



Forsayth State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

At Forsyth State School our school motto is “Achieving Together” to gain the best educational outcomes for every student. We are a small remote co-educational school that allows the curriculum focus to be on individual learning programs. This allows for individual students to progress along the continuum at their own developmental pace. There is a strong emphasis on early learning particularly in the areas of literacy and numeracy. Technology is also emphasized and is integrated across the various learning areas. Each student is provided with their own laptop. The school enjoys strong community support and is organized across a number of community events each year, e.g . ANZAC Day and “Forsyth Turnout”.

School progress towards its goals in 2018

The key priorities outlined in the school’s AIP for 2018 were as follows:

1. Improving reading comprehension

- Implement a whole school Reading program that is collaboratively developed with the Savannah Cluster
- Provide professional development for all staff in the teaching of reading, phonics and grammar **Achieved**

Target – 100% students achieving FNQ Reading Benchmarks at the end of 2018

Working towards

2. Numeracy

- Implement a whole school numeracy program delivered explicitly
- Upskill staff with explicit instruction in the teaching of mathematics
- Use C2C materials and Australian Curriculum Achievement Standards and Content Descriptors to ensure teaching and learning aligns with National Curriculum Standards and expectations

Target - 100% of students achieving success of 'C' grade or higher by the end of 2018.

2. Refining and embedding data based decision making

- Develop teachers’ and teacher aides’ data literacy skills to monitor students’ learning, identifying gaps in learning and monitoring growth and improvement

Target - 100% of teaching staff attend staff meetings to discuss student data and the use of this data to inform future teaching.

Achieved

3. Improving Writing

- Daily explicit modelling and practise of writing strategies using Sequence of Content descriptors
- Use data-based evidence to track student improvement and support further areas for growth

Target – 100% of students show improvement in writing

Achieved

Future outlook

Our Explicit Improvement Agenda for 2019 is reading.

Improvement Priority 1. Reading

Strategy:	Building staff capability: Using designated funds from I4S to access training for all staff in spelling, punctuation, comprehension, phonics and grammar. Attend related reading Professional Development seminars. Survey at staff meetings.
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Actions

Embed an improvement culture through regular explicit English skills practice for reading, writing, spelling and comprehension attainment into the weekly classroom timetable for all students in P-6. Utilize C2C spelling texts and Soundwaves units. Exercise promptings at Staff Meetings.

Strategy: Timetabling half an hour daily for focused guided reading sessions to increase comprehension.

Actions

Regular enforced silent, choral and guided explicit reading instruction, employing Miaow word lists for vocabulary acquisition and range of understanding across the KLA'S during weekly instruction. Purchase and utilize English Literacy texts.

Strategy: Use data collection and analysis of reading testing to monitor student progress and inform teaching strategies

Actions

Ongoing professional discussions at staff meetings to ensure that reading penetrates across the K.L.A's... For required support and guidance, lease with Savannah cluster personnel, particularly G.O., Speech Pathologist and Patal /Claw input. Staff to visit schools in the region when possible. Knowledge of colour coded L.O.A. needed.



James Nugent
Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	7	6	9
Girls	4	3	4
Boys	3	3	5
Indigenous	1	1	
Enrolment continuity (Feb. – Nov.)	70%	100%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The students at Forsyth State School live within the township, with parents either employed in Forsyth or Georgetown which is 40kms away. Being in a remote area, the students and parents are often called upon to travel extensive distances to access extra-curricular activities, medical and dental appointments, collect older siblings from boarding school and to visit extended families.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	7	5	9
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings at Forsyth State School consists of:

- Japanese studies for Year 5 and 6 through the Cairns School of Distance Education.
- A multi-age classroom that caters for all students and targets their individual needs. This style of curriculum delivery maximises the students' learning, talents and future opportunities ensuring that they reach their full potential.
- A remote Kindergarten program
- Include external agencies and cluster add ons and use of individual computers

Co-curricular activities

- The extra curricula activities offered at our school include:
- 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 the Savannah Cluster
- Art, dance and cultural activities organised through the Savannah Cluster to address and acknowledge diversity in all students' learning

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. Each student has their own laptop which is utilised through all KLAs. There are a number of software applications in the school that develop and enhance learning in literacy and numeracy. 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 Excel, MS Publisher and PowerPoint. Digital programs are used as an adjunct to teaching 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 School of Distance Education.

