

Freshwater State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to Freshwater State School!

We are very proud of our school.

This report gives a snapshot of some of our achievements during 2014.

Our committed staff and supportive parent group work together to ensure our students have the best possible learning opportunities.

Our "Learning Community" values high standards of professionalism, academic achievement, positive behaviour and fresh ideas.

Our Vision is to create "**Fresh Ideas, Fresh Minds, Fresh Futures!**"

Our Motto is "**Success Crowns Effort**"

Some highlights for 2014 included:

- Positive and productive parent/teacher/student relationships
- Sound achievement in Year 3, 5 & 7 National tests
- Various extra curriculum programs – Pyjama Night; Y5 Sustainability project; Student Leader project; Hospital School visits;
- Great Community Fete
- Ovation with a fantastic Art Exhibition
- Enjoyable Carols Night
- Positive and well attended parent workshops in the areas of Support-a Reader, Early Reading (P-3)
- Fun Athletics and Swimming Carnivals/ "Get Active" days
- Active Student Council
- Sporting and Musical achievements in teams and as individuals
- Great professional development opportunities for staff especially in Reading, Essential Skills for Classroom Management; Explicit Teaching
- Gala days
- Super camps and excursions
- Great community involvement – ANZAC day, drama events, Environmental activities,
- Enjoyable "Presentation Evening" celebrating student achievements in Year 6 and 7
- Smooth transition of y7 into high school

We look forward to another busy year in 2015.

We welcome your comments/questions at any time so please feel free to make contact with us.

Kind Regards,

Vicki Sparkes

School progress towards its goals in 2014

2014 Priorities and Achievements

- ★ Maintain progress in embedding explicit teaching in all classrooms
- ★ Build on growing consistency in curriculum planning and assessment across cohorts
- ★ Consolidate the role and process to provide access to peer coaches
- ★ Provide opportunities for other staff to build coaching capabilities
- ★ Curriculum development (school pedagogical framework: reading, assessment)
- ★ Re-culturing SWPBS

Future outlook

Strategy: Build teacher capacity in teaching of reading, writing, number

Employ "Literacy Coach" to work with years Prep-2 ; Employ Master Teacher to work with Y3-6; coach, model, advise

Provide PD on elements of "Big 6", grammar, spelling, punctuation at staff meetings and learning lounge

Strategy: Implement whole school reading, writing, number programs

Continue to implement "Before School Reading Club"

Establish elements of a balanced writing program and develop whole school program

Develop whole school approach to the teaching of vocabulary

Class teachers to implement a differentiated approach to FSS Maths program with assessment tools

Use Charter of Expectations to monitor and feedback regarding teacher performance

Utilise Explicit Teaching as signature pedagogy when teaching new concepts or skills

Strategy: Implement Response to Intervention to identify students requiring support

Raise staff awareness of new RTI processes

Targeted teaching for students in Tier 2 & 3 in afternoon session

ICP (Individual Curriculum Plan) for students in Tier 3

Strategy: Enhance differentiation in planning and implementation of curriculum

CSID to provide PD and coaching

Implement term by term target setting for all students

Set cohort targets and benchmarks for each year level in reading, writing and number

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	717	364	353	98%
2013	723	378	345	98%
2014	731	385	346	95%

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

Characteristics of the student body:

5% students are Indigenous

12% students have ESL background

4% students with disability

School ICSEA value 1052 4% > 24% > 38% > 34%

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	22	22
Year 4 – Year 7 Primary	26	23	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	13	1	10
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offering

- Collaboratively planned, based on C2C compacted units of work across all year levels.
- Intellectually challenging units of work enabling students to achieve at their own level
- Support-a-Reader/Phonological Awareness Programs
- Outstanding Music Program – Prep to Year 7
- Japanese and Cultural Lessons (Language Other Than English – LOTE) – Years 4 – 7
- Drama Lessons & performances – Year 2 & 5
- Excellent Physical Education Program – inter house/inter school swimming, cross country, athletics carnivals, team sport/gala days, visiting Junior Development Officers, Get Active days

Extra curricula activities

- School Orchestra and Choir perform regularly at school assemblies and at the Eisteddfod/Fanfare
- Instrumental Music Program – Percussion, Strings, Wind and Recorder group
- Student Council Years 4 – 7 / Leadership Camps
- Drama Club
- Online Maths Challenges
- Premier's Reading Challenge / Book Week Activities
- Cluster Gala Sports Days / Get Active Day / Water Fun Day
- After school team sports – AFL, Soccer, Hockey, Rugby League
- Regional sports representatives in a wide range of team sports
- Student Council organised Discos
- School Cluster Camps – Writers / Art / Science / Music / Leadership / Mathematics / Technology
- Public Speaking opportunities
- Excursions Prep to Year 7
- Camps – Year 5,6,7.

