



Forest Hill State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	Church Street Forest Hill 4342
Phone:	(07) 5411 2111
Fax:	(07) 5411 2100
Email:	principal@forehillss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Brooke Pickett

School Overview

Forest Hill State School is located in the township of Forest Hill in the Lockyer Valley. We are a small school and aim to provide a high quality balanced education which focuses on the potential of individual students. We are committed to promoting the best interest of students and encouraging them to be the best that they can be.

Our dedicated staff are committed to the achievement of high standards in learning and teaching. They continuously strive to improve their knowledge and skills as educators and co-learners in a dynamic, stimulating and vibrant teaching environment.

Students, parents and staff are actively involved in the life of the school and share a commitment to its future development and growth. We are most appreciative of the hard work parents undertake to raise funds. This enables our students to enjoy quality learning environments which are well resourced to maximise learning.

We are proud of the achievements of our school and are excited about the future.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

In 2016 our school focus was:

- **Continuing the improvement in the teaching of Numeracy.**

The school implemented a consistent approach to the teaching numeracy, using the Back to Front Maths approach. A school maths program was developed.

- **Improving the teaching of Writing**

All staff (teaching and non teaching) attended training on the Seven Steps to Writing. These steps are explicitly taught to all students. Development of an on-demand writing task each term.

- **Targeted extension of students**

The school investigated strategies to extend students using a higher order thinking framework. Edward De Bono's approach was adopted by the school and used in all KLA areas.

Future Outlook

The focus for 2017 is;

Reading – developing a reading culture, and better using diagnostic student data to inform teaching and learning opportunities.

Inquiry Learning – Challenging student thinking and investigation through integrated KLA units of work

Engaging students through digital technologies- Upskilling staff capacity and capability to incorporate digital technologies into their everyday teaching.

Our School at a Glance

Located centrally between the towns of Gatton and Laidley in the Lockyer Valley, Forest Hill State School provides a straight/multigrade co-educational setting from Prep to Year 6 for approximately 153 primary students.

We are an enrolment managed school.

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	162	86	76	14	89%
2015*	155	79	76	26	93%
2016	153	77	76	22	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

Students enrolled at Forest Hill State School come from the surrounding local areas. The introduction of the enrolment management process has seen the need for a 'waiting list' to be introduced and our student numbers plateau.

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	22	24	22
Year 4 – Year 7	22	21	21
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

Forest Hill State School encourages all students 'to be the best that they can be in everything they do'. This mantra is applied across the whole of the school and our positive approach to behaviour management.

- All students participate in The Arts Program (a term of each of the Arts strands)
- Each air conditioned classroom contains an IWB, hover cam and access to class laptops, computer lab, digital cameras & iPads
- Annual Concert Night and Leadership Ceremony, Graduation Ceremony
- A structured Prep Transition Program (including parent sessions, student transition days, formal observations in day care settings and interviews)

A range of curricular activities combined with nearby schools: Multicultural Day, Japanese Day, Scientist in School Program, Robotics, Days of Excellence with LDHS

- Detective Read It awards, for home reading and participation in Book Week activities
- OLLEY and Chatterbox Programs for lower years students who require additional support in Oral Language
- Extension Mathematics Programs: Impact Booster and NAPLAN
- Free online access at school and home to Mathletics and Reading Eggs
- Explicit behaviour lessons taught to all year levels
- Behaviour Parades to celebrate and acknowledge students moving up the behaviour levels
- Word on the Street Program aimed at improving student vocabulary
- Community programs ie; School Adopt a Cop, National Tree Planting Day, Day for Daniel, Weather Watch (River 94.9)

Co-curricular Activities

- Parent workshops on reading, behavior management, ICT program of Reading Eggs, Mathletics
- Lunchtime activities (including gardening, dancing, chess, scrapbooking, theatre games, soccer)
- Chaplain program, with breakfast program 2 days a week, Woodworking with Mens Shed, Fun Friends
- Project with Junior Landcare (Lockyer Valley & Toowoomba), participation in Gatton Show Vegetable Display
- Rewards Day- including V8s, SEQ Water Day, Carnival Day
- Cluster Speed Soccer, Netball carnival and opportunity to participate in District sports
- Kidsmatter committee who coordinate student discos, fundraising activities (funky hats, socks, shirts, pants day)
- Forest Hill Town Under 8's day activities
- Town events such as ANZAC Day, Remembrance Day, Festivities

How Information and Communication Technologies are used to Assist Learning

Equipment includes 8 digital cameras, a Technology lab with 26 computers, 4 printers, 19 laptops, a networked photocopier, 8 ipads and 8 smartboards, 7 Hover cams.

The school purchases the online programs of Mathletics and Reading Eggs, so that students may use these programs both at school and at home.

Social Climate

Overview

Our students are supported academically, socially and emotionally through our Student Support Services Committee. This group consists of a Guidance Officer, Support Teacher Literacy and Numeracy, Classroom Teacher, Chaplain and the Principal. Students are referred to this group by their teacher and the group prioritises actions to ensure the student receives relevant support.

The school accesses the services of 'Butterfly Kids Psychology', who work with students and parents at the school site.

The Kidsmatter committee meet fortnightly to discuss and improve the school learning environment for all (staff, students and community). The Behaviour committee also meet

weekly to discuss behaviour (positive and negative) throughout the school (classroom, playground).

We have a School Chaplain who attends two days per week. The Chaplain facilitates a range of programs including; breakfast club, lunchtime activities, social skills and general support for students.

The School Responsible Behavior Plan focuses on the belief that students can self-manage their own behavior. The schools also uses a five level colour behaviour system.

