

Forrest Beach State School (1897)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Principal ,Gary Berkley

Principal's foreword

Forrest Beach State School is focusing on improving individual student gains in all areas of the curriculum – in particular reading, writing and numeracy. An extensive outside-school program of activities adds to the enhancement of their extra-curricula learning. Specialist teachers are working on music, drama, Italian, instrumental music and physical education.

Introduction

This report contains an outline of the activities and achievements of Forrest Beach State School in 2012.

School progress towards its goals in 2012

We continued with the consolidation of our Positive Behaviour strategies in 2012 including explicit teaching of effective social skills. Continued upgrading of technology in the classrooms i.e. smart boards and ipads. Our After School Grant has enabled us to secure sporting resources and has influenced students to attend our after school activities programs.

Future outlook

Our Explicit Improvement Agenda for 2013 includes:-

A consistent School-wide Reading Program;

Development in writing skills;

Developing a school-wide pedagogical framework (teaching framework);

Improvement in the use of data to assist planning and

Using One-School for effective curriculum planning, assessment and reporting.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	69	39	30	91%
2011	62	32	30	88%
2012	51	25	26	85%

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

Characteristics of the student body:

A high proportion of students come from lower socio-economic backgrounds. Approximately 17% of students are indigenous. The school population is relatively stable with occasional transient families.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	16	13
Year 4 – Year 10	26	26	19
Year 11 – Year 12	n/a	n/a	n/a

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		0	4
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0
Cancellations of Enrolment		0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Students have opportunities to be involved in Instrumental music, choir, choral-verse speaking, Optiminds and a wide range of sporting activities.

Extra curricula activities

These include the following:- Before school golf lessons, dancing i.e. hip hop, zumba lessons; After-school activities such as art/craft, vegie garden, soccer, tennis, beach volleyball and school camps.

How Information and Communication Technologies are used to assist learning

With the implementation of C2C Curriculum, extensive use of online learning experiences are continuing in all classrooms. Interactive whiteboards are in use and students have regular access to computers, ipads and educational programs.

Social climate

Behaviour is a concern which is dealt with through Positive School-wide Behaviour Support. Learning to interact in various situations with both peers and adults are important tools in the improvement of student behaviour.

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction with the school and their children's education is excellent. These results are very encouraging and our aim is to maintain this standard.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%

Our school at a glance

student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	91.7%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	91.7%
teachers treat students fairly at their school*	91.7%
they can talk to their teachers about their concerns*	90.9%
their school takes students' opinions seriously*	91.7%
student behaviour is well managed at their school*	90.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are included in many important decisions within the school and at present we have a very active P & C Committee. Many parents contribute in the classroom by assisting teachers with class activities. Outside the classroom parents assist with coaching sports, teaching arts and craft, applying for grants and fundraising.

Reducing the school's environmental footprint

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

In 2012, a number of hidden water pipe leaks were identified and repaired. Unfortunately our water usage due to this has blown out. Electricity use has marginally increased due to high temperatures experienced in the summer of 2012 but the solar panels have helped to compensate

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	29,643	1,210
2010-2011	25,523	766
2011-2012	26,767	1,477

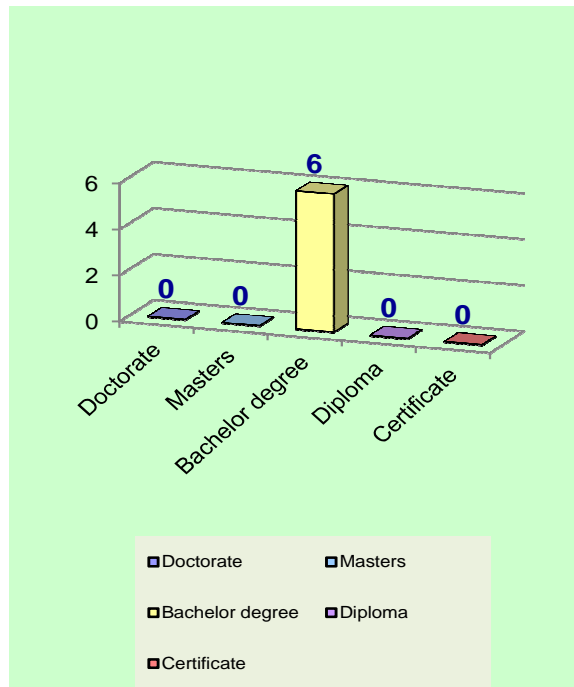
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time equivalents	3.8	3.1	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	6
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$5605.

The major professional development initiatives are :- C2C KLAs of English, Mathematics and Science

.. Refining data collection

.. Refining and implementing an Explicit Improvement Agenda.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98.9%	97.9%	98.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 73.3% of staff was retained by the school for the entire 2012 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
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	86%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

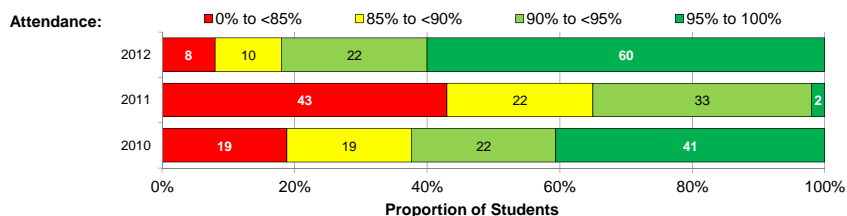
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	92%	91%	96%	96%	89%	90%	n/a	n/a	n/a	n/a	n/a
2011	83%	83%	84%	87%	88%	88%	86%	n/a	n/a	n/a	n/a	n/a
2012	91%	94%	96%	94%	92%	94%	96%	n/a	n/a	n/a	n/a	n/a

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 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.

Direct contact with care-givers is made if students are absent for 3 days or more without contact. Notes from parents, telephone calls or verbal excuses are noted for roll collection.

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/>.

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Achievement – Closing the Gap

Forrest Beach State School has a good record of achievement of Indigenous students. Indigenous students often match or better the achievements of non-indigenous students.