



Freestone State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Freestone State School opened its doors to the community of Freestone in 1870 and has proudly educated students from the local area and surrounds. The school has a long, rich academic and sporting history with numerous achievements, which both past and present students fondly recollect and hold dear. These strong traditions have continued to be upheld and are part of the school culture.

Currently we have 34 students in two multi-age/composite classes. The curriculum focus emphasises continual improvement of literacy and numeracy outcomes for all students. This is achieved through targeted programs, designated literacy and numeracy blocks, as well as a focus on explicit teaching. School staff are strongly committed to providing high quality teaching and learning programs that cater for the needs of all our students. We take great pride in our ability to meet the curriculum expectations through engaging units of work which are integrated with IT skills.

Freestone State School embraces the small school community culture and works closely with all our families to ensure students are happy and making progress. Great emphasis is placed on showcasing student learning and achievement to the wider community. We have an excellent P & C who take an active interest in all aspects of the school and are very supportive of the initiatives we take to improve the educational outcomes of all our students.

Principal's Foreword

Introduction

This report is a comprehensive summary of our school's performance for 2016. It contains information about class sizes, our unique curriculum offerings and student attendance. This report also shows how well we meet the needs of the students, the expectations of our parents, staff satisfaction and an overview of all the important aspects of our school operations.

Our school takes pride in the fact that we involve our community in developing a shared vision for the school year. This report outlines the success of those priorities and establishes future priorities.

School Progress towards its goals in 2016

The priorities that were set and achieved for 2016 were:

- Encouraging student attendance through positive reinforcement and promoting the importance of regular attendance.
- Supplementing reading resources in the early years to foster a love of reading.
- Developing and implementing a whole school spelling program.
- Accessing extension programs to challenge students in Science, Technology, Engineering and Mathematics. (STEM)

Future Outlook

Our school review conducted in mid 2015 acknowledged the excellent school culture and the positive attitude we have towards learning. We will continue to set priorities, demonstrating our commitment to providing diverse opportunities which engage all our students. Our goal is to achieve success and develop a desire to learn and improve.

Future priorities will be:

- Monitoring, tracking and reporting attendance expectations to students and parents to meet departmental requirements.
- Reviewing and updating the Pedagogical Framework to reflect National Curriculum changes.
- Developing and implementing a whole school Number Facts Program to assist students with efficient mental computation skills required for problem solving.
- Extension of spelling program to include weekly dictation activities across the whole school.
- Reviewing reading resources and programs in the school.
- Revision of whole school approach to behaviour management.

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	30	10	20		100%
2015*	31	14	17	3	90%
2016	29	12	17	3	92%

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

Freestone is a small countryside school in close proximity to the Community Hall. Many of our families live on farms in the immediate area and their families have been part of the school for generations. They are incredibly proud of the school and have a strong sense of ownership and a desire to ensure their children have access to the best educational opportunities. An increasing number of families come from outside our catchment area travelling from: Warwick, Allora and Maryvale to attend our school. Parents from outside Freestone are attracted by the smaller class sizes, support programs and individual attention students receive in our setting. Our students are friendly, accept individuality, have a caring attitude and welcome newcomers to the school.

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	15	12	14
Year 4 – Year 7	15	16	15
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Our school takes pride in the fact that we have the capacity to deliver the National Curriculum through units of work which engage our multi-age learners.
- The needs of each student are met with individual and small group curriculum delivery focussing on literacy and numeracy.
- We are very proud of our unique visual arts program, our whole school choir and our passion for sport.
- Where possible, we extend what has been learnt in the classroom through excursions and school camps.
- We believe all students have the ability to learn, grow in confidence and feel part of a community that learns and grows together.

Co-curricular Activities

- Along with the set curriculum, our school offers students the opportunity to participate in many extra-curricular activities.
- Students participate in the Warwick High School Reading Challenge and Mathematics Challenge, the Hermitage National Science Competition and Book Week.
- Our school choir attends community events and joins with other schools for the "Count-us-in" choir performance.
- The students proudly participate at local Anzac Day events. Our students enter competitions at the Warwick Show and create tree decorations for Jumpers in July.
- Sport is popular at the school with many of our students going on to be involved in district and regional sporting teams. We also participate in the annual Tanny Sports Day.
- Our students attend a whole school camp at the end of each year. This is conducted through various recreational centres in south-east Queensland.
- We hold special school events to celebrate Mother's Day and Father's Day where parents, grandparents and friends are invited.
- Our students participate in fund raising for drought relief and the Cancer Council.
- Leadership skills are encouraged for the older students through Student Council participation.
- Reward Days are held at the end of each term where our students attend movies, special lunches and games in the park.
- Various theatrical performances attend the school throughout the year and our students also attend theatre events in Toowoomba.

How Information and Communication Technologies are used to Assist Learning

ICT's are used to supplement our explicit teaching programs. We have a wide range of equipment that is used on a daily basis. Time is spent developing the knowledge and skills required to operate these devices effectively and also on how to use them appropriately. We regularly utilise interactive SMART boards, iPads and digital cameras.

