Forest Lake State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Forest Lake State School is an independent public school where potential is maximised and positive partnerships developed. Our Prep to Year 6 and Special Education students receive high quality education preparing them to embrace their future. At the core of the Forest Lake SS improvement strategy is a strong and ongoing investment in teacher development and capability. This is achieved through our commitment to the Curiosity and Powerful Learning action/research program.   Our dynamic curriculum is based on the Advancing Education Framework with a strong emphasis on digital literacy and STEMs inquiry based approaches across all key learning areas. Numeracy programs are centred on active investigations and problem solving competencies. Performing Arts and Academic Advancement programs of excellence feature prominently in our extension offerings to our students. Our senior students support our younger students by consistently modelling schoolwide positive behaviour as well as being involved in leadership and citizenship activities. Every day at Forest Lake is challenging and enjoyable – where learning knows no boundaries!

Principal's Foreword

Introduction

Dear Parents and Caregivers

I trust you find this 2016 School Annual Report informative. In 2016, the staff at Forest Lake State School continuously demonstrated high levels of professionalism and commitment. It was a very successful year with students achieving high academic standards. Our school is a vibrant school and our goal is to develop all dimensions of the students so they will be contributing members of our society.

This report contains key information pertaining to :

- Goals achieved in 2016
- Specific academic achievement and student performance
- Curriculum offerings
- ICT innovations
- Extra-curricular offerings
- Future orientation of our school –(Annual Improvement Plan directions for 2017)
- Management of student absence
- Professional Development and Staffing Profile
- 2016 School Opinion Survey outcomes

I welcome your feedback, suggestions and any further enquiries regarding this report. We endeavour to continually improve all aspects of student and general school improvement. I'm confident this report favourably reflects our success in meeting these goals.

With regards,

John Faragher
Principal

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School Progress towards its goals in 2016

2016 Goal	Not Achieved	Partially Achieved	Fully Achieved	Comments (if applicable)
Delivery of consistent process of modelled instruction techniques through to independent practice in all classrooms			✓	To be extended in Powerful Learning Research Program
Develop collaborative data inquiry processes to build teachers' ability to interpret data, identify and scale-up effective teaching practices and improve differentiation strategies			✓	To align with release of 2016 School Data Plan
Provide professional development and coaching to ensure teachers are able to deconstruct Australian Curriculum: mathematics content and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom		✓		More work and focus still required around design and differentionof assessment tasks
Develop strategies to build on current Leading Quality Teaching Program and extend the collegial sharing of classroom practice and associated feedback loops			✓	To be extended in Powerful Learning Research Program
Lift student attendance rates to above 95% across all school sectors		✓		Average school sttendance attained in 2016: still sits below 95%

Future Outlook

The Forest Lake State School 2017 School Improvement Agenda initiatives and targets are as follows:

- Employ coaching staff with master teacher credentials to engage with all teaching and leadership staff in one to one support, review and refinement of pre-determined GROWTH learning goals that directly align with school wide pedagogical expectations.
- Implement across all year levels of the Digital Technologies Australian Curriculum and priority areas of Coding and Robotics identified in the 'Advancing Education' initiative.
- Meet the core target that by the end of 2017, a minimum of 45% of the FLSS Years 3 & 5 student cohort will attain top two banding achievement in all NAPLAN testing and School Based Assessment outcomes in Literacy and Numeracy. This target will incrementally improve annually by 5% until 50% achievement is attained over the period of this strategic plan.
- Promote Literacy & Numeracy skills so that every child can achieve National Minimum Standards
- Increase the percentage of students achieving a 'C' standard or above in mathematics from 83% in Year 5 (2016) to 88% in Year 6 (2017)

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	964	479	485	26	96%
2015*	880	444	436	20	95%
2016	898	448	450	32	95%

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

Forest Lake State School is attended by students from between 30 to 35 different nations which represent one third of the school population. The pre-dominant nationalities are Pacific Islanders, Vietnamese, Indian and Sri Lankan. All of these students reside within the Forest Lake community. 16% of students are eligible for EAL/D support in 2016. Indigenous students represent 1.7% of the school population. We have 102 students engaged in the Special Education Program in our school. Demand for enrolment remains high across all year levels. An out of catchment enrolment waiting list is constantly managed.

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	19	21	21
Year 4 – Year 7	25	24	25
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

- Design and delivery of curricular tasks specifically targeted at lifting the performance students to upper banding achievement that will incorporate: problem-solving, inquiry, sustained collaboration, appropriate scaffolding, worthwhile and intrinsically motivating products

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- Identification of students capable of band scale improvement in targeted KLAs with appropriate individualised and small group support and enrichment.

- Development of a new student support methodology engaging explicitly trained and supported t/aides working with students

- Development and implementation of teacher training programs specifically focussing on development of daily class differentiation skills for students

- Direct coaching of class teachers by school leaders through in-class modelling of techniques to integrate numeracy differentiation strategies.