Bullying is not tolerated at Forest Hill in any shape or form. If issues arise, they are dealt with promptly.

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)	100%	100%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	94%	100%	100%
student behaviour is well managed at this school* (S2012)	94%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	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%	97%	100%
they like being at their school* (S2036)	100%	94%	92%
they feel safe at their school* (S2037)	94%	100%	95%
their teachers motivate them to learn* (S2038)	100%	97%	100%
their teachers expect them to do their best* (S2039)	100%	100%	95%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	100%
teachers treat students fairly at their school* (S2041)	100%	97%	97%
they can talk to their teachers about their concerns* (S2042)	97%	92%	92%
their school takes students' opinions seriously* (S2043)	100%	97%	95%
student behaviour is well managed at their school* (S2044)	97%	97%	100%
their school looks for ways to improve* (S2045)	100%	97%	100%
their school is well maintained* (S2046)	100%	100%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	97%

Staff opinion survey

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

* 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 school performance data for 2016 indicates a very happy school community with parents, students and staff all rating the school extremely positively.

Our School Opinion Survey shows that 100% of our parents felt that this is a good school and 100% of our parents agreed their child likes being at this school.

100% of parents believed the school expected their child to do their best and 100% of parents agreed that their child is getting a good education at this school.

95% of students felt safe at our school and 100% also feel they are getting a good education at this school.

93% of staff agreed that they had good access to Professional Development and enjoyed working at this school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Behaviour lessons (which include social skilling), are taught weekly by classroom teachers. The chaplain also teaches social skilling, conflict and anger management to specific classes as required.

Personal safety is taught by the classroom teachers during Health lessons.

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	9	10	9
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

The school attempts, where possible, to reduce its environmental footprint and conserve energy. Teachers are asked to turn off lights when not in use, and use classroom fans prior to using the air conditioner. Solar panels and water tanks have also been installed at the school. Students/staff have established a worm farm and vegetable garden.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	40,672	0
2014-2015	48,568	32
2015-2016	90,460	104

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	10	9	0
Full-time Equivalents	9	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	9
Diploma	1
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 \$ 14 509.

The major professional development initiatives were as follows:

- Mandatory training- Code of Conduct, Student Protection, Work Place Health and Safety, Asbestos, Fire Awareness
- 1st Aid and CPR training
- Refresher of Glasser Theory and principles
- Coding workshop, Digital Play, Electroboard (Prowise) workshop
- Back to front Maths
- Teaching of Reading, Oral Language, Seven Steps to Writing, Anita Archer workshops
- Autism, Hearing Impairment and Special Education Workshops
- Mentoring Workshop
- Growth Mindset, Trauma, Mental Health Workshops
- De Bono Approach to teaching, Teach Like a Champion Workshop

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.	98%	97%	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).	91%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	89%

*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%.

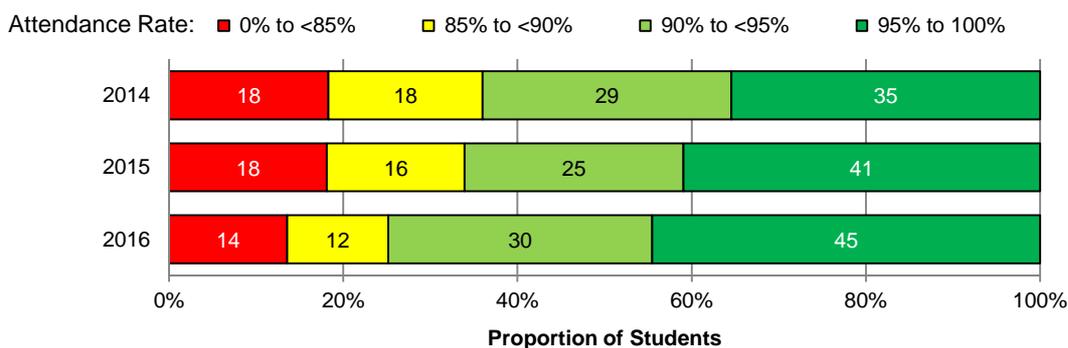
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	89%	91%	93%	90%	88%	90%					
2015	92%	94%	91%	87%	92%	94%	91%						
2016	91%	91%	96%	93%	91%	92%	94%						

*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.

Class Rolls are marked at 9.00 am and 1.45 pm for each class on each school day.

Contact with parents/carers is every day of absence to verify the student's absence. Each fortnight, letters are also sent home for any unexplained absences on the system.

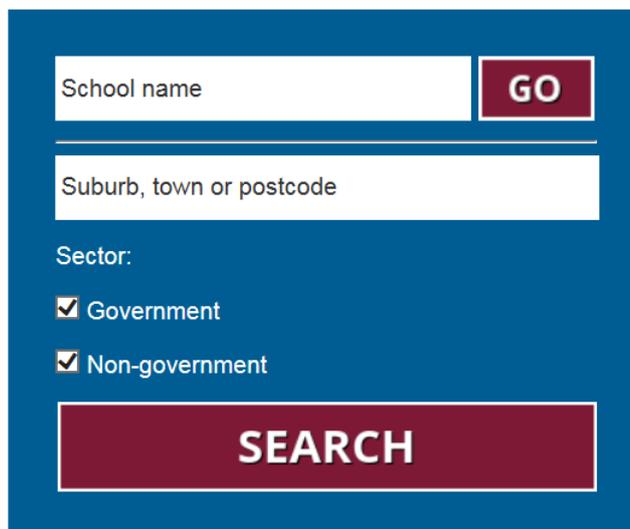
The school regularly, through newsletters, attempts to highlight the importance of regular attendance at school and the process and procedure should students be away from school.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.