Farleigh State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

Postal address:	CMB Farleigh 4741
Phone:	(07) 4959 8229
Email:	principal@farleighss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Martyn Price, Principal

School Mission Statement

At Farleigh State School we promote kindness and tolerance offering an inclusive, loving and supportive environment for all students, one in which we aim to build self-confidence and ensure all students feel successful in their learning. Whilst we acknowledge the importance of all children receiving an academic education, we believe there is a 'bigger picture' approach to learning.
We strive to ensure that every child has the skills they need to be successful in life; they take responsibility for their own learning, actions and belongings, they are happy, active and develop the self-belief to be the best they can be.

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School Overview

Farleigh State School is nestled in a rural retreat just off the Bruce Highway eight minutes north of Mackay, and caters for students from Prep to Grade 6. Farleigh State School boasts wonderful play areas, gardens, fruit trees and facilities. Farleigh prides itself in not only providing excellence in teaching in a friendly, safe, well-resourced and attractive environment, but strives to ensure that every child is given the opportunity to be the best they can be; academically, socially, emotionally and physically. An enrolment of approximately 28 students allows for two multi-age classes where quality teaching and learning focuses on small groups and individual students. All staff at Farleigh State School aim to ensure every student's needs are met, that each child experiences high quality learning programs, has the opportunity to access school excursions and extra-curricular activities such as robotics, board games, sports and activities. Our school motto is 'United We Achieve'.

Principal's Foreword

Introduction

Farleigh State School has had many successes in 2017 that we, as a school, are very proud of. We have initiated many wonderful programs to not only improve our academic achievements, but also the emotional and social wellbeing of our students.

Farleigh has a culture of high expectations, but in an environment where the individual can feel empowered, and is allowed to flourish and develop their own identity. Thus, 2017 saw a continued focus on individual reading and comprehension skills, supported by our I4S funding through the acquisition of extra support staff. Students receive daily reading and comprehension with individual practice sessions, via the utilisation of programs such as 'The Daily Five', 'Café Reading' and comprehension strategies. Our students have demonstrated improvement in their reading capabilities, with significant gains being made by most students, who can now read one year or more, above their age appropriate level. These results are supported by regular data collection.

The school has improved its interactions with the local, and wider community. We held, and attended, a number of events such as:

- ANZAC Day Memorial Service in Farleigh, where students recited a poem.
- Palm Fete, organised by Farleigh P & C
- Cluster Sports Day
- End of Year Awards and Concert Night
- School Camps
- Whitsunday Voices
- Farleigh State School Playgroup

Farleigh has also invested in the wellbeing of students by introducing a Breakfast Club, whereby all students can access a free breakfast at school every day.

This report contains our progress and results from 2017, as well as our future outlook in 2018. Should you wish a 'hard copy' of this report you can one from the school office.

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School Progress towards its goals in 2017

The table below is colour coordinated. Please follow the key below:

	Not Implemented
	Implementing
	Implemented

STRATEGY ONE – Building a deeper understanding of Australian Curriculum: English

Actions	Targets	Timelines	Responsible Officer/s
Modify (adapt/adopt) GTMJs for multi-age contexts and building teacher capacity around unit metalanguage.	**100% of teachers are familiar with how to modify GTMJs for multi-age contexts**	End of each term	HOC Teachers
Formalise the cluster moderation and feedback process.		T1 afternoon & T4 SFD	HOC Principal
Collaborative planning - a consistent whole school/cluster approach to planning.		Ongoing	HOC Teachers

STRATEGY Two – Literacy Priorities: Embed a balanced school wide reading program

Actions	Targets	Timelines	Responsible Officer/s
Deliver oral language activities that target *phonological and phonemic* awareness	**100% of students, via our spelling program 'Sound Waves', and via in house PD for staff.**	**Start 2017**	**Teachers Aides**
Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. *Reading aloud to students, Modelled Reading, Shared Reading, Guided Reading, Independent Reading.*	**100% of students via 'The Daily Five' and "Café Reading". Teachers to become proficient in the delivery of the above programs, including appropriate displays and goal setting, via in house PD.**	**Ongoing 2017**	**Teachers Aides**
Embed *comprehension strategies,* such as Sheena Cameron	**100% of students**	**On going 2017**	**Teachers Aides**
Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback.	**100% of teaching staff**	**On going 2017**	**Teachers Aides**
Continue to resource reading agenda and the success to date over a sustained period. Testing to occur every 3 weeks to ensure appropriate progress is being maintained.	**90% of students reading at one year above their current reading age.**	**On going 2017**	**Teachers Aides**

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STRATEGY THREE – Building teacher capacity around student self-reported grades, goal setting and feedback to students in a variety of ways (individual, group, whole class) in relation to Australian Curriculum English.

