



Freshwater State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Freshwater State School was established in 1923 and caters for a diverse range of learners in Prep to Year 6. The current enrolment of 730 aspires to achieve the school's vision of 'Fresh Ideas, Fresh Minds and Fresh Futures'. In order to create an inclusive learning environment that supports all students, the school's expectations of 'Be Safe', 'Be Respectful' and 'Be Responsible' are actively taught in classrooms each week. Freshwater State School has an experienced team of teachers and support staff who are dedicated and committed to providing the best possible learning experiences for the students. Productive partnerships with our parents/caregivers and the wider school community are highly valued. The school community believes that the more effective the relationships are, the greater the outcomes for the students. An extensive range of educational offerings that cater for the interests of, and provide opportunities for, all children is provided by the school curriculum. Freshwater State School has an active student council and excellent sporting and musical achievements by teams and individuals.

Principal's Foreword

Introduction

This school annual report provides a snapshot of Freshwater State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes an overview of student performance through a summary of NAPLAN results, and an overview of school community satisfaction using data from school opinion surveys.

School Progress towards its goals in 2016

There were 5 key priorities in 2016

Improvement Priority 1. Staff Capacity

The Introduction and implementation of the FSS coaching and feedback policy - including a negotiated coaching plan for staff.

- The provision of PD to coaches to ensure consistency of coaching practice across all sectors of the school.

Improvement Priority 2. Reading

- Use I4S funding to support the school reading program.
- Maintain and refine the lower school reading program.
- Develop a Yr 3-6 reading program.
- Build staff capacity to deliver high quality, differentiated reading lessons.

Improvement Priority 3. Writing

- Build teacher capacity to deliver high quality, explicit, differentiated writing instruction.
- Introduce and embed daily writing and vocab consolidations.
- Refine and embed daily 'Quick Writes' and weekly 'Writing on Demand'.

Improvement Priority 4. Numeracy

- Implement the FSS Maths program
- Develop and refine assessment tasks
- Build teacher capacity to plan and deliver high quality, explicit, differentiated maths lessons
- Introduce and embed high quality, differentiated consolidation sessions
- Improve monitoring of daily numeracy instruction

Improvement Priority 5. Technology

Implement Scratch Program with Years 4/6

Implement Robotics with Year 6.

Program support and links with JCU.

Progress within these priorities has been extensive and continues to remain as a focus for the school.

Future Outlook

In 2017 the 8 key priorities are:

Improvement Priority 1. Staff Capacity

Improvement Priority 2. Reading

Improvement Priority 3. Writing

Improvement Priority 4. Numeracy

Improvement Priority 5. Science

Improvement Priority 6. Technology

Improvement Priority 7. Attainment

Improvement Priority 8. Transition

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	731	385	346	43	95%
2015*	699	374	325	47	95%
2016	742	385	357	53	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 at Freshwater State School are drawn from the suburb of Freshwater and neighbouring suburbs. Students are enrolled in single class cohorts with an even number of boys and girls in each. 5% of our students are from indigenous backgrounds, while 12% speak English as a second language. The 4% of the school Students with a Disability are supported through the school's Special Education Program.

The school's Index of Community Socio-Educational Advantage (ICSEA) is 1068, placing Freshwater State School in the 79th percentile nationally.

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	24
Year 4 – Year 7	25	25	25

*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

A key feature of literacy teaching at Freshwater State School is the highly structured writing program for all year levels. This program focusses on the explicit teaching of generic structure, sentence structure and language conventions.

At Freshwater State School there is a structured approach to the teaching of reading. The program focusses on the explicit teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension.

The teaching of the other language conventions is covered through the delivery of C2C units. Numeracy teaching is based around a structured mathematics program with emphasis placed on the development of mental computation skills, number sense and place value. A focus is placed on teaching the four algorithms to a point where they are recalled automatically to allow higher order thinking to take place.