Co-curricular Activities

- Independent Public School status
- Whole School BYOD Digital Learning Program
- Co-Curricular Coding Enrichment Programs
- Positive Behaviour Support
- Attendance Task Force
- GEMS Student Enrichment across all year levels
- Vertical Curriculum and Student placement programming
- Performing Arts Excellence
- In 2016 FLSS will be providing Years 5 and 6 students with the opportunity to attain TAFE Cert 1 and 2 Certification in Dance Performance.

How Information and Communication Technologies are used to Assist Learning

There is continued development of integrated ICT usage across all year levels based on the SAMR model, aimed at developing the 21st century focused skills of Communicating, Collaborating, Critical Thinking and Creativity. This includes prioritisation of implementing digital learning within the context of STEM linked programs, including Makerspace usage. This will complement our primary focus for 2016 in embedding the practices of Wayne Craig, 'Powerful Learning', which has a focus on shifting pedagogy to focus on developing student curiosity through inquiry-based learning.

Our school provides specialist teaching in the area of Digital Learning to provide models of practice and embedded coaching opportunities for teachers.In 2015 we successfully staged our first Forest STEMs Learning Expo as a core Learning Showcase and Community event.

Future core priorties are implementation across all year levels of the Digital Technologies Australian Curriculum and priority areas of Coding and Robotics identified in the 'Advancing Education' initiative.

Social Climate

Overview

The School Wide Positive Behaviour Support program continued to be refined and improved after extensive school and community consultation. All children follow the program for the good order and management of the school.
• Our school was fortunate to have a Defence Force Transition Teacher Aide who supported ADF families – welcoming them to our school and supporting their needs while they were here.
• Guidance Officer conducted a multiple parenting programs to support parents with children who from time to time may present at home with challenging behaviours.
• A very large majority of our parents were very satisfied with the discipline in our school. 97% felt their children were receiving a good education.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	95%	97%	93%
this is a good school (S2035)	95%	97%	96%
their child likes being at this school* (S2001)	92%	97%	96%
their child feels safe at this school* (S2002)	97%	97%	89%
their child's learning needs are being met at this school* (S2003)	92%	90%	86%
their child is making good progress at this school* (S2004)	88%	90%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	85%
teachers at this school motivate their child to learn* (S2007)	93%	96%	82%
teachers at this school treat students fairly* (S2008)	91%	93%	78%
they can talk to their child's teachers about their concerns* (S2009)	96%	93%	89%
this school works with them to support their child's learning* (S2010)	87%	93%	93%
this school takes parents' opinions seriously* (S2011)	83%	92%	77%
student behaviour is well managed at this school* (S2012)	85%	93%	81%
this school looks for ways to improve* (S2013)	92%	96%	89%
this school is well maintained* (S2014)	92%	93%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	94%	96%	98%
they like being at their school* (S2036)	92%	96%	97%
they feel safe at their school* (S2037)	92%	93%	95%
their teachers motivate them to learn* (S2038)	94%	95%	98%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	98%
teachers treat students fairly at their school* (S2041)	83%	88%	89%
they can talk to their teachers about their concerns* (S2042)	82%	87%	92%
their school takes students' opinions seriously* (S2043)	80%	89%	91%
student behaviour is well managed at their school* (S2044)	73%	84%	85%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school looks for ways to improve* (S2045)	94%	98%	97%
their school is well maintained* (S2046)	89%	90%	94%
their school gives them opportunities to do interesting things* (S2047)	86%	93%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	98%	94%
they feel that their school is a safe place in which to work (S2070)	98%	98%	99%
they receive useful feedback about their work at their school (S2071)	93%	85%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	85%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	96%	100%
student behaviour is well managed at their school (S2074)	87%	98%	90%
staff are well supported at their school (S2075)	96%	94%	87%
their school takes staff opinions seriously (S2076)	89%	96%	87%
their school looks for ways to improve (S2077)	93%	100%	97%
their school is well maintained (S2078)	91%	91%	92%
their school gives them opportunities to do interesting things (S2079)	96%	91%	88%

* 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 have strong involvement in our school and were involved in many aspects of our school including:
• Reading and Mathematics in the Classroom

• Tuckshop and Uniform Shop
• Sport Days
• Parent attendance at assemblies
• Graduation
• Discos
• Excursions

The P&C is very active in our school and supports curriculum and facilities development
• Shed
• Library resources
• Construction of all-weather verandah
• SEP play equipment
• Floor refurbished in the hall
• Out of Hours School Care and Uniform Shop

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• Equipment purchases included sport equipment, high jump mats, musical instruments, Reading Eggs program for Prep.

Given the size and complexity of the FLSS Special Education Program, extensive consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school is core FLSS priority for all teaching and support staff.

Respectful relationships programs

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

At Forest Lake State School a pilot Respectful Relationships Program was implemented in Semeter 2 2016. The program comprises 8 x 30 min lessons per term per year level and aligns closely with the school's Positive Behaviour Ethos of being safe through respectful and responsible behavior. The programstrongly accesses available RR teaching resources.

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	58	19	78
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	2
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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	328,675	9,971
2014-2015	355,975	7,669
2015-2016	362,690	5,548

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.

