



Forest Hill 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

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.

School progress towards its goals in 2018

In 2018 our school focus was:

1. *Literacy is everyone's business.*

- The M200 sight word program continued with students receiving sight word ribbons, presented on parade as they achieved a level.
- Implemented the School Reading Framework

2. *Motivating and engaging students through digital technologies*

- Development of local STEM champion
- STEM enrichment program

Future outlook

2019 School Priority: **Literacy** is everyone's business

- Sharp and narrow focus in 2019- **Reading**

Provide professional learning and support aligned with the Lyn Sharratt Leading Learning Collaborative Project.

Timelines, milestones and targets

- Establish a Reading data wall that is used for professional data conversations (3 month target)
- All teachers engaged in the Case Management Approach
 - Data Wall (Reading)
 - Case Management Meetings (Reading)
- Increase U2B for Reading in Year 5 from 19% to 30% (6 month target)
- Increase U2B for Reading in Year 3 from 30% to 35% (6 month target)

- All teachers using learning intentions and success criteria with students (6 month target)
- All teachers implementing evidence-based strategies to improve reading
- Walk & Talks occurring weekly in all classrooms during Literacy
- Increase the proportion of students achieving Regional reading benchmarks from 73% to 80% (12 month target)

2019 School Priority: Motivating and challenging students through **digital technologies**

Sharp and narrow focus in 2019

- **Building teacher capability**

Timelines, milestones and targets

- Staff Performance Review Plans to identify emerging STEM Leaders (3 month target)
- 100% of teachers of STEM subjects have access to professional development to meet individual needs (6 month target)
- A plan established and communicated for the full implementation in 2020 of the Australian Curriculum for Technologies (12 month target)

STEM PLC Timelines

<p>T1 2019 –</p> <ul style="list-style-type: none"> ➤ At school: Deliver the Primary Connections teamwork format to staff that was devised in T4 2018 with PLC ➤ PLC Direction: to construct the Design Process / Design thinking. <p>Date: Wednesday Wk 3 T1 – 13th February 2019</p>
<p>T2 2019 –</p> <ul style="list-style-type: none"> ➤ At school: Deliver Design Process to staff ➤ PLC Direction: Computational thinking (Abstraction, patterns recognition, algorithms, data – CRI, branching – interactions) <p>Date: Wednesday Wk 3 T2 – 8th May 2019</p>
<p>T3 2019 –</p> <ul style="list-style-type: none"> ➤ At school: Deliver Computational thinking to staff ➤ PLC Direction: Systems Thinking / Digital Systems <p>Date: Wednesday Week 3 T3 – 31st July 2019</p>
<p>T4 2019 –</p> <ul style="list-style-type: none"> ➤ At school: Deliver Systems Thinking / Digital Systems to staff ➤ PLC Direction: Review of 2019 / Set 2020 goals <p>Date: Wednesday Week3 T3 – 23rd October 2019</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	153	152	137
Girls	77	77	67
Boys	76	75	70
Indigenous	22	22	18
Enrolment continuity (Feb. – Nov.)	95%	92%	92%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	19
Year 4 – Year 6	21	24	22
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

- 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 and 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 extra-curricular activities combined with nearby schools: Multicultural Day, Japanese Day, Scientist in School Program, Robotics, Day against Bullying,
- Writers Camp, Musical excursion, Life Education, MADD project

- Detective Read It awards for home reading and participation in Book Week activities
- OLLEY, Read it Again and Chatterbox Programs for lower years students who require additional support in Oral Language
- Extension groups for Enrichment and EngQuest
- Online access at school and home to Mathletics and Reading Eggs
- Explicit behaviour lessons taught in all year levels
- Behaviour Parades to celebrate and acknowledge students moving up the behaviour levels, Reward Days
- Word on the Street Program aimed at improving student vocabulary
- Community programs ie; National Tree Planting Day, Day for Daniel, Weather Watch (River 94.9), Laidley Show, Grandparents' day, Mother's afternoon
- Year 6 camp to Emu Gully

Co-curricular activities

- Parent workshops on reading, behaviour management, ICT program of Reading Eggs and Mathletics
- Lunchtime activities (including gardening, singing, dancing, chess, scrapbooking, theatre games, lego, soccer)
- Chaplain program, with breakfast program 2 days a week
- Project with Junior Landcare (Lockyer Valley & Toowoomba)
- Rewards Day- including V8s, Carnival Day, Big Day In
- 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). The school was officially accredited as a 'KidsMatter' school in 2017