Actions	Targets	Timelines	Responsible Officer/s
Gather appropriate research around effective self-reported grades, feedback, self reported grades and goal setting (ie. Hattie) and develop school wide models.	100% of students who can clearly articulate what action is required in response to feedback given and can effectively self-reported on expected grades. **Each teacher is observed and receives feedback around their use of school wide models for feedback, self-reported grades and goal setting.**	Semester 1	Teachers Martyn Price
Provide appropriate professional development opportunities for teachers around student self-reported grades, feedback and goal setting.		Semester 2	Teachers Aides Martyn Price

STRATEGY FOUR- Engaging the community with the intent to grow the school

Actions	Targets	Timelines	Responsible Officer/s
Continuation of Playgroup/ Pre-Prep program.	To provide a 'feeder' route for families to enter the school.	Ongoing 2017	Martyn Price Traccee Ramsamy P & C
Continue to develop school's 'points' of difference such as extracurricular activities, the school's philosophy and values.	To answer the 'Why should we bring our child to your school?' question.	Developing/ Ongoing 2017	Martyn Price Teachers P & C
Openly welcome the local community to school events.	To get the local community taking about our school, within the wider community.	Developing/ Ongoing 2017	Martyn Price Teachers P & C
Encourage community to access school events, classroom activities and structured learning activities such as Robotics & Coding, after school sports and 'The Board Room' games afternoon.	To get the local community taking about our school, within the wider community.	Developing/ Ongoing 2017	Martyn Price Teachers P & C

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Future Outlook

PRIORITY 1: Australian Curriculum: English
SUCCESS INDICATORS:
- **83% of students in P-6 to achieve C or better in English** *(an increase from the baseline data 2017 of 79.05%)*

STRATEGY – Building a deeper understanding of Australian Curriculum English.			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Continue to use visible learning displays in classrooms.	**100% of classrooms to have Learning Displays, know and do charts.**	ongoing	Teachers Teacher Aides
Continue to engage in cluster planning and moderation days.	**100% of teachers to engage in moderation.**	T1 W10 T2 W10 T3 W10	HOC Teachers
Embed cluster moderation process.		ongoing	Teachers
Teachers collaboratively create and know and do chart for each English unit.		T1 W10 T2 W10 T3 W10	HOC Teachers
Use multi-level digital GTMJ's to ensure all students are being assessed against their year level achievement standards.		T1 afternoon & T4 SFD	HOC Principal

Improvement Priority2. Visible Learning
CLUSTER SUCCESS INDICATORS:
- **100% of English and Maths lessons to display student learning goals and success criteria**
- **100% of teaching staff to participate in all Visible Learning professional development sessions**

STRATEGY - Implement strategies identified through Visible Learning research inquiry		
Actions	**Timelines**	**Responsible Officer/s**
Teacher Clarity: Embed the use of Goals and Success Criteria in every English and Maths lesson	Ongoing	Teachers
Display and explicitly teach students "What am I learning today? Why am I learning this? How will I know that I learned it?	Term 1	Teachers
All staff to participate in the Visible Learning Plus professional development series – Foundation Day and Inside Series workshop	Term 1	Principal HOC Year

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		Coordinator
Continue to develop students understanding of being assessment capable learners by explicitly teaching unit metalanguage and use of learning displays	Ongoing	Teachers

Priorities: Australian Curriculum: English Literacy: reading
SUCCESS INDICATORS:
- **90% of students reading one year above their current reading age**

