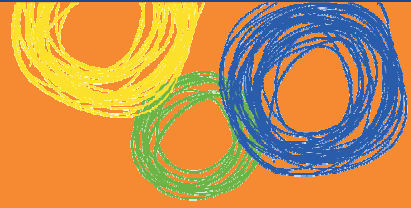


Freshwater State School (1812)

Queensland State School Reporting

2012 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 2012.

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 2012 included:

- Exciting class Units of work culminating in student performances/displays
- Sound achievement in Year 3, 5 & 7 National tests
- Successful Intervention Programs supporting a range of student needs
- Various extra curriculum programs – Maths Online Challenges, Chess Club, Robotics Team
- Positive and productive parent/teacher/student relationships
- Enjoyable "Presentation Evening" celebrating student achievements in Year6/7
- Great Community Fete
- 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 Literacy/Numeracy/Science/
- Gala days
- Super camps and excursions
- Great community involvement – ANZAC day, drama events, Environmental activities, Smart Moves

We look forward to another busy year in 2013.

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

Kind Regards,

Gordon Robertson

Principal

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School progress towards its goals in 2012

Priority	Progress		
	Developing	Implemented	On going
Priority 1: Improving teaching. Strategy 1.1: Implement Whole School pedagogical approach - Explicit Teaching Strategy 1.2 Improve the Teaching of Literacy and Numeracy Strategy 1.3 Implement C2C and Foundational Learning Strategy 1.4 Implement Coaching system - Leaders Coaching Teachers			
Priority 2: Refining and embedding data based decision making. Strategy 2.1 Refine and implement Whole school Assessment Schedule based on regional and school-based targets and benchmarks Strategy 2.2 Measure and monitor School and Student Improvement			
Priority 3: Refining and embedding Planning & Accountability Systems (PAS) at all leadership levels. Strategy 3.1: Develop and implement PAS			
Priority 4: Connecting parents and caregivers with their children's learning. Strategy 4.1: Refine and implement communication procedures between school and home			
Priority 5: School Wide Positive Behaviour Support Strategy 5.1: Participate in Tier 2			

Future outlook

Strategy 1.1: Continue the implementation of the whole school approach to Explicit Teaching

Strategy 1.2: Refine teaching of Reading, Writing and Numeracy

Strategy 1.3: Teachers refining and embedding the C2C curriculum

Strategy 1.4: Leaders coaching and supervising teachers

Strategy 2.1: Using data to set school benchmarks, targets and short term individual student goals

Strategy 2.2: Measuring and monitoring school and student improvement

Strategy 3.1: P & A Systems: Specific Role Descriptions, Annual Action Plan, Work Performance Review, Internal School Review

Strategy 3.2: Implement Attendance System

Strategy 3.3: Implement Explicit Teaching System (Sem. 2)

Strategy 3.4: Implement Behaviour System (Sem. 2)

Strategy 3.5: Utilize Task Assignment tool.

Strategy 4.1: Develop/refine practices that reflect that parents & caregivers are central to their children's learning.

Strategy 5.1: Continue the development and implementation of our School Wide Positive Behaviour practices.

Our school at a glance

School Profile

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	661	328	333	95%
2011	672	347	325	97%
2012	717	364	353	98%

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

Characteristics of the student body:

School ICSEA Value: 1052

Average ICSEA Value: 1000

Distribution of students:

	Bottom Quarter	Lower Middle Quarter	Upper Middle Quarter	Upper Quarter
Freshwater	4%	24%	38%	34%
Australia	25%	25%	25%	25%

Indigenous Student Population: 6%

ESL Student Population: 12%

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	24	20
Year 4 – Year 10	27	25	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	17	15	13
Long Suspensions - 6 to 20 days	0	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Collaboratively planned, integrated units of work across all year levels incorporating the QCAR (Queensland Curriculum Assessment and Reporting) Essentials.
- Intellectually challenging units of work enabling students to achieve at their own level
- Comprehensive Learning Support Programs with skilled Learning Support Teachers/Teacher Aide, Class Intervention Programs, 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
- Environmental/Green and Healthy strand woven throughout the school
- Drama Lessons & performances – Year 5 & 7
- 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 during Cultural Week and at the Eisteddfod/Fanfare
- Green and Healthy Initiatives
- Instrumental Music Program – Percussion, Strings, Wind and Recorder group
- Student Council Years 4 – 7 / Years 1 – 3 / Leadership Camps
- Chess Clubs / Robotics Club / Drama Club
- Online Maths Challenges / Reader's Cup Competition
- 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 / Fishing / Music / Leadership / Mathematics / Technology
- Public Speaking opportunities
- ICT Boot Camps
- Excursions Prep to Year 7
- Camps – Year 5 and Year 7
- Outdoor Education activity – Year 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 and small groups and individuals in Years 4/5/6/7
- Networked computers in every classroom
- Interactive whiteboards in use
- Computer Lab for whole class use
- Mobile laptop with school wide wireless network
- The school has 151 computers for student use
- Students eagerly access library computers before school and 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. We follow our Schoolwide Positive Behaviour Plan which focuses on reinforcing and celebrating positive behaviours.

Our school at a glance

Parent, student and staff satisfaction with the school

Freshwater State School has a long and proud history of parent satisfaction with our staff, teaching practices, student outcomes and parent involvement. Students also express high levels of satisfaction with our school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.8%
this is a good school	100.0%
their child likes being at this school*	90.9%
their child feels safe at this school*	93.9%
their child's learning needs are being met at this school*	90.6%
their child is making good progress at this school*	87.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	87.9%
teachers at this school motivate their child to learn*	93.9%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	90.9%
this school works with them to support their child's learning*	93.8%
this school takes parents' opinions seriously*	96.7%
student behaviour is well managed at this school*	90.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.8%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.1%
they like being at their school*	90.5%
they feel safe at their school*	92.2%
their teachers motivate them to learn*	96.5%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	94.7%

Our school at a glance

teachers treat students fairly at their school*	89.4%
they can talk to their teachers about their concerns*	82.6%
their school takes students' opinions seriously*	87.8%
student behaviour is well managed at their school*	79.8%
their school looks for ways to improve*	95.7%
their school is well maintained*	95.7%
their school gives them opportunities to do interesting things*	94.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.3%
with the individual staff morale items	96.5%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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:

- class involvement
- as voluntary teacher aides
- as support-a-reader/writer tutors
- by attending curriculum culmination activities
- 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

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

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	268,606	3,491
2010-2011	323,161	2,226
2011-2012	326,730	4,259

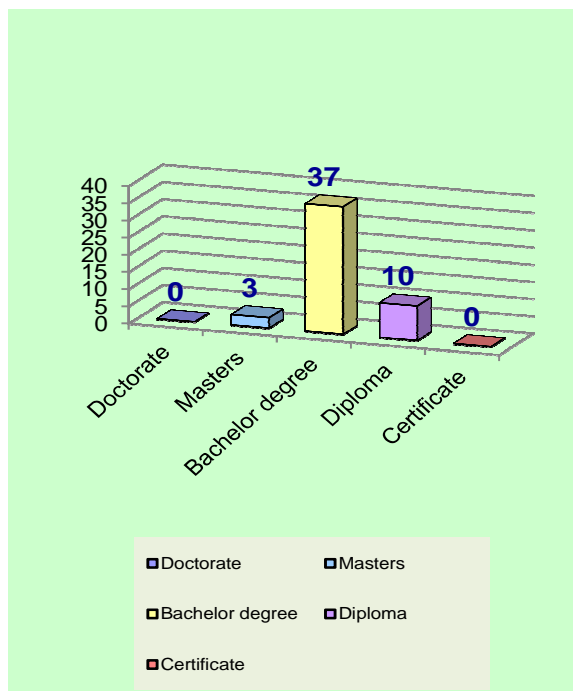
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	48	21	<5
Full-time equivalents	39.3	12.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	37
Diploma	10
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$39 468.

The major professional development initiatives are as follows:

- Year Level group planning sessions with Head of Curriculum on curriculum delivery/sharing effective strategies/consistency of programs
- ICTs – A variety of in school and out of school activities around the use of ICTs within the classroom to increase staff understanding and skills
- School visits – explicit teaching
- Literacy support and development of staff understanding of how to deliver – Support-A-Reader, Literacy monitoring strategies
- Australian curriculum – understanding and familiarisation of the C2C version, expectations, assessment

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	96.1%	95.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.3% of staff was retained by the school for the entire 2012 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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

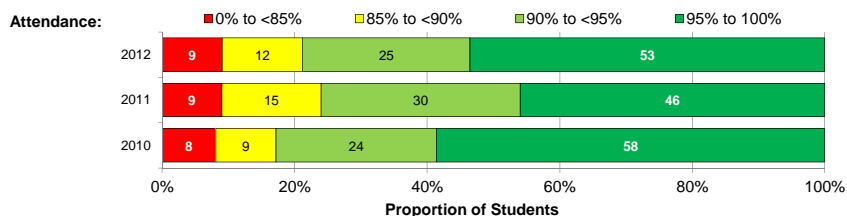
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	95%	96%	95%	94%	94%	94%	N/A	N/A	N/A	N/A	N/A
2011	94%	93%	93%	94%	94%	94%	94%	N/A	N/A	N/A	N/A	N/A
2012	93%	95%	93%	92%	94%	94%	92%	N/A	N/A	N/A	N/A	N/A

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 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.

Performance of our students

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

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 whose NAPLAN results 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 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.

In 2012, our year 3 indigenous students achieved at or above the state mean scale score in all three areas.

GAP between Indigenous and non Indigenous student achievement (Mean Scale Score)

	Reading	Writing	Numeracy
National	70	59	62
Far North Queensland	84	67	77
Freshwater State School	60	32	23

Attendance data from 2012 indicates a 4% difference in the overall attendance between our indigenous students (89.7%) and our non indigenous students (93.7%). Attendance levels remain high for all areas of the school.