Social Climate

Overview

Freestone State School prides itself on having high expectations of their students and expect them to uphold our school values in all their interactions. We constantly reinforce the school values reflected in our “Stars” program. **Strive, Teamwork, Attitude, Respect and Safety.** We have a “Random Acts of Kindness” rewards system in place which encourages kind, responsible and positive behaviour.

To achieve this high standard of values, we work very closely with the parents and students. We have an extremely good understanding of what our students excel in and also what they find challenging, both academically and socially. The school provides support in both these areas and as a result we have a positive, happy, learning environment. This environment would not be possible without the communication and positive relationship we have with our parents. Our environment is inclusive and very supportive. All the students are encouraged to help one another and the older students look out for the younger ones. Every child is known by the staff and by the other children at the school. It is a safe and nurturing environment.

The school community is highly involved through the Parents and Citizen’s Association which holds regular meetings and raises funds through events such as the annual Trivia Night, Pie Drives and Mango Drive.

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)	100%	75%	100%
this is a good school (S2035)	100%	75%	100%
their child likes being at this school* (S2001)	100%	50%	86%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	75%	100%
their child is making good progress at this school* (S2004)	100%	75%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	75%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	75%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	50%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	50%	100%
this school works with them to support their child's learning* (S2010)	100%	75%	86%
this school takes parents' opinions seriously* (S2011)	100%	50%	86%
student behaviour is well managed at this school* (S2012)	100%	75%	86%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	94%	100%
they like being at their school* (S2036)	75%	81%	100%
they feel safe at their school* (S2037)	75%	100%	100%
their teachers motivate them to learn* (S2038)	100%	94%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	100%
teachers treat students fairly at their school* (S2041)	92%	88%	100%
they can talk to their teachers about their concerns* (S2042)	92%	94%	100%
their school takes students' opinions seriously* (S2043)	100%	94%	100%
student behaviour is well managed at their school* (S2044)	83%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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 the school. We have a daily communication book for all our students and this is an important link for parents whose children access the bus service. It gives parents feedback on the day and they use it to keep us informed of any concerns they may have or things at home that may affect learning. Parents are encouraged to come into the school and take an interest in what we are doing. Our newsletters keep parents up to date with what is happening in the school and parents are able to meet with the classroom teacher if they have any concerns. We have a number of days where we celebrate the contributions made by parents and these are widely supported.

Our school has a number of students who require extra support or extension with the curriculum. Prior to the implementation of support programs, staff collaborate with parents to negotiate an appropriate pathway.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This program meets the social, health and emotional needs of our students. The programs

are incorporated into every aspect of the daily practices at school. The school strictly reports all child safety issues as per policy requirements. All staff attends annual training to support this policy.

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	0	0	0
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

The school strives to implement measures which support sustainable practices. The school has upgraded all the water tanks and installed bubbler taps that seal effectively to minimise water wastage. Air conditioners are regularly serviced and set at the recommended temperatures. We always endeavour to reduce, reuse and recycle.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	15,141	0
2014-2015	15,816	
2015-2016	17,861	

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

GO

Sector:

Government

Non-government

SEARCH

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	3	7	0
Full-time Equivalent	3	3	0

Qualification of all teachers

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

*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 \$5376.46

- The major professional development initiatives are as follows:
- First Aid
- Writing Support Programs
- Curriculum Training

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.	99%	99%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	93%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).			96%

*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%.

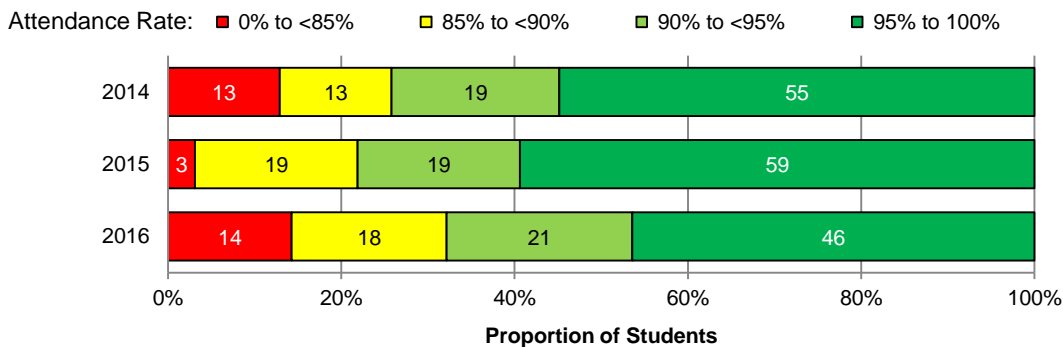
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	94%	DW	95%		95%	93%	95%					
2015	94%	87%	94%	97%	95%	DW	96%						
2016	90%	94%	89%	93%	DW	94%							

*Attendance rates effectively count 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.

Rolls are marked twice a day. Parents are able to call the school or send a text, explaining why their child/children are away. Parents usually notify the school and if this has not occurred the absence is followed up. Students track their attendance and receive acknowledgement in the newsletter and on parade for attendance. Newsletter articles outline the importance of school attendance and the link between attendance and improved student outcomes. A school "Loyalty Card" has been implemented.

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

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 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 schools NAPLAN results.

Conclusion

