



Farleigh State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Martyn Price, Principal

# From the Principal

## School overview

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. Our school is nestled in a picturesque rural retreat, a mere seven minutes out of Mackay, and has an enrolment of approximately 50 students in three multi-age classes.

## School progress towards its goals in 2018

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

	Not Implemented
	Implementing
	Implemented

STRATEGY – Building a deeper understanding of Australian Curriculum English.			
Actions	Targets	Timelines	Responsible Officer/s
Continue to use visible learning displays in classrooms.	<b>100% of classrooms to have Learning Displays, know and do charts.</b>	ongoing	Teachers Teacher Aides
<b>Continue to engage in cluster planning and moderation days.</b>		T1 W10 T2 W10 T3 W10	HOC Teachers
<b>Embed cluster moderation process.</b>	<b>100% of teachers to engage in moderation.</b>	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

<b>STRATEGY - Implement strategies identified through Visible Learning research inquiry</b>		
<b>Actions</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
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 Coordinator
Continue to develop students understanding of being assessment capable learners by explicitly teaching unit metalanguage and use of learning displays	Ongoing	Teachers

<b>STRATEGY – Literacy Priorities: Embed a balanced school wide reading program</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Deliver oral language activities that target <i>phonological and phonemic</i> 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. <i>Reading aloud to students, Modelled Reading, Shared Reading, Guided Reading, Independent Reading.</i>	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 <i>comprehension strategies</i> , 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 Sophie Norton

## Future outlook

### Priority 1: A school for all

#### Strategies:

1. Develop a common understanding of what inclusion means at Farleigh SS to in order to create a fully inclusive and supportive culture within the school and wider community.
2. Building teachers confidence and capability to deliberately select the appropriate pedagogical practice to actively engage, and include, all children.

#### Actions:-

- i. Investigate as a whole school what 'inclusion' means, and looks like, at Farleigh SS. A 'blueprint' to be shared with the school and wider community. (By end of Term 2)
- ii. Provide a range of professional learning opportunities for all staff around inclusive practices, and pedagogies, best suited to support a range of diverse of learners. (Ongoing 2019)

### Priority 1: A school for all

#### Success Indicators:

- All children demonstrate tolerance and kindness to all their peers.
- Teachers able to plan their teaching and learning to meet the needs of all children.
- All children are able to access their curriculum entitlement.

### Priority 2: It's my life! It's my education!

#### Strategies:

1. Develop a Farleigh SS case management protocol.
2. Personalising the academic, emotional, social and behavioral learning for all children.

#### Actions:-

- i. Create, as a whole school, a case management protocol that is easily accessible for all staff, children, parents and wider community. (By end of Term 1)
- ii. Establish goals, via the case management protocol, for all students deemed to be at risk, whether it be academic, emotional, social or behavioral 'blockers'. (By end of Term 3)
- iii. Explicitly teach using pedagogies, and display relevant 'success criteria', so all students can answer, discuss and explain what they are learning, how they are doing, how do they know, how they can improve and where they can go for help. (By end of Term 3)

### Priority 2: It's my life! It's my education!

#### Success Indicators:

- Children to be able to articulate their educational goals and where they want/need to go next.
- Teachers to be able to communicate all children's goals, and progress, to relevant stakeholders.
- Children demonstrate, and can clearly articulate, the school's core values of 'respect, responsibility, self-belief, kindness and tolerance'.

## *'Respect, Responsibility, Self-belief, Kindness & Tolerance'* The Roots Upon Which Farleigh State School is Built

With enrolments now standing at 49, the school having more than doubled in size over the last two years, the need to further consolidate our 'inclusive' practise is a key piece of work for the coming year. This is to ensure that the needs of all our students, and their ability to access their curriculum entitlement, becomes embed practice across the school.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	24	24	33
Girls	10	7	10
Boys	14	17	23
Indigenous	2	3	6
Enrolment continuity (Feb. – Nov.)	90%	88%	79%

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

Farleigh State School offers two multi-age classes, Prep-3 and 4-6. However, whilst some families in the Farleigh area are from the rural sector, most of our families travel from Mackay City, and the outer suburbs, to Farleigh State School, so their children can benefit from the small school environment.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	15	16
Year 4 – Year 6		8	
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

#### 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.
- 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, formative and summative assessment for each unit of work.

## 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 2018 these included:

- Robotics and coding.
- '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.
- Visits to watch live plays at the MEEC.

## How information and communication technologies are used to assist learning

A ratio of close to 1:1 computers/iPads to students allow regular access to all computer-based ICTs such as the Internet, Microsoft Office programs, photo editing and coding. The school has also invested in emerging technologies such as 3D printing and Virtual Reality via a set 8 VR headsets. 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 2018. 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.

