Forest Lake State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

At Forest Lake State School, 'Learning Knows No Boundaries', potential is maximised and positive partnerships developed. Our Prep to Year 7 and Special Education students receive high quality education preparing them to embrace their future. Our dynamic curriculum is based on the Essential Learnings from the key learning areas, with a strong emphasis on literacy and numeracy and is centred on active investigations integrating information and communication technology. Our physical activity program supports, promotes and improves students' skills. An important aim is to nurture a life-long appreciation of physical activity for good health and well-being. Our Music and Instrumental Program includes choirs and bands in addition to weekly music lessons from music specialist teachers. Senior students contribute actively by mentoring younger students as well as being involved in school and community activities. Every day at Forest Lake is challenging and enjoyable - a great place to learn!

School progress towards its goals in 2018

Our 2018 core priorities were improving student achievement in reading, attendance and implementing positive behaviour for learning.

Forest Lake State School has made significant gains in 2018 by implementing the following strategies

- Develop a consistent approach to the teaching of reading across the school
- Develop an explicit teaching framework to be implemented P-6.
- Refine the school assessment schedule to include timely and informative data collections which inform teaching and learning decision making
- Explore the implementation of learning sprints to improve student learning
- Develop a collegial framework
- Review and refine intervention strategies for at risk students
- Implement a continuum of inclusive practices to ensure every child reaches their potential
- Build teacher capacity to implement AC by focussing on English
- Track student attendance daily
- Embed AC Digital Technologies curriculum into teaching and learning
- Develop a whole school strategy to develop creative and critical thinking across the school
- Engage the Advancing Education agenda incorporating STEM priority areas
- Establish a PBL Team with representation from all stakeholders across the school
- Embed routines and school-wide practices for managing behaviour into common practice across the school

Future outlook

Forest Lake State School will continue to implement and embed the many successful strategies which have contributed to adding value to student achievement. The 2019 core priorities will continue to be reading, attendance and positive behaviour for learning. This will be achieved by continuing the strategies above with addition or enhancements below

- Develop a consistent approach to the teaching of reading across the school
- Develop an explicit pedagogical framework to be implemented P-6
- Embed the implementation of learning sprints to improve student learning
- Continue to develop a collegial framework
- Review and refine intervention strategies for at risk students

- Implement a continuum of inclusive practices to ensure every child reaches their potential
- Continue to build teacher capacity to implement Australian Curriculum by focussing on English
- Track student attendance daily
- Community engagement in attendance strategies aligned to PBL practices
- Case management of students not meeting attendance targets
- Embed Australian Curriculum: Technologies into teaching and learning
- Develop a whole school strategy to develop creative and critical thinking across the school
- Engage the Advancing Education agenda incorporating STEAM priority areas
- Continue to engage & build capacity of the PBL Team with representation from all stakeholders across the school.
- Embed routines and school-wide practices for managing behaviour into common practice across the school
- Building capacity within the staff to implement universal strategies for behaviour management
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Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	898	863	879
Girls	448	431	442
Boys	450	432	437
Indigenous	32	26	35
Enrolment continuity (Feb. – Nov.)	95%	93%	96%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The community reflects a diverse demographic with a majority of families having all adult family members in full or part time employment. There is a strong diversity within the community with approximately 23.3% of our student population having a language background other than English. Around 4.4% of our students are Indigenous. Students with a disability make up 4.2% of our school population. Cultural sensitivity, tolerance and celebration of diversity are features of the school community

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	21	23
Year 4 – Year 6	25	23	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum which was taught at Forest Lake State School in 2018 from Prep to Year 6. The Australian Curriculum subjects taught in each year level were English, Mathematics, Science, Geography and History.

ENGLISH – The English curriculum was taught via the C2C units, these units act as a starting point for curriculum planning and were adapted to meet our school context and student learning needs. All C2C assessment tasks were completed and moderated across year levels. Reading benchmarks were also completed in addition to the C2C assessments, with the results being in OneSchool.
In 2018 one of our school priorities was Reading. We began developing a whole school framework for the teaching of reading to build universal practices. A school wide set of reading strategies were reviewed, updated and implemented across all classes. The use of these will build a consistent language from Prep – Year 6. These reading strategies were explicitly taught to students during modelled, shared, independent and guided reading.