The school has a collaborative approach to the planning of curriculum. Teachers in the same year level design/ modify units of work and assessment tasks collaboratively to ensure consistency of concepts and content. This helps facilitate a better moderation process for student work against agreed standards.

Co-curricular Activities

Extra curricula activities

- School Orchestra and Choir perform regularly at school assemblies and at the Eisteddfod/Fanfare/Ovation
- Instrumental Music Program – Percussion, Strings, Wind and Recorder group
- Student Council Years 4 – 6 / 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 6
- Camps – Year 5, 6.

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

Overview

The Freshwater School community agrees that in order for students to learn effectively they need to

Be: SAFE, RESPONSIBLE AND RESPECTFUL.

These expectations are actively taught in classrooms each week. Units of work have been developed to teach positive behaviour and are implemented throughout the year. The teaching of these units ensure all students have an understanding of the behaviour expectations at Freshwater State School and the consequences that result from inappropriate behaviour. More importantly, they help instil within students the internal qualities necessary for achievement and socio-emotional development by specifically teaching the foundations of safety, responsibility and respect, as well as conflict resolution skills and strategies for responding to bullying and harassment. There is a strong focus on acknowledging those students who consistently behave appropriately through hosting the 'Behaviour Reward' afternoon each term.

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)	94%	98%	95%
this is a good school (S2035)	97%	100%	90%
their child likes being at this school* (S2001)	97%	94%	95%
their child feels safe at this school* (S2002)	95%	95%	96%
their child's learning needs are being met at this school* (S2003)	91%	89%	93%
their child is making good progress at this school* (S2004)	95%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	82%
teachers at this school motivate their child to learn* (S2007)	95%	93%	92%
teachers at this school treat students fairly* (S2008)	95%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	92%	90%	89%
this school takes parents' opinions seriously* (S2011)	91%	89%	84%
student behaviour is well managed at this school* (S2012)	91%	92%	86%
this school looks for ways to improve* (S2013)	97%	98%	93%
this school is well maintained* (S2014)	96%	98%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	99%
they like being at their school* (S2036)	94%	97%	96%
they feel safe at their school* (S2037)	90%	97%	95%
their teachers motivate them to learn* (S2038)	94%	98%	96%
their teachers expect them to do their best* (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	95%
teachers treat students fairly at their school* (S2041)	87%	95%	86%
they can talk to their teachers about their concerns* (S2042)	84%	88%	85%
their school takes students' opinions seriously* (S2043)	84%	93%	91%
student behaviour is well managed at their school* (S2044)	84%	88%	76%
their school looks for ways to improve* (S2045)	95%	97%	98%
their school is well maintained* (S2046)	92%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	93%	95%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	90%
they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
they receive useful feedback about their work at their school (S2071)	85%	89%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	90%	94%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	100%	94%	96%
student behaviour is well managed at their school (S2074)	93%	92%	88%
staff are well supported at their school (S2075)	78%	85%	75%
their school takes staff opinions seriously (S2076)	74%	90%	77%
their school looks for ways to improve (S2077)	98%	96%	92%
their school is well maintained (S2078)	100%	96%	94%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	85%	89%	71%

* 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

Parents are encouraged to become actively involved in their child's education through:

- Discussing learning targets for their child
- Involvement in structured classroom activities
- Tuckshop Volunteer – volunteering to assist with sports days and cultural events
- Participating as a member of the school's P&C
- Coordinating the 'Freshie Singers'
- Providing voluntary support and supervision on class excursions
- Volunteering to assist with sports teams and sports days
- Participation in the school's decision making process
- Assisting with Student Council activities
- Participating in school information sessions and parent workshops
- Participating in the biannual Parent/Teacher interviews

Parents and carers of students with disabilities are involved in the development of individual curriculum and support plans with specialist staff and classroom teachers.

