

Forsyth State School

Queensland State School Reporting

2015 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 'Words Their Way' 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 host, or travel to, visiting artists, musicians and sport and cultural specialists to further enhance the learning opportunities for students in a remote area.

School progress towards its goals in 2015:

- 100% of students in Year 3 and 5 are achieving above NMS in NAPLAN testing – achieved
- Increase of percentage of students in NAPLAN reading upper two bands – ongoing - expected in 2016
- 100% of students to achieve regional reading benchmarks by end of 2015 – 90% achieved

Future outlook

The priorities outlined in the school's AIP for 2016 are as follows:

1. Improving teaching
 - Use of STARS and CARS program to explicitly teach comprehension strategies
 - Use of Guided Reading program for each student to monitor comprehension strategies taught
 - Implementation of the Words Their Way spelling program
 - Target – 100% of students are reading at or above regional PM/Probe levels
2. Refining and embedding data based decision making
 - Interrogation of relevant reading, writing, spelling and numeracy data to inform future teaching
 - Development of teachers' and teacher aides' data literacy skills to monitor and identify gaps in learning
 - Development of a culture of professionals actively learning with and from each other for continuous improvement of teaching and learning
 - Target - 100% of teaching staff attend staff meetings to discuss student data and the use of this data to inform future teaching.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 12 | 5 | 7 | 2 | 90% |
| 2014 | 8 | 4 | 4 | 2 | 100% |
| 2015 | 11 | 5 | 6 | 2 | 91% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The students at Forsayth State School live within the township. Of the eleven students enrolled at the beginning of the year, only one student left the community in the middle of Term 3. 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 and visit extended families.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | 12 | 4 | 6 |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 0 | 0 | 0 |

| | | | |
|---------------------------------|---|---|---|
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings at Forsayth State School are:

- In year 6 and 7 we offer Japanese through the Cairns School of Distance Education.
- A multi-age classroom caters for all students that targets their individual needs. This style of curriculum delivery maximises the students' learning, talents and future opportunities ensuring that they reach their full potential.

Extra curricula 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 our cluster
- Art, dance and cultural activities organised through the cluster to address and acknowledge diversity in all students' learning

How Information and Communication Technologies are used to improve 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 Schools of Distance Education.

Social Climate

Forsayth 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 needed.

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.

Parent, student and staff satisfaction with the school

| Performance measure | 2013 | 2014 | 2015 |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] 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% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| 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) | 100% | 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 | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 100% | 100% | DW |
| they like being at their school (S2036) | 100% | 100% | DW |
| they feel safe at their school (S2037) | 100% | 100% | DW |
| their teachers motivate them to learn (S2038) | 100% | 100% | DW |
| their teachers expect them to do their best (S2039) | 100% | 100% | DW |
| their teachers provide them with useful feedback about their school work (S2040) | 100% | 100% | DW |
| teachers treat students fairly at their school (S2041) | 100% | 100% | DW |
| they can talk to their teachers about their concerns (S2042) | 100% | 100% | DW |
| their school takes students' opinions seriously (S2043) | 100% | 100% | DW |
| student behaviour is well managed at their school (S2044) | 100% | 100% | DW |
| their school looks for ways to improve (S2045) | 100% | 100% | DW |
| their school is well maintained (S2046) | 100% | 100% | DW |
| their school gives them opportunities to do interesting things (S2047) | 100% | 100% | DW |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2013 | 2014 | 2015 |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| staff are well supported at their school (S2075) | 100% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 100% |

[#] '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.

Reducing the school's environmental footprint

In 2015, the upgrade of air conditioning units in the school saw a reduction of electricity. This reduction was further enhanced by the minimization of the number of air conditioners running when the space was not utilized. The increase in water consumption was a direct result of being "drought declared" and the need to retain some of our trees and plants. Watering was kept to a minimum and only done according to the water restrictions allocated by the local council.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 14,760 | 995 |
| 2013-2014 | 18,483 | 76 |
| 2014-2015 | 15,468 | 767 |

*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.

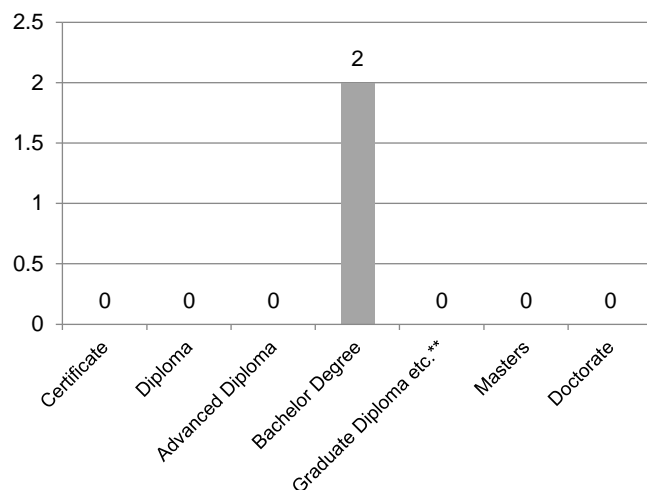
Our staff profile

Staff composition, including Indigenous staff

| 2015 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 |
| Total | 2 |



*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 2015 were \$8227.75.

The major professional development initiatives are as follows:

- Teacher and teacher aide – Watching Others Work – attendance at other schools
- PAT data analysis
- Principals' Conference
- First Aid training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 99% | 99% | 98% |

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 2015 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

GO

Sector:

- Government
- Non-government

SEARCH

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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 | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90% | 92% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 95% | 98% | 96% |

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | 89% | DW | DW | DW | DW | DW | DW | DW | | | | | |
| 2014 | | 92% | DW | 96% | DW | DW | | DW | | | | | |

Student attendance rate for each year level (shown as a percentage)

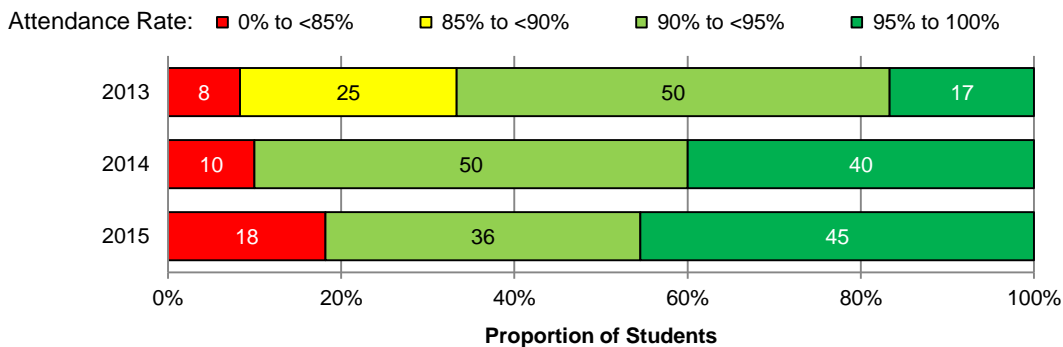
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2015 | 96% | | 88% | DW | DW | DW | DW | | | | | | |

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Forsyth 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/>.

To access our NAPLAN results, 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.