MATHEMATICS – The curriculum for Mathematics continued to be implemented through the C2C units written from the Australian Curriculum. Mathematical proficiencies were expected to be explicitly taught along with the content.
All C2C Mathematics units were resourced with the required hands-on material. All C2C assessment tasks were completed and moderated across year levels.

SCIENCE – The curriculum for Science was implemented through the C2C units written from the Australian Curriculum. All C2C assessment tasks were completed and moderated across year levels.

GEOGRAPHY – The curriculum for Geography was implemented through the C2C units written from the Australian Curriculum. All C2C assessment tasks were completed and moderated across year levels.

HISTORY - The curriculum for Geography was implemented through the C2C units written from the Australian Curriculum. All C2C assessment tasks were completed and moderated across year levels.

GENERAL CAPABILITIES – As part of all Australian Curriculum subjects, there is a continuing focus on developing within the students, seven General Capabilities.
The capabilities are:
• Literacy
• Numeracy
• Information and communication technology (ICT) competence
• Critical and creative thinking
• Ethical understanding
• Personal and social Capability
• Intercultural understanding

Throughout their schooling at Forest Lake State School, students will develop and use these capabilities in their learning across the curriculum, in co-curricular programs, and in their lives outside school.

Embedded within each of the Australian Curriculum subjects are three cross-curriculum priorities. Students will learn about Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's engagement with Asia, and Sustainability.

OTHER KEY LEARNING AREAS – In 2018, Forest Lake State School also offered students a variety of learning experiences in other Learning Areas: The Arts, HPE (Health and Physical Education) and Technology.
In 2019 at Forest Lake State School we had specialist teachers employed to teach LOTE (Japanese), Music, Dance, Physical Education, Health and Technology.

LANGUAGES OTHER THAN ENGLISH (LOTE) – At Forest Lake, students in Years 4, 5 and 6 learned Japanese in 2018. Students learned to communicate and comprehend the language and developed an understanding of the culture and Japanese people.

MUSIC – Students from Prep – Year 6 participated in Music lessons. The essential skills of the Music Program are aurally and visually identifying and responding to, singing and playing, reading and composing music.

The Physical Education component of the HPE learning area consisted of at least one half-hour lesson a week for Prep to Year 6.

Co-curricular activities

- Instrumental strings program for Years 3-6
- Instrumental Band program for Years 4-6
- Inter school and intra school sport for students in Years 5-6 through Regional Gala Days
- Senior & Junior Choirs
- Student Leadership Program and School Council
- Years 5 & 6 Camps
- Readers Cup challenge
- Maths Teams challenge
- Lunch time Gardening club

How information and communication technologies are used to assist learning

Substantial resources of over $90,000.00 have been invested at Forest Lake State School to maintain, replace and enhance the technology available to students over the last year. The staff and students of Forest Lake State School are actively involved in using ICTs every day in their classroom. All classrooms are equipped with electronic display screens. The whole school has wireless coverage, in 2018 an upgrade of the whole school wireless infrastructure was completed. All students have access to a Computer Lab in our Resource Centre and a laptop trolley containing 30 laptops. 28 iPads are also available for classes to access from the Resource Centre. Each class is allocated a class set of iPads based on their participation in our Forest Lake iPad Program, currently there are 244 student iPads distributed across the school. Our teachers and students also use other ICT devices such as digital microscopes, blue bots, bee bots, cameras, video cameras, drones and spheros to enhance the students learning experiences. The school's Makerspace has recently been renovated providing a designated space for students to engage in critical and creative thinking opportunities. A Digital Literacies Support Teacher is engaged to work with teachers at Forest Lake State School to model best practise for digital learning. There are currently 67 iPads assigned to staff members at Forest Lake State School. At Forest Lake State School we believe that ICTs are used as part of a suite of successful pedagogy strategies that enhance student engagement in 21st century learning. In 2018 we successfully staged Forest Lake Mini STEMs Learning Expos each term showcasing student's inquiry learning through the Technology curriculum, in 2019 the annual Forest Lake STEMs showcase will take place.