STRATEGY – Literacy Priorities: Embed a balanced school wide reading program			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Deliver oral language activities that target *phonological and phonemic* **awareness**	**100% of students, via our spelling program 'Sound Waves',**	**Continuing for 2018**	**Principal** **Teachers**
Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. *Reading aloud to students, Modelled Reading, Shared Reading, Guided Reading, Independent Reading.*	**100% of students via 'The Daily Five' and "Café Reading". Teachers to become proficient in the delivery of the above programs, including appropriate displays and goal setting,**	**Continuing 2018**	**Principal** **Teachers**
Embed *comprehension strategies,* **such as Sheena Cameron**	**100% of students**	**Continuing 2018**	**Principal** **Teachers**
Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback.	**100% of teaching staff**	**Continuing 2018**	**Teachers** **Martyn Price**
Continue to resource reading agenda and the success to date over a sustained period. Testing to occur every 3 weeks to ensure appropriate progress is being maintained.	**90% of students reading at one year above their current reading age.**	**Continuing 2018**	**Teachers** **Martyn Price** **June Williamson**

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	28	15	13	2	86%
2016	24	10	14	2	90%
2017	24	7	17	3	88%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Farleigh State School offers two multi-age classes, Prep-3 and 4-6 and families in the Farleigh Area are largely from the rural sector, with an additional percentage of families enjoying the rural lifestyle with affordable accommodation in a number of rental properties. There are a number of families also who travel from Mackay City to Farleigh State School so their children can benefit from the small school environment.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2015**	**2016**	**2017**
Prep – Year 3	10	22	15
Year 4 – Year 6	16		8
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Farleigh has in place a range of curriculum programs covering all eight of the Key learning Areas.
- Our staff liaise with six other primary schools that form our professional cluster group to ensure continuity across the curriculum.

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- Our students study Japanese as our LOTE subject.
- A visiting specialist delivers Health and Physical Education lessons.
- The school uses a range of assessments including NAPLAN, PM Reading benchmarks and Probe Reading Assessments.

Co-curricular Activities

Despite Farleigh being a small school, students are offered some excellent opportunities to participate in a wide range of extra-curricular activities. In 2016 these included:

- Robotics
- 'The Board Room', a board games program to help children develop their social skills.
- A range of sporting opportunities, such as tennis, swimming lessons, basketball, table tennis, softball, athletics and lawn bowls.
- Student Council 'Glow' Disco.
- Affiliated Queensland Playgroup onsite weekly run by an employed Teacher Aide.
- Half and full day excursions and school camps.
- Cluster Sports Days.
- Community based projects, such as ANZAC Day and Remembrance Day.
- End of year Concert and Award ceremony.
- Whitsunday Voices.

How Information and Communication Technologies are used to Assist Learning

A ratio of 1:1 computers to students allow regular access to all computer-based ICTs such as the Internet, Microsoft Office programs, photo editing and coding. Students use Information and Communication Technologies to communicate and collaborate, explore the processes of inquiry and research across KLA's and enhancing their skills to match what will be required as digital citizens of the future.

Social Climate

Overview

All Parents, Staff and Teachers were satisfied with the overall school climate at Farleigh State School in 2017. We believe in inclusive education, where every child matters every day and each child has the ability to achieve, therefore we differentiate the curriculum to meet the needs of the child. High expectations are set through our school policies and we expect parents, teachers and the Admin team to work together to support the student to achieve their very best. At Farleigh State School we have a zero tolerance on bullying, and/or cyber bullying which is addressed in our Responsible Behaviour Plan.

The satisfaction of parents is high and they particularly believe their children are safe and expectations are high at Farleigh State School.

Student satisfaction is high particularly and the students feel happy and safe at Farleigh State School. Staff morale reflects the targeted PD schedule put into place and the feedback provide to staff.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	80%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	88%	80%
teachers at this school motivate their child to learn* (S2007)	80%	100%	100%
teachers at this school treat students fairly* (S2008)	80%	75%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	80%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	80%	88%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	93%	100%	100%
they like being at their school* (S2036)	93%	100%	88%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	93%	86%	88%
they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
their school takes students' opinions seriously* (S2043)	93%	100%	88%
student behaviour is well managed at their school* (S2044)	87%	100%	75%
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%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
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%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
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

As a small school, teachers are in regular contact with parents. This includes:

- Formal Parent-Teacher interviews are offered twice a year, but informal discussions are offered all year round.
- Meeting and greeting parents when they drop off/pick up their child/children before and after school.
- Parent volunteers for The Breakfast Club, Tuckshop, camps and school excursions.
- During fund raising ventures, such as Palm Fete and also at working bees.
- P & C meetings
- Formal reporting twice a year, once in Semester 1 and once in Semester 2.
- End of year concerts.
- Achievers Day

