	Postal address	Third Street Forsayth 4871
	Phone	(07) 4062 5378
	Fax	(07) 4062 5351
	Email	the.principal@forsaythss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Department's Right to Information site.
'Achieving Together'	Contact Person	Hailey Eastwood

Principal's foreword

Introduction

Forsayth State School has continued to maintain consistently high standards in reading, writing and numeracy when compared to the state mean in National (NAPLAN) and State (QCAT) 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 invested in 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 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. In addition to this program, we have been able to offer mosaics and gardening, as extra-curricular activities, supported by generous and talented community members.

This year, Forsayth State School and the Forsayth community have continued to follow our school motto of 'Achieving Together'.

School progress towards its goals in 2011

The following are the goals listed in the 2011 AOP and subsequent results:

100% of students above National Minimum Standards – Achieved

100% of students not requiring additional support in Year 2 – Achieved

Maintain enrolment numbers - Achieved

Overall parent satisfaction is equal to or above State mean – Achieved

Maintain staff morale equal to or above state mean - Achieved

Future outlook

The priorities outlined in the schools AIP for 2012 are as follows:

To effectively implement the Australian Curriculum, using teaching and learning tools provided by C2C resources,

To continue to further improve literacy standards for students with a particular focus on spelling and comprehension,

To improve mathematical problem-solving skills, using mental mathematical thinking processes,

To continue to develop processes for accountability, by tracking student progress in numeracy, literacy and science, using OneSchool applications.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
7	4	3	71%

Characteristics of the student body:

The majority of students at Forsayth State School are from a rural background. The main industries in which the families are involved include cattle, tourism and civil service. The families are a combination of long term residents, going back four generations and recent arrivals. The students are generally from a Christian European background.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	8
Year 4 – Year 10	
Year 11 – Year 12	
All Classes	8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

At Forsayth State School we follow the Australian Curriculum for English, Mathematics and Science. We use the Queensland Essential Learnings to inform teaching and learning for all other Key Learning Areas.

In year 6 and 7 we offer Japanese through the Cairns School of Distance Education.

In years 4 to 7 we offer Educational Booster 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.

Mosaics classes run by community members.

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 is learning areas such as science and SOSE. Microsoft software is used to develop literacy skills in a number of formats including word, publisher and power point. 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 Christian religion program is taught by a Scripture Union Chaplain when he travels to the school. The scripture union chaplain is at the school for one full day each fortnight.

The Corporate Data Warehouse 2011 provides the following information:

The 2011 school opinion survey had the following results

80% of parents believed their children were safe at school

100% of students were satisfied that they were treated fairly at school

80% of parents were satisfied that their children were treated fairly at school

75% of students were satisfied with behaviour and discipline

60% of parents were satisfied with behaviour and discipline

100% of students were happy to go to this school

Parent, student and teacher satisfaction with the school

Positive school survey results from parents, staff and students would indicate high satisfaction levels from

each of these groups. In the triennial school review the school's aim was to have 100% of students not

requiring additional support for each area of the year 2 net and achieving National yr 3, 5 and 7 reading

benchmarks. This has been consistently achieved. A second aim was to have 80% of parents satisfied the students were getting a good education at school. This has also been consistently achieved.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	DW
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	57%
Percentage of staff members satisfied with morale in the school	100%

DW – Data withheld

Involving parents in their child's education

At Forsayth 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.

Firstly, parents attend monthly Parents and Citizens meetings where they are encouraged to volunteer their support in maintaining school grounds participate in extra-curricula 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 2011, Forsayth State School developed a School Environment Management Plan whereby we defined some projects that would reduce our environmental footprint. Firstly, we have introduced 2-dial water timers that allow us to water the school grounds during the night. Secondly, we have introduced a compost bin and used old cardboard boxes to mulch the gardens as a measure to reduce our waste to landfill. Thirdly, we have rehabilitated some flower beds by planting native trees.