Social climate

Overview

Forest Lake State School has a reputation as a school of innovation and student support, particularly those who have a disability. More than 23% of the school population has English as a second language.

Forest Lake State School encourages students to resolve issues using the High Five strategy and celebrates the school motto "Learning Knows no Boundaries, every child experiencing accomplishment and success every day" as a foundation for students sense of self-belief.

The school has our mascot "Frankie" who supports our students to aim high in everything that they do. In line with this we have created our new school rules, be safe, be respectful and be a learner, which is the universal behaviour management system. We have established universal school routines to maintain the culture, support expectations and support the efficient running of the school. Significant branding within the school of the new initiatives has taken place.

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Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	96%	92%
• this is a good school (S2035)	96%	98%	96%
• their child likes being at this school* (S2001)	96%	95%	97%
• their child feels safe at this school* (S2002)	89%	97%	90%
• their child's learning needs are being met at this school* (S2003)	86%	92%	89%
• their child is making good progress at this school* (S2004)	89%	97%	87%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	88%
• teachers at this school motivate their child to learn* (S2007)	82%	97%	90%
• teachers at this school treat students fairly* (S2008)	78%	90%	92%
• they can talk to their child's teachers about their concerns* (S2009)	89%	93%	95%
• this school works with them to support their child's learning* (S2010)	93%	88%	94%
• this school takes parents' opinions seriously* (S2011)	77%	77%	85%
• student behaviour is well managed at this school* (S2012)	81%	77%	79%
• this school looks for ways to improve* (S2013)	89%	87%	92%
• this school is well maintained* (S2014)	93%	92%	94%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	93%
• they like being at their school* (S2036)	97%	92%	88%
• they feel safe at their school* (S2037)	95%	93%	87%
• their teachers motivate them to learn* (S2038)	98%	96%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	98%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	89%
• teachers treat students fairly at their school* (S2041)	89%	86%	90%
• they can talk to their teachers about their concerns* (S2042)	92%	85%	86%
• their school takes students' opinions seriously* (S2043)	91%	84%	87%
• student behaviour is well managed at their school* (S2044)	85%	78%	77%
• their school looks for ways to improve* (S2045)	97%	94%	91%
• their school is well maintained* (S2046)	94%	88%	90%
• their school gives them opportunities to do interesting things* (S2047)	95%	94%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	93%	88%
• they feel that their school is a safe place in which to work (S2070)	99%	94%	96%
• they receive useful feedback about their work at their school (S2071)	89%	70%	59%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	86%	89%
• students are encouraged to do their best at their school (S2072)	100%	99%	96%
• students are treated fairly at their school (S2073)	100%	93%	83%
• student behaviour is well managed at their school (S2074)	90%	77%	49%
• staff are well supported at their school (S2075)	87%	73%	55%
• their school takes staff opinions seriously (S2076)	87%	72%	60%
• their school looks for ways to improve (S2077)	97%	97%	86%
• their school is well maintained (S2078)	92%	86%	88%
• their school gives them opportunities to do interesting things (S2079)	88%	83%	80%

* 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

Parents are encouraged and welcomed to assist in their students' education. Parent assistance includes coaching sporting teams, classroom reading, writing, the Arts, the environment, student banking and excursions. The school offers parent courses and curriculum information nights to assist parents in their knowledge of their child's school life. Class newsletters are published on our school website to inform parents of the learning tasks that take place each term.

A dynamic and enthusiastic Parents & Citizens' group meets each month. These meetings are always well attended and are a great way for parents to understand and find out more about the school. The P&C runs a very successful Uniform Shop and Tuckshop..

 A fortnightly Friday newsletter is emailed home and is also available on the school website. Our school newsletter contains sections dedicated to the programs and curriculum areas in the school as well as sections acknowledging student rewards and participation in extra curricula programs.

The school website provides an excellent method for accessing information about our school. The FLSS app is also used to communicate in real time with parents. Parents also have access to QParents with online access to their student information such as attendance details, behaviour, report cards, timetables, invoices and payment.