How Information and Communication Technologies are used to assist learning

- All units of work are planned by Year Level teams of teachers and integrate an ICT component
- ICT Support Teacher takes whole classes in Years 1/2/3/4
- Networked computers in every classroom
- Interactive whiteboards in use
- Computer Lab for whole class use
- Mobile laptops with school wide wireless network
- The school has 220 computers for student use
- Students eagerly access library computers at lunch time

Social Climate

Here at Freshwater State School we believe that in order for students to learn effectively they need to be:

SAFE, RESPONSIBLE & RESPECTFUL

We complement the work done by parents at home by actively teaching these expectations in our classrooms. Our school prides itself on its positive behaviours of student, staff and family members.

Freshwater State School has an active Schoolwide Positive Behaviour Team which meets fortnightly to review behavioural data. This data informs explicit lessons developing positive behaviour skills. The SWPBS team has developed and promotes a range of positive acknowledgements such as "Tough Cookies" and "Busted being Awesome".

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	100%	94%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	91%	100%	97%
their child feels safe at this school* (S2002)	94%	100%	95%
their child's learning needs are being met at this school* (S2003)	91%	95%	91%
their child is making good progress at this school* (S2004)	87%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	89%	89%
teachers at this school motivate their child to learn* (S2007)	94%	95%	95%
teachers at this school treat students fairly* (S2008)	100%	86%	95%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	97%
this school works with them to support their child's learning* (S2010)	94%	94%	92%
this school takes parents' opinions seriously* (S2011)	97%	94%	91%
student behaviour is well managed at this school* (S2012)	90%	92%	91%
this school looks for ways to improve* (S2013)	100%	97%	97%
this school is well maintained* (S2014)	97%	95%	96%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	93%	96%	95%
they like being at their school* (S2036)	91%	88%	94%
they feel safe at their school* (S2037)	92%	95%	90%
their teachers motivate them to learn* (S2038)	97%	90%	94%
their teachers expect them to do their best* (S2039)	99%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	94%
teachers treat students fairly at their school* (S2041)	89%	87%	87%
they can talk to their teachers about their concerns* (S2042)	83%	84%	84%
their school takes students' opinions seriously* (S2043)	88%	81%	84%
student behaviour is well managed at their school* (S2044)	80%	83%	84%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school looks for ways to improve* (S2045)	96%	92%	95%
their school is well maintained* (S2046)	96%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	95%	87%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		94%	85%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	93%
staff are well supported at their school (S2075)		98%	78%
their school takes staff opinions seriously (S2076)		94%	74%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		98%	100%
their school gives them opportunities to do interesting things (S2079)		85%	85%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our very active Parents and Citizens Association participates both formally and informally in the life of the school.

Parents are also encouraged to be partners in their child's education through:

- _ discussing learning targets for their student
- _ class involvement
- _ as voluntary teacher aides
- _ as support-a-reader tutors
- _ providing voluntary support and supervision on class excursions
- _ by attending sporting and cultural events.

Participation by our parents is valued.

Parents and caregivers anticipate a well disciplined, well organised learning environment, catering for the needs of their children. All members of the school community are provided with opportunities to participate and contribute.

Current information about our school is communicated through the following means: Parents and Citizens Association, information sessions, school newsletter, school website, assemblies, class newsletters, open days/evenings, Education Week activities, parent/teacher interviews, 3 way conferences, parent workshops & informal regular contact.

Reducing the school's environmental footprint

We raised awareness levels of our standard practices within the school by providing signs in each classroom to remind staff and students to switch off lights, fans, data projectors and other electrical devices when not in use.

In addition:

- _ The school IT teacher has installed a program that shuts the computers down over the weekend.
- _ Water consumption has been reduced by installing reduction heads on taps within the school.
- _ A regular maintenance program is carried out on the amenities blocks with an aim to prevent water leakage.

