

Freshwater State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This school annual report provides a concise picture of Freshwater State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot 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 2015

2015 was another successful year for Freshwater State School. In terms of NAPLAN results, the school performed strongly in all areas with both the year 3 and 5 results significantly out-performing the national average in all examined areas.

Through school opinion surveys our students, parents and staff reveal they were very satisfied with many aspects of school life, particularly in the areas of behaviour management, teacher expectations of student academic outcomes and school environment. 100% of surveyed parents believe this is a good school and 100% of surveyed students agree their teachers provide feedback about their school work.

In 2015 the school implemented the Investing for Success (I4S) initiative with key strategies focussing on improving reading outcomes in P-3. The strategies proved effective with all targets being achieved by the end of the year.

The following key initiatives, as outlined in the Annual Implementation plan were successfully implemented:

1. Building teacher capacity in the teaching of reading. A literacy and differentiation coach were employed to support this initiative. Additionally a whole school reading program was developed and trialled.

2. Building teacher capacity in the teaching of writing. The engagement of a state funded Master Teacher was a highly successful initiative. Through modelling, coaching and feedback sessions student writing outcomes greatly improved.
3. Building teacher capacity to plan, differentiate and implement the curriculum. Through the establishment of known school-wide and class targets the differentiation coach supported class teachers through this process.
4. Implementing the response to intervention process effectively in the school.

Future outlook

The key priorities for 2016 include:

1. Undertake a whole school visioning process to establish aspirational targets in all facets of school life in order to improve learning outcomes.
2. Increase allocated reading instruction time to thirty minutes per day (Mon – Fri).
3. Use the Investing for Success funding to implement reading intervention programs in the lower school and to purchase additional Master Teacher allocation.
4. Employ a Head of Student Services to coordinate the delivery of all student services, thus streamlining resources.
5. Introduce a coaching and feedback model to support the building of teacher capacity in the delivery of all curriculum areas.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	723	378	345	40	98%
2014	731	385	346	43	95%
2015	699	374	325	47	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 2015, 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:

Students at Freshwater State School are drawn from the suburb of Freshwater and neighbouring suburbs. Students are rerolled 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	23	25	23
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	10	4
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.

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 covered, and to better facilitate the moderation of student work against agreed standards.

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 improve 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	94%	98%
this is a good school (S2035)	100%	97%	100%
their child likes being at this school (S2001)	100%	97%	94%
their child feels safe at this school (S2002)	100%	95%	95%
their child's learning needs are being met at this school (S2003)	95%	91%	89%
their child is making good progress at this school (S2004)	95%	95%	92%
teachers at this school expect their child to do his or her best (S2005)	97%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	89%	94%
teachers at this school motivate their child to learn (S2007)	95%	95%	93%
teachers at this school treat students fairly (S2008)	86%	95%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	95%
this school works with them to support their child's learning (S2010)	94%	92%	90%
this school takes parents' opinions seriously (S2011)	94%	91%	89%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	92%	91%	92%
this school looks for ways to improve (S2013)	97%	97%	98%
this school is well maintained (S2014)	95%	96%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	95%	97%
they like being at their school (S2036)	88%	94%	97%
they feel safe at their school (S2037)	95%	90%	97%
their teachers motivate them to learn (S2038)	90%	94%	98%
their teachers expect them to do their best (S2039)	96%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	91%	94%	96%
teachers treat students fairly at their school (S2041)	87%	87%	95%
they can talk to their teachers about their concerns (S2042)	84%	84%	88%
their school takes students' opinions seriously (S2043)	81%	84%	93%
student behaviour is well managed at their school (S2044)	83%	84%	88%
their school looks for ways to improve (S2045)	92%	95%	97%
their school is well maintained (S2046)	92%	92%	97%
their school gives them opportunities to do interesting things (S2047)	87%	93%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	94%	85%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	84%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	100%	93%	92%
staff are well supported at their school (S2075)	98%	78%	85%
their school takes staff opinions seriously (S2076)	94%	74%	90%
their school looks for ways to improve (S2077)	100%	98%	96%
their school is well maintained (S2078)	98%	100%	96%
their school gives them opportunities to do interesting things (S2079)	85%	85%	89%

'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

Reducing the school's environmental footprint

Data is sourced from 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	340,878	6,863
2013-2014	339,004	2,889
2014-2015	359,628	5,770

*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.

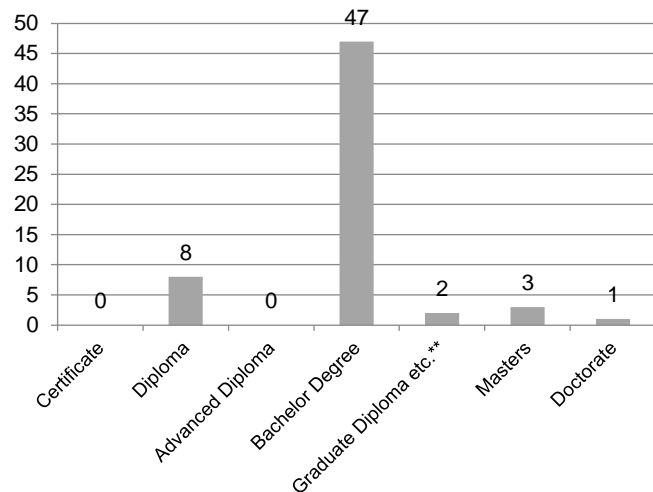
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	25	<5
Full-time equivalents	41	16	<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 2015 were \$28,869.78.

The major professional development initiatives are as follows:

- Guided Reading Workshops – Angela Ehmer
- The Teaching of Writing in the lower school
- Catering for Diverse Learners
- Leadership Development
- Coaching opportunities
- Mentoring first year teachers

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	93%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

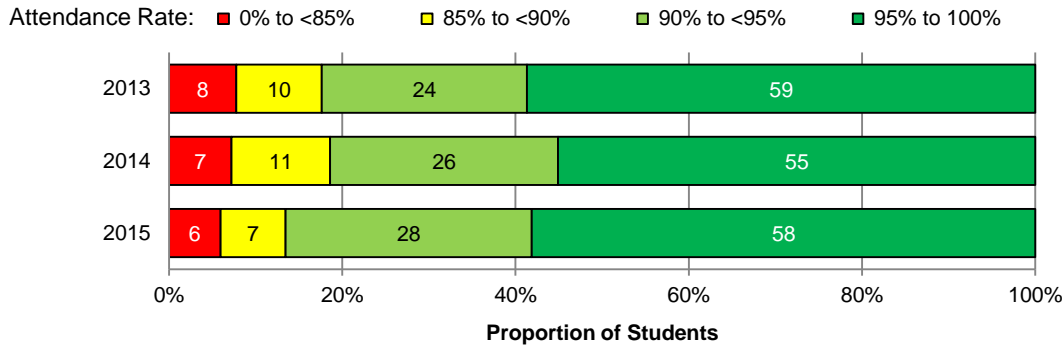
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	94%	94%	94%	94%	95%	95%					
2014	93%	94%	95%	94%	95%	94%	94%	94%					
2015	95%	94%	95%	95%	94%	95%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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.

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.

Find a school



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says '**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.