Parents of students with diverse needs (academic, social and/or behavioural) meet with the school to collaboratively create Individual support plans which outline the adjustments and supports needed to help all students fully participate at school.

Respectful relationships education programs

The school has developed and implemented the following programs that focus on appropriate, respectful and healthy relationships.

- Cyber Safety Program
- Brave Hearts incursion
- AC General Capabilities are taught across the curriculum
- the curriculum
- school practices (including the use of pastoral care programs and/or specialised programs)
- the school community

to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	78	31	143
Long suspensions – 11 to 20 days	0	0	1
Exclusions	2	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns.

Our sustainable practices include:

- Waste minimisation – through curriculum units students have been given opportunities to explore a variety of ways to reduce general waste
- Recycling – by successfully participating in recycling programs
- Education and communication with staff on energy efficiency practices.
- School monitors electricity and water charges by reviewing accounts and reminding staff and community members to apply sustainability practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	362,690	246,613	332,042
Water (kL)	5,548	4,413	3,146

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	66	35	<5
Full-time equivalents	55	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	12
Bachelor degree	50
Diploma	4
Certificate	0

*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 2018 were $53, 425

The major professional development initiatives are as follows:

- Reading to Learn
- Leading Learning Forums
- QELI Leadership Courses
- Principal Coaching
- Professional Development Network Conference
- Professional Development Network Workshops
- Aspiring Leaders
- Berry St Training
- Mentoring
- Coaching
- workshops

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

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Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	92%	91%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	94%
Year 1	93%	93%	91%
Year 2	94%	93%	93%
Year 3	94%	93%	92%
Year 4	93%	93%	93%
Year 5	94%	93%	92%
Year 6	93%	94%	92%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 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%
2016	12	9	25	54
2017	11	12	22	55
2018	13	12	22	53

Proportion of Students
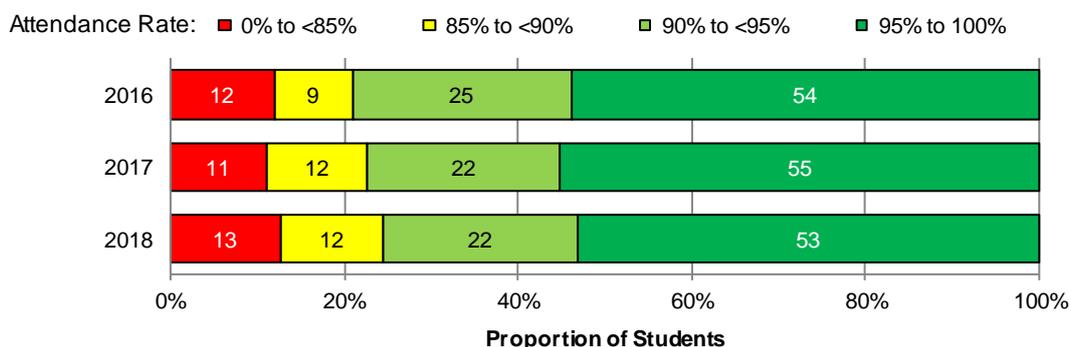
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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. The following Procedures are used to monitor non-attendance by students:
•Rolls are marked twice a day in OneSchool
•Parents contact office or absence line explaining absences of students
•Reports are run on all unexplained absences and a phone call to parents of unexplained absences is made, message left or email sent if uncontactable
•Parents are expected to respond and the reason for absence is entered.
•Parents are contacted by phone after three days absence of a student if the school has not had a notification
•School Letters or email are also sent home to parents if a response cannot be achieved
•Where student attendance patterns are of concern, the process for Persistent Truancy or Absenteeism for Children of Compulsory School Age is followed. This begins with a phone call from the Principal or Deputy Principal to discuss the concern. If the pattern continues 'failure to attend letters' are sent to parents.
•Guidance Counsellor and Community agencies are sought for family support with school attendance as appropriate
•Reports are made to the Department of Child Safety if unexplained absences continue
•Student track daily attendance
•Classes are celebrated for full flocks of falcons and awards are distributed to classes with the highest attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.