

# Forsyth State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Forsyth State School has continued to maintain consistently high standards in reading, writing and numeracy when compared to the state mean in National (NAPLAN) and standardised tests. As a school, we are continuing to work towards every child reaching their full potential and for those students who are already achieving highly; we are encouraging and supporting them to aim even higher! This year we have continued to use valuable learning tools including 'Spelling Mastery' and the mental maths programs 'JEMMs and EMMs'. These tools are further developing teaching and learning practices, challenging the students, consolidating and enhancing their learning. We have continued to offer the Active After School Communities Program engaging the students in two afternoons of sporting activities each week.

### School progress towards its goals in 2014

The following are the goals listed in the 2014 AIP and subsequent results:

- 100% of students above National Minimum Standards in NAPLAN testing in Numeracy and Literacy – Achieved
- 100% of students at or above Australian National Average in NAPLAN – Achieved
- 100% of prep students reading at the Regional Expectation by the end of the school year - Achieved
- Maintain enrolment numbers - Achieved
- Maintain overall parent satisfaction in the Upper Quartile – Achieved
- Maintain staff Satisfaction in the Upper Quartile - Achieved.

### Future outlook

The priorities outlined in the schools AIP for 2015 are as follows:

- To continue to improve teaching through refining explicit teaching practices, refining the use of Foundational Learning programs and coaching and feedback;
- To effectively implement and refine the use of the Australian Curriculum in English, Mathematics, Science, History and Geography, using teaching and learning tools provided by C2C resources;
- To continue to further improve literacy standards for students with a particular focus on teaching comprehension using CARS as a learning tool to support and monitor student progress;
- To continue to improve mathematical problem-solving skills, using mental mathematical thinking processes,
- To continue to develop processes for accountability, by tracking student progress in Mathematics, English, Science, History and Geography, using OneSchool applications and National Curriculum Scope and Sequencing Documents.
- To continue to connect parents and caregivers with their children's learning.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	6	3	3	100%
2013	12	5	7	90%
2014	8	4	4	100%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

#### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	6	12	4
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Our distinctive curriculum offerings at Forsayth State School are:

- In year 6 and 7 we offer Japanese through the Cairns School of Distance Education.
- In years 4 to 7 we offer Educational UNIFY Project opportunities in conjunction with the Brisbane School of Distance Education.
- Every student has an Individualised Learning Plan that targets their individual needs. These plans maximise the students' learning, talents and future opportunities ensuring that they reach their full potential.
- We have a School Environmental Management Plan where students, staff and the wider community focus on reducing our carbon footprint. Some of our projects include: organic gardening, water management and soil rehabilitation.

### Extra curricula activities

The extra curricula activities offered at our school include:

- An Active After School Care Communities Program, engaging students in two afternoons of sport each week.
- Opportunities to individually and collectively participate in local shows, eisteddfods and shire events.
- Opportunities to participate in sporting events and school excursions with other students from similar schools in our cluster

### How Information and Communication Technologies are used to assist learning

Information and communication technologies are used in a variety of ways to assist and enhance learning across all curriculum areas.

There are a number of software applications in the school that develop and enhance learning in literacy and numeracy. Typing software is also used to develop skills in this area. Subject specific software is used to engage and motivate learners in learning areas such as Literacy, Numeracy, Science and History. Microsoft software is used to develop literacy skills in a number of formats including MS Word, MS Publisher and PowerPoint. Drawing and animation programs are used to develop skills in visual art. The internet is used to access subject specific content, to research information for major projects, to communicate in the form of emails and to facilitate the participation in online learning activities both independently and through the Schools of Distance Education.

## Social Climate

A Pastoral Care program is offered through Scripture Union, in the form of a Chaplain who travels to the school once a week. The chaplain offers teaching and learning support to all students and staff.

The Corporate Data Warehouse provides the following information:

The 2014 school opinion survey had the following results:

- 100% of parents believe that Forsayth State School is a good school.
- 100% of parents would recommend Forsayth State School to others.
- 100% of parents are satisfied that the teachers at Forsayth State School are interested in their child's wellbeing.
- 100% of parents are satisfied that Forsayth State School provides them with useful feedback about their child's progress.
- 100% of parents are satisfied that student behaviour is well managed at Forsayth State School.
- 100% of students believe that this is a good school.
- 100% of students would recommend this school to others.
- 100% of students believe their teachers care about them
- 100% of students believe that student behaviour is well managed at this school.
- 100% of staff believe Forsayth State School is a good school.
- 100% of staff would recommend this school to others.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	80%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	DW	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	67%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

At Forsyth State School we believe that it is vital to facilitate and maintain active involvement of parents and wider community members in the students' education. Parents are actively involved in their child's learning through a variety of measures.

