



Forsayth State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

At Forsyth State School our school motto is 'Achieving Together' and we aim to achieve 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 emphasised and is integrated across the various curriculum areas using an interactive whiteboard and an interactive television in the classroom. Each student has their own laptop and the school owns a Robotics kit and Bee Bots. The school enjoys strong community support and organises a number of community events each year.

Principal's Forward

Introduction

School Progress towards its goals in 2016

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 2016:

- 100% of students in Year 3 and 5 are achieving above NMS in NAPLAN testing
- Increase of percentage of students in NAPLAN reading upper two bands – 75% in 2016
- 100% of students to achieve regional reading benchmarks by end of 2016 – 90% achieved

Future Outlook

The priorities outlined in the school's AIP for 2017 are as follows:

1. Improving teaching
 - Use of STARS and CARS program to explicitly teach comprehension strategies
Target – 75% in U2B reading in 2018
 - Development of a Guided Writing program
Target – increase U2B writing from 33% in 2016 to 50% in 2018
2. Refining and embedding data based decision making
 - Development of 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.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	8	4	4	2	100%
2015*	11	5	6	2	91%
2016	7	4	3	1	70%

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 2016, 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

Overview

The students at Forsayth State School live within the township, with parents either employed in Forsayth 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, and to visit extended families.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	4	11	7
Year 4 – Year 7			
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings at Forsayth State School are:

- In year 5 and 6 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.

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 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 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

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 support to all students, staff and members of the outer community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/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%
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%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	DW	DW
they like being at their school* (S2036)	100%	DW	DW
they feel safe at their school* (S2037)	100%	DW	DW
their teachers motivate them to learn* (S2038)	100%	DW	DW
their teachers expect them to do their best* (S2039)	100%	DW	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	DW
teachers treat students fairly at their school* (S2041)	100%	DW	DW
they can talk to their teachers about their concerns* (S2042)	100%	DW	DW
their school takes students' opinions seriously* (S2043)	100%	DW	DW
student behaviour is well managed at their school* (S2044)	100%	DW	DW
their school looks for ways to improve* (S2045)	100%	DW	DW
their school is well maintained* (S2046)	100%	DW	DW
their school gives them opportunities to do interesting things* (S2047)	100%	DW	DW

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%
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%	83%
their school takes staff opinions seriously (S2076)	100%	100%	83%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	100%	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.

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 programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships with assistance from Tablelands Sexual Assault Service, the Director of Nursing at the local primary health centre and our local police officer. All programs are modelled on the protective behaviours used in the Daniel Morecombe Foundation's program "Keeping Kids Safe".

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

Environmental Footprint

Reducing the school's environmental footprint

In 2016, a conscious effort was made to reduce the number of air conditioners running when the space was not utilized. This effort has seen a reduction in the electricity usage for the school. 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	18,483	76
2014-2015	15,468	767
2015-2016	9,568	889

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.

School Funding

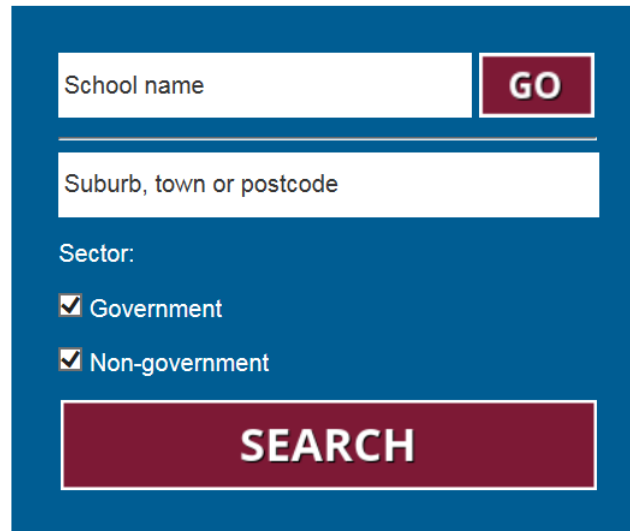


School income broken down by funding source

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 <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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	2	0
Full-time Equivalent	2	1	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$11,942.50

The major professional development initiatives are as follows:

- Principal's Regional Business meetings
- ACER Data workshop
- Fierce Conversations workshop
- QASSP conference
- First Aid training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	96%	DW

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

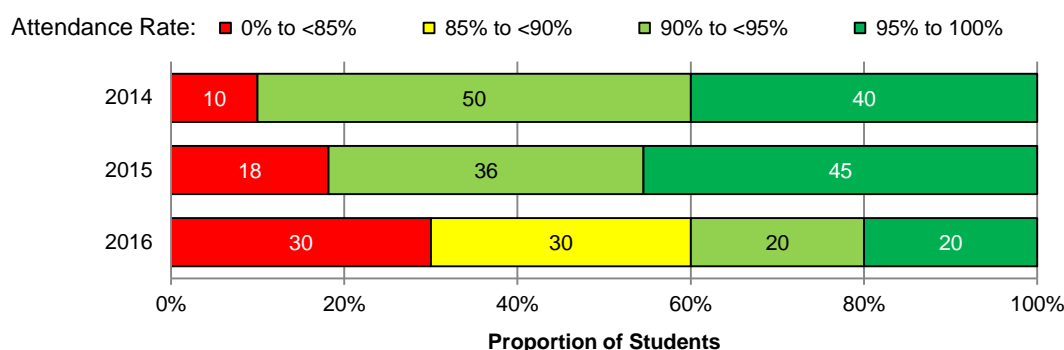
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		92%	DW	96%	DW	DW		DW					
2015	96%		88%	DW	DW	DW	DW						
2016	DW	87%		93%	DW	DW	DW						

*Attendance rates effectively count 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.

At Forsayth State School, roll marking is carried out twice a day – once in the morning and again in the afternoon. Parents usually notify the school before the absence occurs. On the rare occasion that a student is absent without notification there is a process in place whereby the administration officer or a teacher/teacher aide follows up with a phone call to a family member.

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.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'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.