Social climate

Overview

Forsyth State School is situated in a community that values education and actively promotes attendance at school. The students' links to the community through extended family sees the school enjoying a very positive and well-positioned place within this small remote community. Parents are usually present at the school each morning and afternoon and the whole community will often respond to any call for help when required.

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 is also active in most aspects of our community events and has developed good relationships with all families and community members. He offers support to all students, staff and members of the outer community. The Director of Nursing at the local Hospital and staff from The Royal Flying doctors Service also provide Health and Wellbeing programs to students in the school every fortnight.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%		75%
• this is a good school (S2035)	100%		100%
• their child likes being at this school* (S2001)	100%		100%
• their child feels safe at this school* (S2002)	100%		100%
• their child's learning needs are being met at this school* (S2003)	100%		75%
• their child is making good progress at this school* (S2004)	100%		75%
• teachers at this school expect their child to do his or her best* (S2005)	100%		100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%		100%
• teachers at this school motivate their child to learn* (S2007)	100%		100%
• teachers at this school treat students fairly* (S2008)	100%		75%
• they can talk to their child's teachers about their concerns* (S2009)	100%		100%
• this school works with them to support their child's learning* (S2010)	100%		100%
• this school takes parents' opinions seriously* (S2011)	100%		100%
• student behaviour is well managed at this school* (S2012)	100%		75%
• this school looks for ways to improve* (S2013)	100%		100%
• this school is well maintained* (S2014)	100%		100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW		DW
• they like being at their school* (S2036)	DW		DW
• they feel safe at their school* (S2037)	DW		DW
• their teachers motivate them to learn* (S2038)	DW		DW
• their teachers expect them to do their best* (S2039)	DW		DW
• their teachers provide them with useful feedback about their school work* (S2040)	DW		DW
• teachers treat students fairly at their school* (S2041)	DW		DW
• they can talk to their teachers about their concerns* (S2042)	DW		DW
• their school takes students' opinions seriously* (S2043)	DW		DW
• student behaviour is well managed at their school* (S2044)	DW		DW
• their school looks for ways to improve* (S2045)	DW		DW
• their school is well maintained* (S2046)	DW		DW
• their school gives them opportunities to do interesting things* (S2047)	DW		DW

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	DW
• they feel that their school is a safe place in which to work (S2070)	100%	100%	DW
• they receive useful feedback about their work at their school (S2071)	100%	100%	DW
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	DW
• students are treated fairly at their school (S2073)	100%	100%	DW
• student behaviour is well managed at their school (S2074)	100%	100%	DW
• staff are well supported at their school (S2075)	83%	100%	DW
• their school takes staff opinions seriously (S2076)	83%	100%	DW
• their school looks for ways to improve (S2077)	100%	100%	DW
• their school is well maintained (S2078)	100%	100%	DW
• their school gives them opportunities to do interesting things (S2079)	100%	100%	DW

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

- 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 the school grounds, participate in extra-curricular activities and get involved in fundraising projects.
- Parents are kept up-to-date with key school documents.
- 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

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The school has a weekly focus based on our school expectations that is modelled, discussed and referred to daily. Demonstrating respectful behaviours to self, others and the environment and knowing how and when to apologise is a core value that underpins all teaching and learning interactions.

At Forsyth State School, we have a young chaplain that visits once a week. He runs weekly team building activities where pre and post discussions and feedback are paramount to enhancing students' understanding of personal safety and awareness and the development of knowledge and skills to resolve conflict without violence, to recognize when they do not feel safe and who to go to for help.