- Parents attend monthly Parents and Citizens meetings where they are encouraged to volunteer their support in maintaining school grounds, participate in extra-curricular activities and get involved in fundraising projects.
- Parents are kept up-to-date with key school documents such as the Annual Implementation Plan and the school's Charter of Expectations.
- Financial transparency is enhanced by ensuring that parents are involved in the decision making processes around grant applications, budgeting priorities and expenditure at the school.
- Monthly newsletters, an up-to-date website, parent-teacher interviews held once a semester and regular contact ensure a positive, successful partnership between the school, parents and the wider community.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2014, Forsyth State School continued to work with a School Environment Management Plan in an effort to reduce our environmental footprint. We have continued to use 2-dial water timers that allow us to water the school grounds during the night. In addition, we have continued to use a compost bin, for food scraps and shredded paper, which provides organic fertiliser for our school vegetable garden. Also, we have used old cardboard boxes to mulch the gardens as a measure to reduce our waste to landfill.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	14,784	204
2012-2013	14,760	995
2013-2014	18,483	76

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

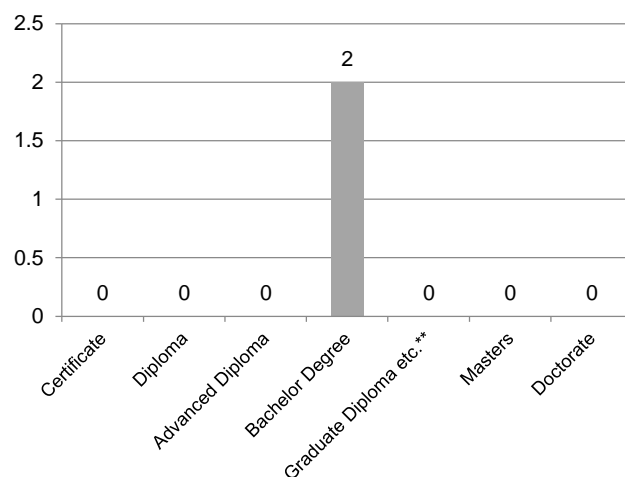
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time equivalents	2	1	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$4188.87

The major professional development initiatives are as follows:

- Improving skills and strategies for explicitly teaching comprehension and other literacy capabilities
- Developing and enhancing teacher knowledge and capabilities around key Foundational Learning Programs like Jolly Phonics
- Ensuring effective implementation of the Australian Curriculum, particularly in Geography, and preparation for the implementation of Health and Physical Education, Economics and Business and Civics and Citizenship
- QSIL training around 'More Support for Students with Disabilities'.
- Using OneSchool applications to record and track student achievement.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	99%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	92%

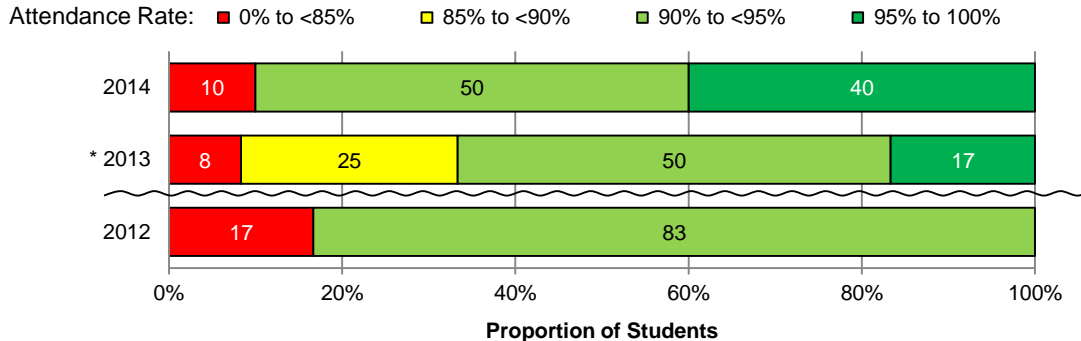
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012		93%	DW		DW	DW						
2013	DW	DW	DW	DW	DW	DW	DW					
2014	92%	DW	96%	DW	DW		DW					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Forsayth is situated in a rural and remote location. When families have to travel to a major centre they generally stay for an extended visit and take their children with them. When students are in this situation, the parents contact the school and advise the length of absence. The teacher then prepares work for the length of time the student is absent. When students are in town they do not miss school unless they are very unwell.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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