Respectful relationships programs

Freshwater under took many proactive programs to help support students wellbeing and relational development in 2016. These include:

- Bravehearts
- Life Education
- Guidance Officer Programs; social skilling with small groups, individual counselling, anxiety support programs, parent support programs, newsletter articles.
- Positive Behaviour Program lessons.
- Whole school focus on Domestic Violence Awareness Week.
- 'Speak up Speak out' about Bullying.
- MYCP- Parent Support workshop with early learners.
- Grand Friends workshops with children at lunchtime.
- Poppers Program through Relationships Australia.

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	10	4	33
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

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

Units with an environmental focus have been built into the school's curriculum in all year levels from 4 to 6. The upper school has selected school student environmental leaders to work towards improved awareness and outcomes across the school. The school also has energy saving measures in place e.g. restricting the use of air-conditioners, ensuring the lights and fans are turned off when not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	339,004	2,889
2014-2015	359,628	5,770
2015-2016	388,099	2,836

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

Sector:

Government

Non-government

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	51	23	<5
Full-time Equivalents	43	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	47
Diploma	8
Certificate	0

*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 \$66,000

The major professional development initiatives are as follows:

- Reading Workshops
- Leadership Development
- Writing workshops
- Cooperative Curriculum Planning
- Coaching Opportunities
- Technology Professional Development

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.	94%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% 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%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	93%	94%

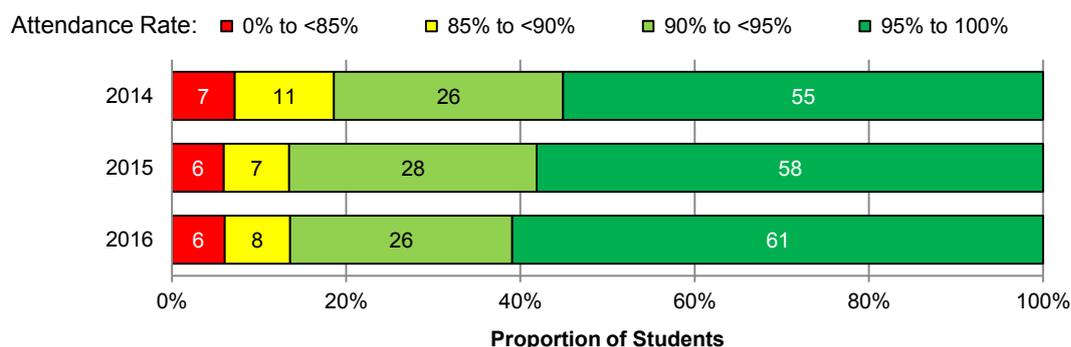
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	93%	94%	95%	94%	95%	94%	94%	94%
2015	95%	94%	95%	95%	94%	95%	94%	
2016	94%	95%	95%	95%	95%	95%	94%	

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.

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.

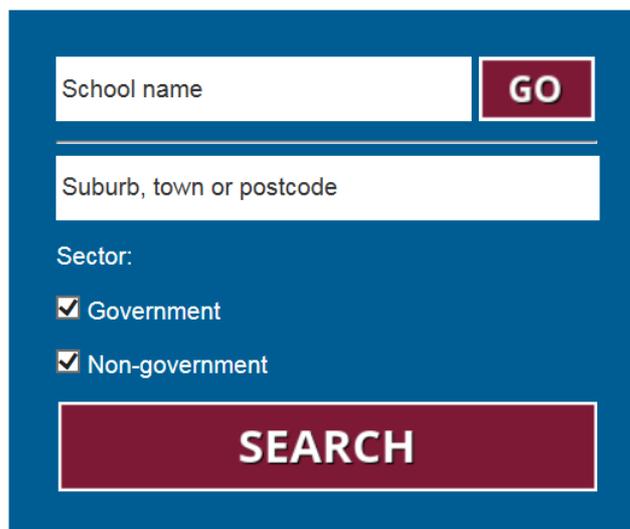
Freshwater State School implements the regional Attendance System.

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 labeled "SEARCH" at the bottom.

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.