



Forrest Beach State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Forrest Beach State School is the educational and community hub of the Allingham township. Our motto is 'Achievement through Effort'. Curriculum for Prep to Year 6 is based on the Australian Curriculum and Essential Learnings for each key learning area. This balanced curriculum allows students to achieve high levels of success in academic, sporting and cultural activities, which includes music, visual and performing arts, as well as in regional competitions such as Optiminds. Our school welcomes many local organisations that use its facilities and in many ways we are a hub for our small beach-side community. Forrest Beach State School is a Positive Behaviour for Learning school. It is well supported by parents and local community organisations which make good use of the school's facilities and resources.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Reading was the school's key priority in 2015 and this continues to be our greatest focus. Students are showing good improvements in their reading skills. The school is in the process of developing a reading framework which will promote the gradual release of responsibility in reading, levelled reading in the early years and teaching with a literacy focus in upper primary school. Teachers have been working to improve their use of data to progress student learning. This is an ongoing, professional development focus as teachers establish clear directions for teaching based on student data.

Future Outlook

Our agenda for reading improvement will include the following approaches:

Reading Improvement	• Review, implement and embed whole school reading plan based on current research on explicit instruction.
	• Ensure all staff receive training to implement the teaching of reading in line with the school's reading framework.
	• Develop, implement and embed suitable intervention programs for identified students.

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	52	25	27	12	83%
2015*	35	17	18	5	70%
2016	45	31	14	12	89%

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

Most of the students of Forrest Beach State School reside in the township of Allingham. A number travel from Ingham to be part of our school community. Aboriginal and Torres Strait Islander students make up 13% of the school population. The socio-economic level of the community is just below the state average. Enrolments tend to fluctuate throughout the school year as transient students move through the district. Population decline and changes in the local economy have posed challenges for local schools in the Ingham district in terms of declining enrolments. However, Forrest Beach State School has enjoyed an increase in enrolments in 2016, including a roughly equal balance of students in lower, middle and upper primary school.

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	24	22	22
Year 4 – Year 7	31	20	
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

Quality curriculum is delivered through quality approaches. We place great value on:

- Teachers and the work they do with children

- Quality learning experiences
- Assessment and reporting that is rigorous but easily understood

Our curriculum is:

- Balanced across disciplines
- Consistent and progressive from Years Prep – 6
- Focussed on the teaching and learning process by minimising the demands on planning
- Realised through quality teaching with a focus on explicit instruction
- Focussed on assessment that drives programming and planning, teaching and learning
- Guided by the key areas of the Australian Curriculum: English, Mathematics and Science

Extra curricula activities

The Sporting Schools Program has enabled coaches to provide after-school activities such as golf, soccer, archery, dance, track and field, basketball and softball.

How Information and Communication Technologies are used to Assist Learning

Our school's ICT program develops student's ICT and information literacy skills through learning and assessment activities. Computers are used by students to complete their outcomes based learning assessment tasks and culminating activities. Students use online content and services to support their learning. Other multimedia resources such as tablets, movie making equipment and data projectors are used in conjunction with computers for student learning.

Social Climate

Overview

Forrest Beach State School is committed to ensuring that each student's intellectual physical, emotional, social and cultural wellbeing is nurtured within a supportive school environment. Forrest Beach State School is a 'positive behaviour for learning' school. We have high expectations for positive behaviour and therefore academic success. All students are entitled to and do receive effective and positive behaviour support. Behaviour intervention strategies are implemented for students who may require further intervention to achieve schooling success.

We believe students who display inappropriate behaviours need to be identified and a range of strategies developed to support them as learners. It is our aim that the students at Forrest Beach State School will maximise their own learning and the learning of others in a disruption free environment where staff, students and parents feel safe, happy and supported.

At Forrest Beach State School, our school expectations are that all students will be safe, respectful, responsible learners every day in all contexts.

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)		DW	100%
this is a good school (S2035)		DW	100%
their child likes being at this school* (S2001)		DW	100%
their child feels safe at this school* (S2002)		DW	100%
their child's learning needs are being met at this school* (S2003)		DW	100%
their child is making good progress at this school* (S2004)		DW	100%
teachers at this school expect their child to do his or her best* (S2005)		DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		DW	100%
teachers at this school motivate their child to learn* (S2007)		DW	100%
teachers at this school treat students fairly* (S2008)		DW	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)		DW	100%
this school works with them to support their child's learning* (S2010)		DW	100%
this school takes parents' opinions seriously* (S2011)		DW	100%
student behaviour is well managed at this school* (S2012)		DW	100%
this school looks for ways to improve* (S2013)		DW	100%
this school is well maintained* (S2014)		DW	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%	92%	95%
they like being at their school* (S2036)	96%	92%	100%
they feel safe at their school* (S2037)	100%	100%	90%
their teachers motivate them to learn* (S2038)	100%	100%	95%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	95%
teachers treat students fairly at their school* (S2041)	96%	92%	90%
they can talk to their teachers about their concerns* (S2042)	100%	75%	80%
their school takes students' opinions seriously* (S2043)	100%	91%	95%
student behaviour is well managed at their school* (S2044)	100%	83%	90%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	75%	95%

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%	86%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	DW
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%	86%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	100%	83%
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

The parent community of Forrest Beach is very active in supporting students and their learning. A number are involved in the strategic planning of school directions and activities such as Playgroup and Sporting Schools After-school activities. Classroom volunteers are extensively used in the P-2 classroom. P&C fund-raising has been well supported with volunteers. Parents are also involved in community programs run through the school. These include exercise and fitness classes and organized sports like tennis and touch football.

Respectful relationships programs

The school engages its students in the *Respectful relationships education program*, which is a part of a broader multi-departmental approach to ending domestic and family violence. It is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. The program and its resources are aligned to the Australian Curriculum.

The *Respectful relationships education program* takes a strengths-based approach looking to build and extend on the skills of young people so they may best respond positively to a variety of health issues and contexts.

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	2	0	2
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

Considerable progress has been made in reducing the school's water and electricity usage in 2015-2016. The school's composting program has secured considerable reduction in food waste.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	19,755	7,998
2014-2015	30,905	2,022
2015-2016	22,841	354

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

GO

Sector:

Government

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 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	4	7	0
Full-time Equivalent	3	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	1
Bachelor degree	3
Diploma	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 \$11,000.

The major professional development initiatives are as follows:

1. Providing funding to support work shadowing high-performing teachers in large and small primary school contexts.
2. Implementing a whole school approach to the explicit teaching of reading and targeted intervention in the teaching of reading.
3. Coaching teachers in the teaching of reading and writing.
4. Implementation of the Australian Curriculum

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%	93%	98%

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 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).	94%	96%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	93%

*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	95%	92%	95%	89%	94%	95%	94%	96%					
2015	91%	98%	93%	98%	96%	96%	96%						
2016	91%	96%	95%	93%	97%	97%	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.

Absent students are followed up with phone calls to home as well as opportunities to “catch up” on work missed during their absence. Rolls are marked each day and reasons for absences are promptly recorded.

The school actively promotes before and after school activities to support parents when they are delayed or need to depart earlier to work or other appointments. These activities are attractive to the students as are the organized play activities.

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

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Non-government

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