Principal’s foreword

Introduction

Welcome to our 2011 “School Report Card”. The listed school achievements, future initiatives and student performance data contained in this report highlight the high quality academic and co-curricular programs that Forest Lake State School is renowned for. Our student achievements are a reflection of the high calibre of teaching on campus as well as the support and commitment to education that many Forest Lake families continually exhibit.

The benchmark for quality education continues to remain high as we collectively strive to develop quality learning programs across all year levels that engage all students in the process of learning not only for cognitive development but equally importantly, for self-enjoyment.

Please contact our school should you require further information regarding any aspects of this report.

Yours in quality education,

John Faragher
Principal

School progress towards its goals in 2011

In 2011 Forest Lake State School met 15 out of 15 NAPLAN performance goals by achieving student results that placed our students above National Mean Scores in all test areas in Years 3, 5 and 7. Over 34% of our years 3, 5 and 7 student cohorts achieved NAPLAN results in the highest two banding groups for their year level on a national scale.

Year 2 diagnostic test results indicated that over 92% of the year 2 student cohort was not identified for additional support in reading, writing and numeracy. This aligns closely with our key school performance target of delivering a highly effective early years literacy and numeracy teaching program.

Future outlook

Our Key Performance Strategies we are implementing in 2012 are as follows:

1. Implement the Australian National Curriculum (C2C) across all year levels
2. Continue to address the commendations and recommendations from the school’s Curriculum, Teaching and Learning Audit
3. Continue to improve the links between student achievement and the implications for our teaching and learning. Data informs practice.
4. Develop strategies to build upon current instructional supervision program and extend the collegial sharing of classroom practice and associated feedback loops.
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)
1004  473  531  95%

Characteristics of the student body:

Forest Lake State School is attended by students from 32 nations. The pre-dominant overseas nationalities are New Zealand, Vietnam and India. Indigenous students represent 2.6% of the student population. Because the school is enrolment managed, all students reside with the Forest Lake community. 104 students are engaged in special education support programs on campus.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>n/a</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>25</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

- All aspects of the teaching of reading and associated comprehension skills across all KLA’s are the lead school curriculum focus.
- Formative and summative assessment techniques in numeracy are varied, year level consistent and align directly with provided Australian Curriculum assessment instruments.
- Dedicated science learning spaces are established in all school sectors that are adequately resourced, and provide teachers with the necessary physical resources for hands-on experimentation, in small group and individual settings.
- All students in all year levels undertake specialised dance instruction for a minimum of 30 minutes per week under the direction of a school appointed specialist dance teacher.

Extra curricula activities

- Forest Lake State School offers opportunities for students to be involved in:
  - Inter and Intra-School Sports participation
  - Musicals and Drama Performances
  - Instrumental Music
  - Choirs
  - Dance Group Performances
  - Public Speaking
  - ICT Club
  - Inter School Chess Competition and
  - Academic Extension Activities.

How Information and Communication Technologies are used to assist learning

In 2012 the school has implemented digital tablet technology in classrooms based upon the eLearning needs of 21C “Digital Native” students that are benchmarked against Bloom’s Digital Taxonomy. The program will continue to rollout until 2014.
Our school at a glance

Social climate

The further embedding of our Pastoral Care Program (You Can Do It) into our school practices as well as providing Anti-Bullying education activities throughout the school to remind the school community of the key values that underpin this program has been a major 2011 initiative. Only 5.9% of parents were dissatisfied with the behaviour of students within the school and student discipline.

Parent, student and teacher satisfaction with the school

All 2011 staff, parent and student performance measures represented increases in satisfaction levels in excess of 5% for each area. In particular, Staff Morale and Access to Professional Development opportunities represented satisfaction improvements in excess of 15%.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>88%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents and the community are actively involved in school learning activities on a daily basis across all year levels. The school is well supported by a hard working Parents and Citizens Association with its many subcommittees as well as a School Council that consists of elected staff and parent representatives. The P&C plays a critical role in school revenue raising activities.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns. A major paper and green waste recycling program has been introduced for both staff and students. All energy usage practices have been audited and school facilities staff actively monitor and report wasteful practices involving use of electricity and water on campus. Solar electricity systems have been installed on several school buildings. Electricity usage has significantly dropped in the 2010-11 period.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>152,208</td>
<td>4,435</td>
</tr>
<tr>
<td>2010</td>
<td>268,112</td>
<td>3,699</td>
</tr>
</tbody>
</table>

% change 10 - 11: -43% 20%
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>78</td>
<td>39</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>64</td>
<td>23</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>51</td>
</tr>
<tr>
<td>Diploma</td>
<td>19</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $54589.

The major professional development initiatives are as follows:

- Use of individual distance travelled student performance data profiles in scheduled principal/teacher conversations re: student improvement and effectiveness of teaching program delivery.
- Identification of key pedagogical areas from C2C that will require targeted training.
- In Term 1 2012, peer to peer teacher observation and feedback of pedagogical practices to be introduced.
- Specialist coaching in student behaviour management strategies to be provided to all FLSS teachers in 2012 onwards.

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

Average staff attendance
Our staff profile

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 93% 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

Search by suburb, town or postcode
Sector: 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.
Performance of our students

Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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. All class rolls are marked twice per day electronically using OneSchool database. Families students who regularly arrive late or are absent without explanation are followed up through direct contact from school administrators. Students with ongoing unsatisfactory attendance patterns are referred either to the Department of Child Safety or Queensland Police Service for home follow up.

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

Search by school name

Search by suburb, town or postcode

Sector

Governement

Non-government

SEARCH

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.
Performance of our students

Achievement – Closing the Gap

All Closing the Gap student improvement targets were met or significantly improved upon in 2011. Year 3 Indigenous students improved NAPLAN Mean Scale Scores by 46.8% in Reading and 26.4% in numeracy in the 2009-11 period.