In 2016 air conditioners were continuously replaced in the school with newer more energy efficient models. The school is managing the use of air conditioners through explicit procedures to effectively monitor usage. The P&C continued to instal large tanks to capture water from classroom and shed roofs which have assisted in watering our oval. The solar panels installed in previous years have assisted in contributing to our electricity consumption.

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.**

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Find a school

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	72	37	<5
Full-time Equivalents	62	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	15
Bachelor degree	40
Diploma	13
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

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Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $65,354.00

The major professional development initiatives are as follows:

- Triad observation and coaching teams will regularly engage in structured and targeted observation and feed back activities

- Whole school targeted upskilling focusing on: Prioritising High Expectations & Authentic Relationships, Harnessing Learning Intentions, Narrative and Pace, Framing Higher Order Questions

- Whole school targeted upskilling focusing on: Emphasising Inquiry Focused Teaching, Connecting Feedback to Data and Implementing Co-operative Groups

- Whole school targeted upskilling focusing on: Adopting Consistent Learning Protocols, Setting Challenging Learning Tasks and Committing to Assessment For Learning

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.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	92%

*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%.

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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	93%	94%	94%	94%	93%	93%	92%	93%					
2015	93%	92%	92%	94%	95%	93%	93%						
2016	93%	93%	94%	94%	93%	94%	93%						

*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:
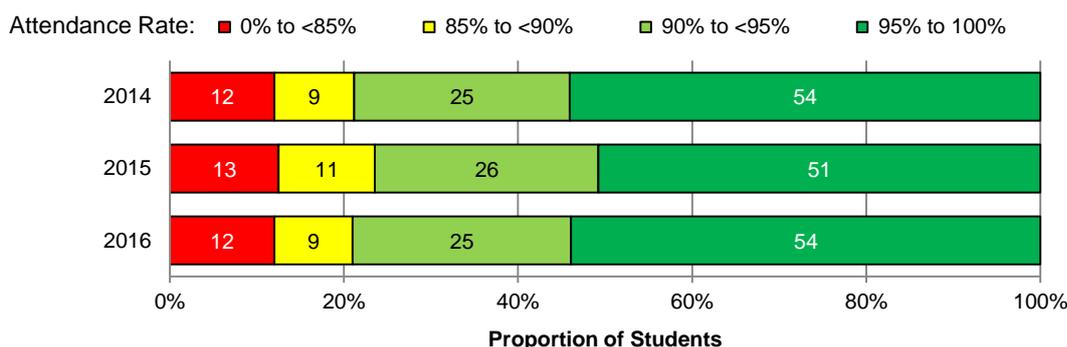
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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Absences – Students
It is requested that parents:
• ensure their child arrives at and attends school on time, every day

• minimise disrupting their child's school day

• contact the school prior to any planned absences

• provide an explanation (preferably in writing), if not beforehand, within 2 days of the student's return to school, each time their child is absent from school; this may be:

• a medical certificate

• a written explanation note containing the student's name, dates and reasons for absence

• a verbal explanation to the school through either a phone call or visit to the school.
• ensure their child follows the school's recommended processes and procedures for late arrival and early departure

• notify the school if their child will be late using the school's recommended communication processes by:

• accompanying your child to the school

• phoning the school's Student Absentee Line 3714 1266

• providing your child with a signed and dated note.

Notifications received at the office are forwarded to teachers. Notes and records of phone or personal contact should be retained by the class teacher for one year. If contact by a parent is not made, the teacher should initiate contact and seek an explanation for the absence. If a student is away for three continuous days, teachers should notify office personnel with an Attendance Alert Sheet (purple) so that the family can

be contacted seeking explanation. Rolls are marked twice daily on OneSchool. A student is considered "late" if they are not in class by 9.00am.

In Term 4 2016 the school implemented a same day parent notification texting service which advises parents of any unexplained absences by their child on the same day by 10am.

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
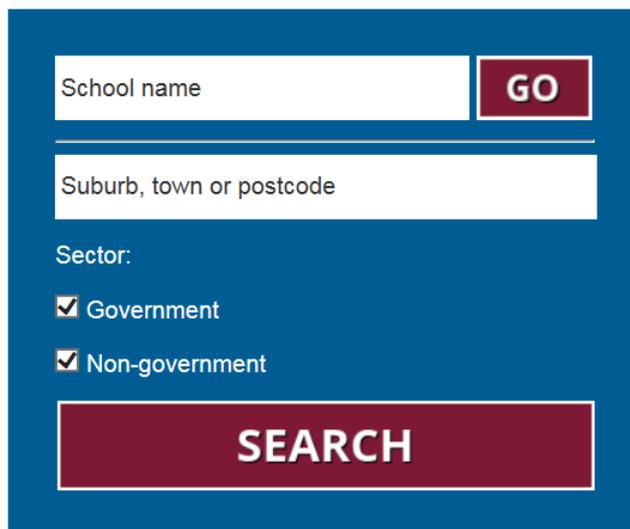
| School name | GO |
| Suburb, town or postcode | |

Sector:

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☑ Non-government

SEARCH

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.

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