Respectful relationships programs

Farleigh State School recognizes the importance of respectful relationships in our school and community. By utilising the Australian Curriculum and resources accompanying the Health curriculum, students are educated about healthy, respectful relationships and taught skills to develop in this area.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

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

The previously installed solar panels have helped reduce the quarterly electricity bill, as have the teachers actively ensuring lights, fans and air-conditioning are turned off when leaving the classroom. Recycling bins allow for all recyclable items – paper, cardboard, plastic bottles, tins etc. to be recovered. An underground water leak and a faulty toilet unfortunately increased our water usage, but the school is trying to offset this by an increased use of water from our rainwater tanks.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	21,959	329
2015-2016	21,068	175
2016-2017	24,317	6,561

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

School name	GO

Suburb, town or postcode

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

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Workforce Composition

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	4	<5
Full-time Equivalents	3	3	<5

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.**	1
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 2017 were $.6742.69

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The major professional development initiatives are as follows:

- Planning and moderation days
- Seven Steps Writing
- Sheena Cameron Writing
- Music PD
- Personalised Pathways

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

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 2017.

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Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	96%	95%

*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.

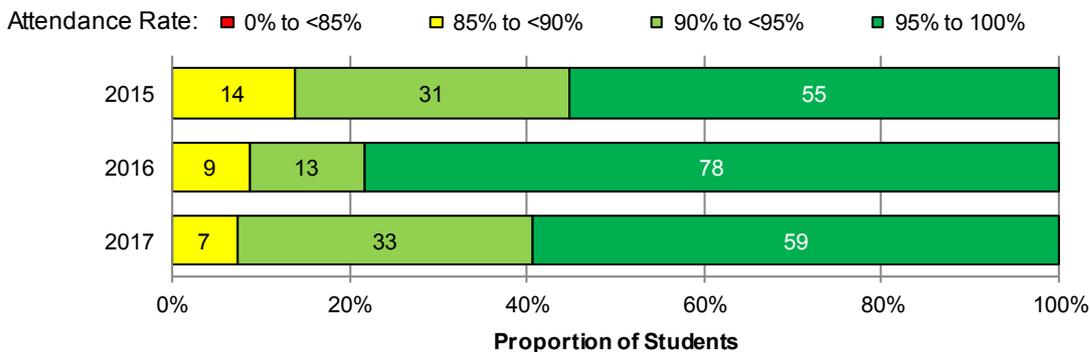The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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**
2015	96%	95%	93%	DW	96%	93%	95%						
2016	97%	95%	99%	95%	DW	97%	96%						
2017	98%	93%	96%	96%	93%	94%	96%						

*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:

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%
2015		14	31	55
2016		9	13	78
2017		7	33	59

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.
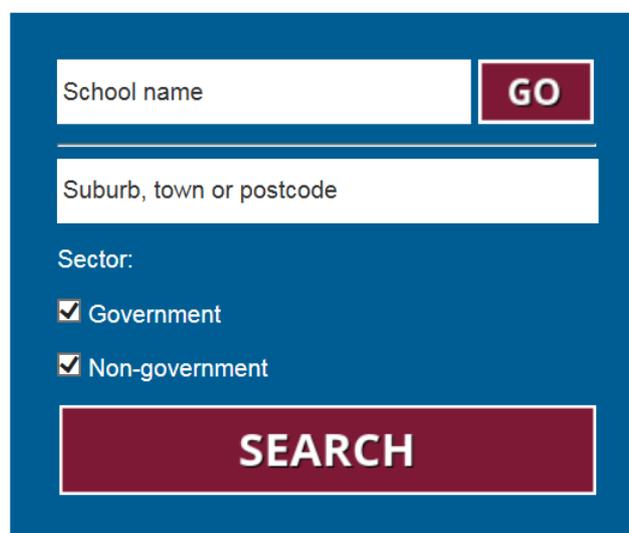
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Prolonged and regular absences are brought to the attention of the Principal. Parents are contacted either by phone (first step) or via mail to ascertain reasons for absences. Parents are requested to complete 'reasons for absence' forms whenever a child is away. Where absences are not explained, an end of term note is forwarded to families seeking explanations for absences. Rolls are marked daily: am and pm, and reasons for absences are noted via a code. Parents with absent children are called prior to 9.00am to clarify why they are not attending school.

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.**

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.

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