develop their Technology skills in the areas that included Moodle and the implementation of SENTRAL as the school underwent a changeover to online roll marking and timetabling.

A group of staff had the opportunity to attend the Hawker-Brownlow Conference to develop leadership, skills in differentiating classroom learning and diversification of curriculum assessment skills. To further enhance leadership and broaden the spectrum of versatility amongst
staff, a number of staff have been supported in furthering their education with post-graduate studies. Additionally, the SASS and Support Unit staff participated in two days of Mental Health training in the last two Staff Development Days in 2011. This opportunity was also made available to the local primary school staff, further enhancing the links between schools in the Lachlan Valley Community of Schools.

Other areas of focus for 2011 Professional Learning included Vocational training and updating of VET credentials, PBL, Quality Teaching, Behaviour Management, Coaching Certification, Head Teacher Networking and Senior Executive Conferences. Several staff also participated in Higher School Certificate Marking to maintain and strengthen assessment practices across the school for Stage 6.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 – Literacy and Numeracy

Outcome for 2012–2014

- 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
- To move forward with fundamentals with a focus on bookwork presentation, completion of tasks, spelling lists and supervision.

2012 Targets to achieve this outcome include:

- To improve the percentage of Year 9 female students achieving in Band 8 or above in Reading from 39% in 2011 to 43% by 2012, 46% by 2013 and 50% by 2014.
- To increase the percentage of Year 9 students achieving in Band 8 or above in Writing from 29% in 2011, to 35% in 2012, 40% in 2013 and to 45% by 2014.
- To increase the current percentage of Year 7 students in Numeracy Band 7 or above from 35% in 2012 to 45% when examined by NAPLAN testing in Year 9, 2014.
- To increase the percentage of Year 9 aboriginal students achieving a NAPLAN Numeracy achievement above Band 8 from 0% in 2011 to 10% by 2014.

Strategies to achieve these targets include:

- Create an 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.
- Inclusion of explicit literacy and numeracy strategies embedded in Teaching and Learning
- Programs across all KLAs identifying literacy and numeracy strategies used.
- Establishment of a School Literacy Team with representatives from all KLAs
- TPL for all staff re literacy strategies to increase staff expertise with guidance from the DEC Literacy Consultant and school Literacy Team
- 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
- STLA to work in collaboration with classroom teachers to develop and implement strategies to target identified literacy/numeracy needs

School priority 2 – Student Engagement and Attainment

Outcome for 2012–2014
• 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.

2012 Targets to achieve this outcome include:
• Increased overall attendance from 86% in 2011 by 0.5% p.a. to 87.5% by December 2014.
• Decrease by 5% referral rates and days lost to suspension by 2014.
• Increase retention rates for Years 7 to 12 from 44% in 2011 by 2% pa to 50% by 2014.
• Increase the distribution of positive rewards for classroom engagement by 5% each year (2012-2014).
• Increase explicit programming of G&T, numeracy, literacy, aboriginal education and ICT strategies in all KLA teaching programs by 2014.

Strategies to achieve these targets include:
• Strengthen attendance plan with early intervention strategies including the introduction of SMS and promote through explicit rewards positive values associated with regular attendance.
• 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 behaviour.
• Promote a guaranteed and viable curriculum in all faculty areas to meet learning needs of all students (GAT, numeracy, literacy, aboriginal perspectives, ICT).
• Creation of the Mid-Lachlan Valley Community of Schools (Forbes HS and Parkes HS) including combined SDD.

• Explore and implement a range of strategies to support the New School Leaving Age ensuring post-school success for all students.
• 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

Outcome for 2012–2014
• Increased proportion of Aboriginal students 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.

2012 Targets to achieve this outcome include:
• Improve overall aboriginal attendance from 80% in 2011 by 0.5% p.a. to 81.5% by December 2014.
• Ensure that 100% of aboriginal students and special needs students have a PLP and ILP which is reviewed annually for currency in 2012, 2013 and 2014.
• Decrease the number of Aboriginal students appearing in the bottom two bands of Year 9 NAPLAN Reading Tests from 67% in 2011 (8 students), by 5.6% each year of the plan so that by 2014, the figure will diminish to 50%.
• Ensure that at least 90% of students identified as having significant learning needs are engaged, have access to support and are improving between IEP and Reappraisal and Review Meetings.

Strategies to achieve these targets include:
• Using Sentral to gather information and maintain record of students LST support and 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 and extension of the Re-Engage Me Program (REM) and the increased use of outside agencies to support targeted students.
- Targeted PL for all staff exploring various teaching and learning strategies targeted for ATSI students including the 8 Ways of Learning and where appropriate cultural awareness training.
- Introduction and continuation of specific literacy/numeracy programs and other opportunities for Aboriginal students including the Norta Norta tutoring programs.
- 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 2012–2014

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

2012 Targets to achieve this outcome include:

- TARS and EARS meetings scheduled for all staff 3 times per year in 2012 as a forum to raise awareness about SLCF and role requirements. 100% of staff in 2012 have an individualised learning plan as a component of this.
- 100% of executive have clearly defined role statements published by end of term 1, 2012 and operational document that articulates their role in the SMP by end of Term 2 2012.
- Staff surveys distributed and results conveyed outlining effectiveness of executive at Forbes HS by Term 4, 2012.
- Succession planning to commence that identifies areas of need for 2012, 2013 and 2014.
- Professional Development explicitly aligned with SMP priorities and targets.

Strategies to achieve these targets include:

- Review and implement EARS and TARS policy.
- Negotiate clear role statements for all key personnel in the school including executive staff, year advisors, girls/boys advisor, SASS staff and role of committees.
- Identify CRT’s suitable for Leadership P/L.
- Staff supported by a suite of P/L 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.

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
Ms Stacey Kelly  Deputy Principal
Mr Charles Dwyer  Deputy Principal
Mrs Amanda Cameron  School Administration Manager
Mr Daniel West  Head Teacher PDHPE
Mr Kristine Pizarro  
Mrs Sue Cunningham  
Ms Tonia Edwards  
Mr Frank Ward  
Ms Sarah Hughes  
Mr Duncan Sharpe  
Mrs Janelle Berger  
Mrs Joy Russell  

Head Teacher Maths  
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Head Teacher Special Education  
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: