Freshwater 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

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.

School progress towards its goals in 2018

Supporting Staff to in teaching the literacy demands of the unit

- Data literacy knowledge build in NAPLAN/A-E correlation continuing
- Professional learning in cohort teams, moderation and planning
- Assessment schedule realigned based on RTI model
- C2C assessment tasks used in all subjects
- Moderation of writing tasks
- Leadership team developed the focus for consistency in teaching reading within the curriculum
- Review of reading assessment in line with tiered support
- Professional learning for leadership team – reading centre
- Planning days for teachers for English including reading units
- Planning process now including knowing your learner
- Community of Practice focus – Early Start to know your learner and aligned to literacy continua

Teaching the Curriculum with Fidelity

- Implementation of digital technology, English, HASS and Maths curriculum on track for 2019
- Curriculum plan written at all levels and referred to in planning
- Coaching of staff in digital technology (coding and robotics) by STEM teacher
- Every class engaged with digital technology lessons
- Review of digital technology and design curriculum
- Additional hardware purchased
- Reporting framework reviewed and redesigned
- Folio's to be implemented end of Semester 1 2019

Inclusive practice

- Inclusive Education team formed
- Leader of the team employed out of I4S
- SSS referral process reviewed and implemented
- Cluster model of support designed, for implementation in 2019
- Design and implementation of FSS planning process
- Review of attendance policy – implementation of ID Attend in Term 4
- Health plans updated
- Re-designed Individual Curriculum Planning process

Outputs/Outcomes

- 100% staff provided feedback in the review of reading practices
- School opinion survey indicated that staff response to "*Access to quality professional development*" has increased to +32.4% in 2018
- 100% of leaders and teachers given opportunity to provide input into review of current practices including what needs to be enhanced to lift effectiveness of teaching.
- School Opinion Survey results 2018 show 88.2% of staff feel they get useful feedback about their work, compared with 76.7% in 2017
- Greater confidence that A-E data is aligned to achievement standards
- Staff School Opinion Survey – "I feel that staff morale is positive at my school" 38% in 2018 to 80% in 2019 (42% change)

Strategy 1 2019	Targets	Milestones
Embed Collaborative Planning process with a focus on implementation of English /Maths C2C assessment: • Assessment, moderation(HoC) • Student Support System (MT) Develop • Whole School, Band and Unit plans as per our 2019/2020 Curriculum implementation plan (HoC) • Lesson sequence of Eng/Maths units Implement • Diagnostic Data to inform learning Schedule (MT) • Mid semester reporting to allow for review of A-E targets • FSS Planning process • Curriculum areas in accordance with our 2 year plan Support • Staff Capacity Build (DP/P) • Support BT (Mt, HOC)	• 20% A 40% B 30% C for Eng/Maths • 100% of students identified as needing a plan to have a tier 2 focus or tier 3 intervention • %100 of staff using C2C Math and English Assessment	• Mid and end Semester Reporting • ICP's • Line management meetings 1 per semester on a needs basis • Systems collaboratively developed by end 2019 • Prep reading levels/behaviours celebrated in week 6. Early Start used to inform tier 2 support • External Moderation in place by end term 4

Strategy 2 2019	Targets	Milestones
Implement through line management/coaching: • Whole school approach to teaching of Reading(DP's) • 2019 Diagnostic Data to inform Learning Schedule (DP's) • Professional Learning to build Staff Capability in the teaching of reading	• FSS Diagnostic targets attached	• All students identified below benchmark differentiated for • Prep reading levels/behaviours celebrated in week 6. Early Start used to inform tier 2 support • Professional Learning in the area of the teaching of reading within the curriculum accessed by relevant staff by end of Semester

Strategy 3 2019	Targets	Milestones
• Review and reflect on FSS Positive Behaviour for Learning Systems and Procedures for Implementation in Semester two. • Review Data entry of behaviour on OneSchool	• Decrease in Minor/major incidents • Increase in positive behaviour records	• PBL team established by end of term 1 • Responsible Behaviour Plan reviewed and launched by end Semester 1

Our School at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	742	738	709
Girls	385	376	350
Boys	357	362	359
Indigenous	53	56	53
Enrolment continuity (Feb. – Nov.)	95%	96%	95%

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

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. 7% of our students are from indigenous backgrounds, while 12% speak English as a second language. The 8% of the school Students with a Disability are supported through the school's Support Program.
The school's Index of Community Socio-Educational Advantage (ICSEA) is 1060.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	25	25	25
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

A key feature at Freshwater State School is the teaching of literacy and numeracy demands within the Australian Curriculum.

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. Support teachers work with classroom teachers to plan for the needs of their learners and create Individual Curriculum Plans or Personalised Learning Plans where required.

Co-curricular Activities
- School Orchestra and Choir perform regularly at school assemblies and at the
- Eisteddfod/Fanfare/Ovation
- Instrumental Music Program – Percussion, Strings, Wind and Ukelele 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
- Camp – 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
- Digital Technology Curriculum implemented in 2018
- ICT Support Teacher takes whole classes in Years 3/5
- Networked computers in every classroom
- Interactive whiteboards in use
- Computer Lab for whole class use
- 3 sets of Mobile laptops with school wide wireless network
- The school has 240 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.

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)	95%	93%	94%
• this is a good school (S2035)	90%	92%	90%
• their child likes being at this school* (S2001)	95%	84%	96%
• their child feels safe at this school* (S2002)	96%	93%	98%
• their child's learning needs are being met at this school* (S2003)	93%	89%	88%
• their child is making good progress at this school* (S2004)	92%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	92%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	87%	89%
• teachers at this school motivate their child to learn* (S2007)	92%	92%	91%
• teachers at this school treat students fairly* (S2008)	94%	85%	89%
• they can talk to their child's teachers about their concerns* (S2009)	93%	89%	90%
• this school works with them to support their child's learning* (S2010)	89%	84%	84%
• this school takes parents' opinions seriously* (S2011)	84%	76%	80%
• student behaviour is well managed at this school* (S2012)	86%	83%	84%
• this school looks for ways to improve* (S2013)	93%	92%	86%
• this school is well maintained* (S2014)	93%	87%	93%

* 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)	99%	95%	92%
• they like being at their school* (S2036)	96%	97%	87%
• they feel safe at their school* (S2037)	95%	96%	88%
• their teachers motivate them to learn* (S2038)	96%	96%	93%
• their teachers expect them to do their best* (S2039)	98%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	98%
• teachers treat students fairly at their school* (S2041)	86%	82%	72%
• they can talk to their teachers about their concerns* (S2042)	85%	87%	76%
• their school takes students' opinions seriously* (S2043)	91%	90%	78%
• student behaviour is well managed at their school* (S2044)	76%	83%	69%
• their school looks for ways to improve* (S2045)	98%	95%	90%
• their school is well maintained* (S2046)	95%	90%	89%
• their school gives them opportunities to do interesting things* (S2047)	95%	93%	81%

* 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)	90%	91%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	93%	98%
• they receive useful feedback about their work at their school (S2071)	72%	77%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	100%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	96%	95%	98%
• student behaviour is well managed at their school (S2074)	88%	86%	96%
• staff are well supported at their school (S2075)	75%	70%	88%
• their school takes staff opinions seriously (S2076)	77%	67%	90%
• their school looks for ways to improve (S2077)	92%	88%	98%
• their school is well maintained (S2078)	94%	88%	96%
• their school gives them opportunities to do interesting things (S2079)	71%	63%	92%

* 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
- Participating as a member of the school's P&C
- 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 education programs

Freshwater under took many proactive programs to help support students wellbeing and relational development in 2018.These include:
- Positive Behaviour for Learning system
- Bravehearts
- Life Education
- Guidance Officer programs; social skilling with small groups, individual counselling, newsletter articles
- Positive Behaviour Program lessons
- Inclusive Education team formed
- Whole school focus on Domestic Violence Awareness Week

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	33	17	7
Long suspensions – 11 to 20 days	0	0	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	388,099	393,178	319,897
Water (kL)	2,836	3,274	10,651

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.

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

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	49	23	<5
Full-time equivalents	43	16	<5

*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	0
Masters	3
Graduate Diploma etc.*	2
Bachelor degree	47
Diploma	8
Certificate	0

*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 $50,000

The major professional development initiatives are as follows:

- Teaching of Reading Workshops
- Leadership Development
- Knowing our Curriculum Cooperative Curriculum Planning
- Using technology

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

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	95%	94%	94%
Attendance rate for Indigenous** students at this school	94%	91%	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		Year level	2016	2017	2018
Prep	94%	94%	95%		Year 7			DW
Year 1	95%	94%	93%		Year 8			
Year 2	95%	95%	94%		Year 9			
Year 3	95%	94%	93%		Year 10			
Year 4	95%	94%	94%		Year 11			
Year 5	95%	93%	93%		Year 12			
Year 6	94%	94%	94%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	6	8	26	61
2017	8	8	30	54
2018	6	12	27	55

Proportion of Students
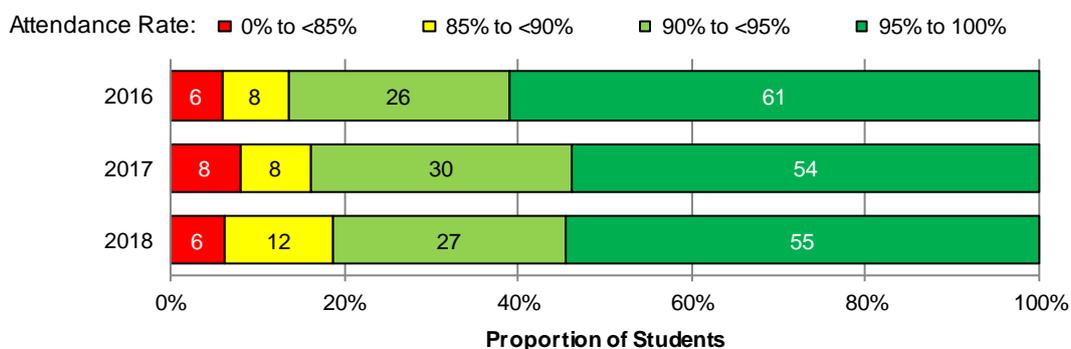
Description of how this school manages non-attendance

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.

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.

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
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 '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.