Each of these activities are small but together minimize our environmental impact across the school as a whole.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	326,730	4,259
2012-2013	340,878	6,863
2013-2014	339,004	2,889

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.

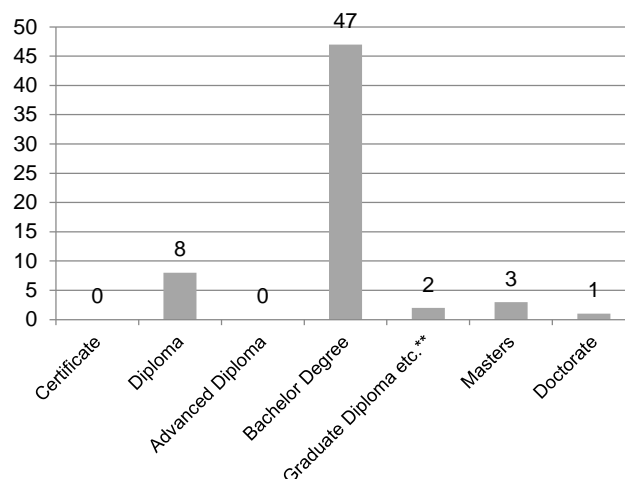
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	49	21	<5
Full-time equivalents	43	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	2
Masters	3
Doctorate	1
Total	61



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$32 337.70

The major professional development initiatives are as follows:

- Explicit Teaching
- Teaching of Reading
- Support for Students with Disabilities
- Leadership

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%

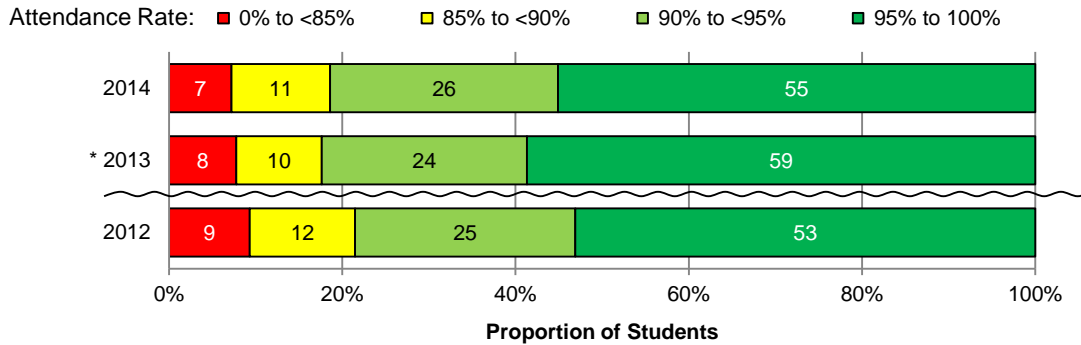
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	95%	93%	92%	94%	94%	92%					
2013	94%	94%	94%	94%	94%	95%	95%					
2014	94%	95%	94%	95%	94%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Class rolls are marked electronically twice daily by all class teachers. Administration staff monitor student attendance daily. Contacting parents when student absences are unexplained.

Student absenteeism is not generally an issue at our school with attendance rates consistently over 90% across the school.

Our school implements the regional Attendance System.

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/>.

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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Freshwater State School continues to provide quality teaching and learning for all students.

We have 43 Indigenous students. This is a small percentage of students 5.7%. With approximately 100 students in each year cohort, there is a small number of Indigenous students in each year cohort - Prep-8; Y1-5; Y2-4; Y3-6; Y4-6; Y5-4; Y6-8; Y7-2.

Small numbers can distort statistics, so it is important to consider individual circumstances along with the general data.

GAP between Indigenous (6 in year 3; 4 in year 5; 2 in year 7) and non Indigenous student achievement (Mean Scale Score)

	Reading	Writing	Number
Year 3	9	44	6
Year 5	58	60	44
Year 7	182	155	102

Attendance data from 2014 indicates a minimal difference of 4.9% in the overall attendance between our 43 Indigenous students (89.4%) and our 685 non Indigenous students (94.3%). Attendance levels remain high for all areas of the school.

Retention is very good. During 2014 7 Indigenous students arrived at the school and 3 Indigenous students left during the year.