Once a week the children learn how to manage their feelings via a 'Zones of Regulation' program, which is delivered by our Special Education teacher.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	91%
• this is a good school (S2035)	100%	100%	91%
• 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%	80%	91%
• their child is making good progress at this school* (S2004)	100%	100%	82%
• 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)	88%	80%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	91%
• teachers at this school treat students fairly* (S2008)	75%	80%	91%
• 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%	80%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	91%
• student behaviour is well managed at this school* (S2012)	100%	100%	91%
• this school looks for ways to improve* (S2013)	88%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	82%
• they like being at their school* (S2036)	100%	88%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	91%
• 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)	86%	88%	91%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	90%
• their school takes students' opinions seriously* (S2043)	100%	88%	100%
• student behaviour is well managed at their school* (S2044)	100%	75%	82%
• their school looks for ways to improve* (S2045)	100%	100%	91%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
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\* 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)	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)	100%	100%	80%
• 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
- End of term activities days.
- Ongoing informal discussions with parents/carers around adjustments the school can make to accommodate a wide range of diverse learners.

## Respectful relationships education 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

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	0	0	1
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 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	21,068	24,317	27,443
Water (kL)	175	6,561	13,771

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

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

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.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	4	<5
Full-time equivalents	2	3	<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	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	
Certificate	

\*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 \$8056.

The major professional development initiatives are as follows:

- Planning and moderation days
- CQ Region Principal Conference
- Principal Symposium
- Teacher aide professional development day
- Technology PD
- Finance PD for BSM
- First Aid Training
- School Improvement Training
- Mandatory training for all staff

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	99%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

# Performance of our students

## 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	96%	95%	90%
Attendance rate for Indigenous** students at this school	96%	95%	88%

\* 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

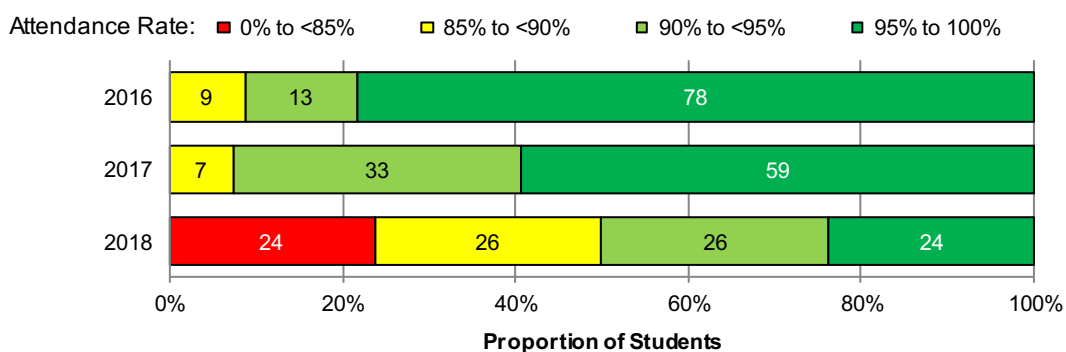
Year level	2016	2017	2018
Prep	97%	98%	88%
Year 1	95%	93%	91%
Year 2	99%	96%	87%
Year 3	95%	96%	94%
Year 4	DW	93%	91%
Year 5	97%	94%	89%
Year 6	96%	96%	88%

Notes:

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

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## 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.

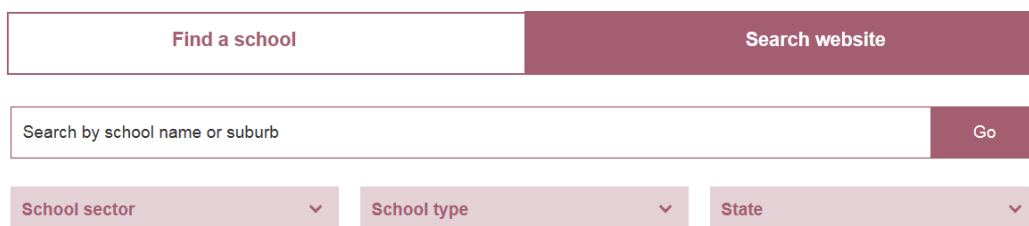
Prolonged and regular absences are brought to the attention of the Principal. Parents are contacted either by phone (first step) or via mail to ascertain reasons for absences. Parents are requested to complete 'reasons for absence' forms whenever a child is away. Where absences are not explained, an 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 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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### 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.