Forsayth State School (0523)
Queensland State School Reporting
2012 School Annual Report

'Achieving Together'

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 Queensland Government data website.
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 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. 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 2012

The following are the goals listed in the 2012 AOP 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 2013 are as follows:

To improve teaching through refining explicit teaching practices, refining the use of Foundational Learning programs and coaching and feedback;

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To effectively implement and refine the use of the Australian Curriculum in English, Mathematics, Science and History, 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 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 and History, using OneSchool applications.

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	9	6	3	70%
2011	7	4	3	63%
2012	6	3	3	100%

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

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.

Average Class sizes

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	10	8	4
Year 4 – Year 10			2
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2010	2011	2012
Short Suspensions - 1 to 5 days			
Long Suspensions - 6 to 20 days			
Exclusions			
Cancellations of Enrolment			

Curriculum offerings

At Forsayth State School we follow the Australian Curriculum for English, Mathematics, Science and History. 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.

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 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 2011 provides the following information:

The 2012 school opinion survey had the following results:

100% of parents believed their children were safe at school

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

100% of parents were satisfied that their children were treated fairly at school

67% of students were satisfied with behaviour and discipline

100% of parents were satisfied with behaviour and discipline

100% of students were happy to go to this school

Parent, student and staff satisfaction with the school

Positive school survey results from parents, staff and students would indicate high satisfaction levels from each of these groups.

Our school at a glance

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	80.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	DW
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%

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student behaviour is well managed at their school*	66.7%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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-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 2012, Forsayth 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.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	13,946	0
2010-2011	14,440	771
2011-2012	14,784	204

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Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time equivalents	1.5	1.1	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	0
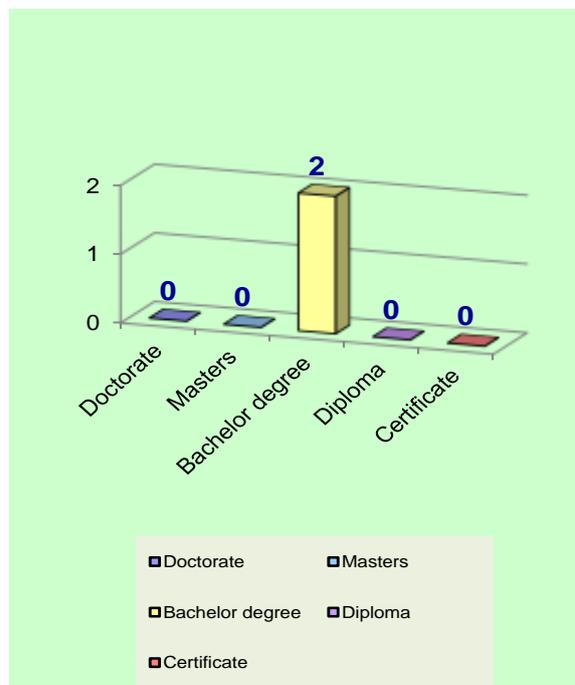
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $ 6615.94.

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

Developing teacher knowledge and capabilities around key Foundational Learning Programs like Jolly Phonics

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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	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	100%	99.7%	99.1%

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 2012 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.**

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.

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Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	83%	92%	90%

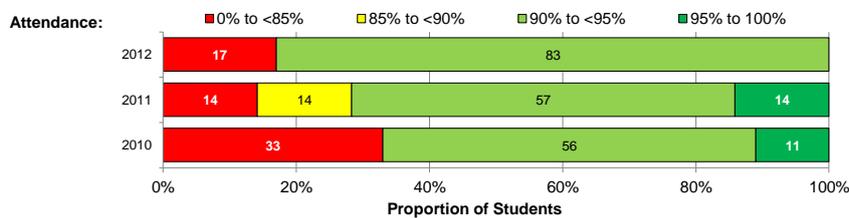The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010			83%	79%	DW	DW	DW					
2011	86%	DW		96%	94%							
2012		93%	DW		DW	DW						

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: ■ 0% to <85%   □ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2012	17		83	
2011	14	14	57	14
2010	33		56	11

Proportion of Students

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/.

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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.**

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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.