Environmental footprint indicators, 2010-2011

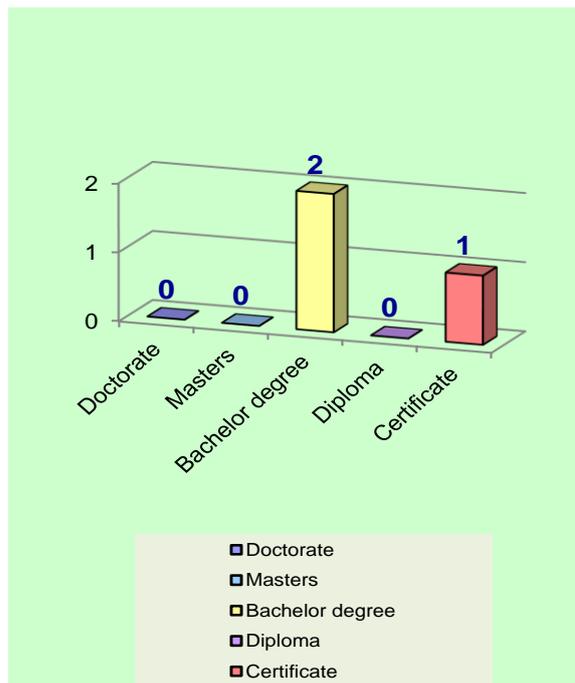|	Electricity KwH	Water KL
2011	14,440	771
2010	13,946	0
% change 10 - 11	4%	N/A

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	2	1	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	1

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $6954.

The major professional development initiatives are as follows:

Developing skills for explicitly teaching comprehension and other literacy capabilities.

Strategies for developing mental mathematical and problem solving skills

Developing teaching and learning skills and strategies to be used when working scientifically

Ensuring effective implementation of the Australian Curriculum

Using OneSchool applications to record and track student achievement

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 33% of staff was retained by the school for the entire 2011 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
☐ Non-government

SEARCH

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 web page.

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
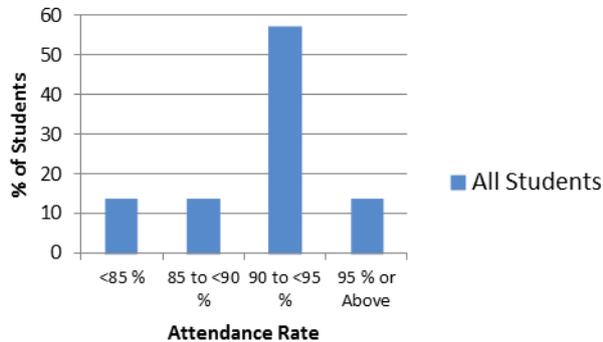
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
86 %	90 %		96 %	94 %							

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 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.
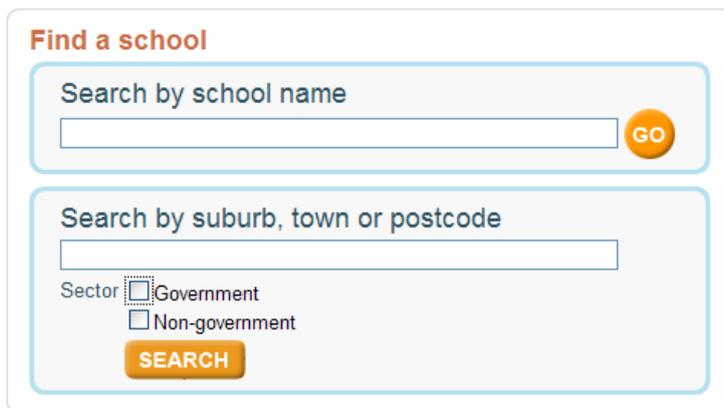
Forsayth is situated in a rural and remote location. When families travel to a major centre they generally stay for an extended visit and take their children with them. When students are in this situation, the parents contact the school and advise of the length of absence. The teacher prepares work for 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.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.