In addition, in partnership with the local health centre, we have fortnightly health and wellbeing sessions delivered by the Director of Nursing from the local hospital or the Royal Flying Doctor's Service staff, which are highly valued by students, staff and family members. The most recent program focusing on promoting healthy relationships by understanding and being aware of others' feelings.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	9,568	14,772	10,142
Water (kL)	889	685	721

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

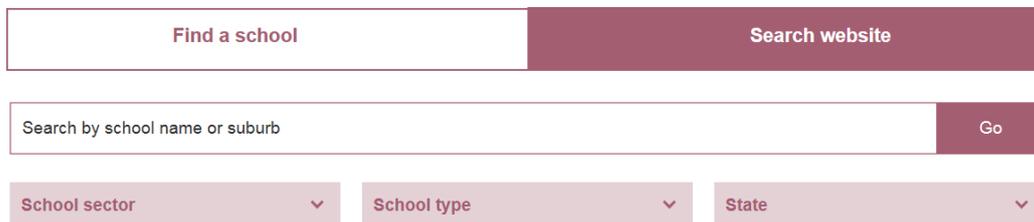
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4880.76

The major professional development initiatives are as follows:

- Teaching Reading Series
- Moderation
- Mandatory Induction
- Accessing the AC through Digital Guides

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 0% of staff were retained by the school for the entire 2018.

100% in teacher change over.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	89%
Attendance rate for Indigenous** students at this school	DW	DW	

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

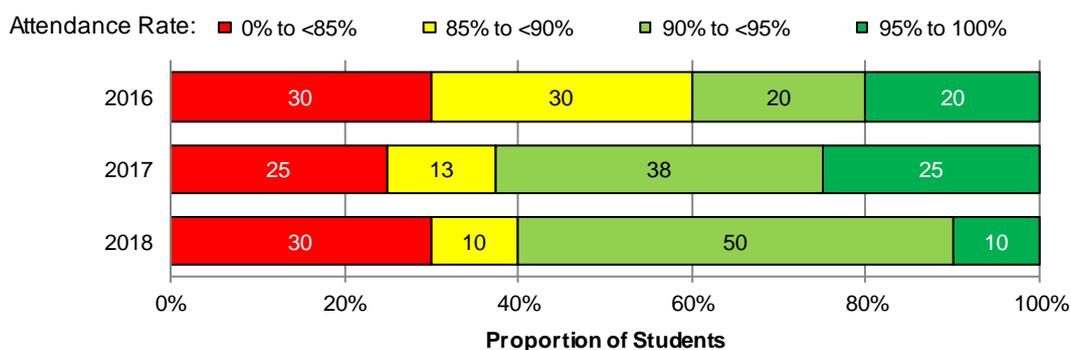
Year level	2016	2017	2018
Prep	DW	DW	93%
Year 1	87%		DW
Year 2		94%	
Year 3	93%		89%
Year 4	DW	86%	DW
Year 5	DW		88%
Year 6	DW	DW	

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

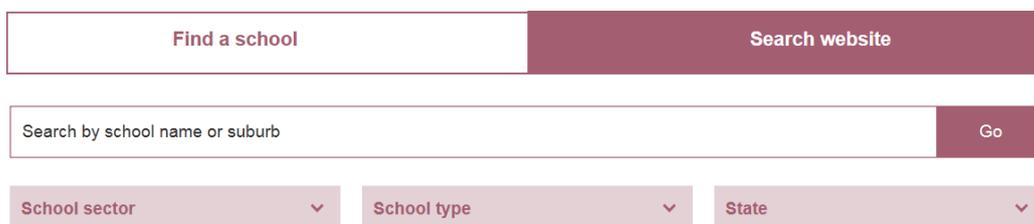
Teachers are legally required to mark rolls twice a day at as per audit requirements. Teachers record **student attendance and parent contacts on One School** and follow up **unexplained absences** or patterns of absence with the parent/carer. Teachers are required to record this information/conversation as **contact on One School (OS)**.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.