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 Behaviour Plan focuses on the belief that students can self-manage their own behaviour. 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

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)	100%	100%	94%
• this is a good school (S2035)	100%	100%	94%
• their child likes being at this school* (S2001)	100%	100%	94%
• their child feels safe at this school* (S2002)	100%	100%	89%
• their child's learning needs are being met at this school* (S2003)	100%	100%	94%
• their child is making good progress at this school* (S2004)	100%	100%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
• teachers at this school treat students fairly* (S2008)	91%	93%	89%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	89%
• this school works with them to support their child's learning* (S2010)	100%	87%	89%
• this school takes parents' opinions seriously* (S2011)	100%	100%	89%
• student behaviour is well managed at this school* (S2012)	100%	100%	89%
• this school looks for ways to improve* (S2013)	100%	100%	89%
• this school is well maintained* (S2014)	100%	100%	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)	100%	98%	100%
• they like being at their school* (S2036)	92%	100%	100%
• they feel safe at their school* (S2037)	95%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	95%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	97%	98%	100%
• they can talk to their teachers about their concerns* (S2042)	92%	98%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	95%	98%	100%
• student behaviour is well managed at their school* (S2044)	100%	91%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	95%	98%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	98%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	100%	100%
• 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)	93%	100%	100%
• students are treated fairly at their school (S2073)	93%	100%	100%
• student behaviour is well managed at their school (S2074)	93%	100%	100%
• staff are well supported at their school (S2075)	93%	100%	100%
• their school takes staff opinions seriously (S2076)	93%	100%	100%
• their school looks for ways to improve (S2077)	93%	100%	100%
• their school is well maintained (S2078)	93%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	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

Parent support and help is always welcomed at Forest Hill State School. Parents play a vital role in our school from helping change home readers, covering new library books, organising book club and school banking, to helping with sports carnival and other events around the school.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy 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	9	13	5
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	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

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 vegetable garden.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	90,460	35,500	50,832
Water (kL)	104	337	194

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.



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	11	10	0
Full-time equivalents	9	5	0

*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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	10
Diploma	
Certificate	

*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 \$10 036.43.

The major professional development initiatives are as follows:

- STEM initiatives
- CPR & 1st Aid training
- Smart Technologies (IWB)
- Literacy Solutions
- Anita Archer- Effective Teaching of Reading
- Numeracy

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.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

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%	91%	92%
Attendance rate for Indigenous** students at this school	89%	90%	91%

* 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	91%	86%	94%
Year 1	91%	94%	93%
Year 2	96%	87%	94%
Year 3	93%	93%	90%
Year 4	91%	93%	92%
Year 5	92%	92%	93%
Year 6	94%	94%	93%

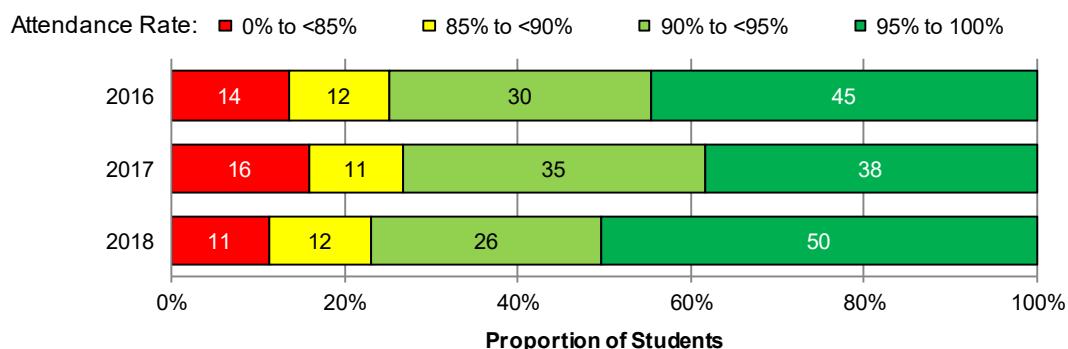
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Class Rolls are marked at 9.00 am and 1.45 pm for each class on each school day. For any student who is listed as absence, the office attempts to contact a guardian/parent by phone to verify the absence. This process happens daily.

Each fortnight, letters are also sent home for any unexplained absences from the system. The school regularly, through newsletters, attempts to highlight the importance of regular attendance at school, and the process and procedure to follow 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 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.

Find a school
Search website

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 'NAPLAN' to access the school NAPLAN information.

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

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.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.