



Freestone State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	82 School Road Freestone via Warwick 4370
Phone	(07) 4666 1569
Fax	(07) 4666 1654
Email	principal@freestoness.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mrs Laura Watson (Principal) Mrs Judith O'Shea (Business Services Manager)

School overview

Freestone State School first opened its doors to the community of Freestone in 1870 and has been proudly educating students from the local area for over 147 years. The school has a long and rich academic and sporting history with numerous achievements that students both past and present fondly recollect and hold dear. These strong traditions have continued to be upheld.

In 2018, our school had 27 students enrolled in two multi-age classes. The curriculum focus emphasises continual improvement of literacy and numeracy outcomes for all students. This is achieved through targeted programs and the provision of explicit teaching. School staff are strongly committed to providing high quality teaching and learning programs that cater for the needs of their students.

The school takes great pride in the ability to deliver the curriculum in innovative and exciting ways to engage students and make learning interesting. This includes hands on units of work which are integrated with IT skills. Whole-school integrated units of work are an element of the learning experience at Freestone State School. Great emphasis is placed on showcasing student learning and achievement to the wider community.

Introduction

This report is a comprehensive summary of our school's performance for 2018. 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 2018

The priorities that were set and achieved for 2018 were:

- Monitoring, tracking and reporting attendance expectations to students and parents to meet departmental requirements.
- 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.

Future outlook

Our school review conducted in mid-2016 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. This year we will strive to:

- Improve reading comprehension.
- Update the Curriculum Framework.
- Review Website to meet changing needs of the community.
- Strengthen community links by connecting with the wider community to promote the school.
- Continue Planning for the 150 year celebration by establishing a sub-committee.

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	29	34	27
Girls	12	14	10
Boys	17	20	17
Indigenous	3	3	3
Enrolment continuity (Feb. – Nov.)	92%	92%	100%

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

Freestone is a small country 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	20	17
Year 4 – Year 6		13	10
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 4/6) the class size targets would be the lower cohort target.

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 through 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 Tannymorel 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 active Student Council promotes 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 expects 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 behavior.

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 all 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

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# that:	2016	2017	2018
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	100%	89%	100%
their child likes being at this school* (S2001)	86%	89%	100%
their child feels safe at this school* (S2002)	100%	89%	100%
their child's learning needs are being met at this school* (S2003)	100%	89%	100%
their child is making good progress at this school* (S2004)	100%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	89%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	100%
teachers at this school motivate their child to learn* (S2007)	100%	89%	100%
teachers at this school treat students fairly* (S2008)	86%	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	100%
this school works with them to support their child's learning* (S2010)	86%	89%	100%
this school takes parents' opinions seriously* (S2011)	86%	89%	100%
• student behaviour is well managed at this school* (S2012)	86%	89%	100%
• this school looks for ways to improve* (S2013)	100%	89%	100%
• this school is well maintained* (S2014)	100%	89%	100%

Percentage of parents/caregivers 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 4: **Student opinion survey**

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• 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)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	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%	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 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)	DW	DW	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%

Percentage of school staff 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.

Parent and community engagement

Parents are encouraged to become actively involved in the school. We have a diary 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 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 education programs

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

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	0
Long suspensions – 11 to 20days	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,861	18,727	18,135
Water (kL)			

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.

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

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	4	6	0
Full-time equivalents	3	2	0

*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.*	
Bachelor degree	4
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 \$7,400.00.

The major professional development initiatives are as follows:

- First Aid
- Leadership
- Curriculum Training

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.	99%	98%	81%

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 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	92%	93%	94%
Attendance rate for Indigenous** students at this school	96%	94%	92%

* 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	90%	91%	
Year 1	94%	92%	96%
Year 2	89%	93%	93%
Year 3	93%	93%	95%
Year 4	DW	94%	92%
Year 5	94%	94%	94%
Year 6		94%	94%

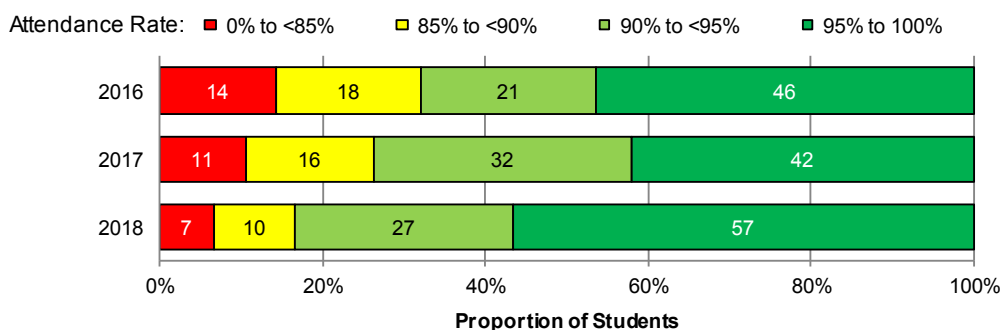
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

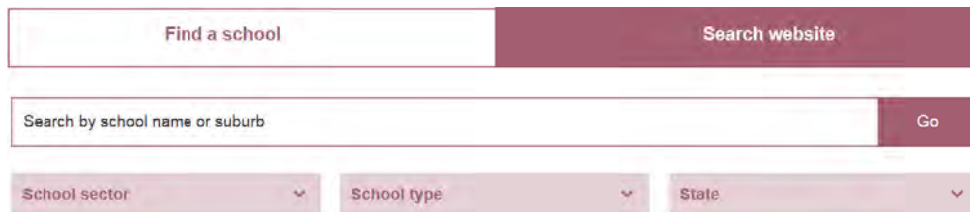
Rolls are marked twice a day. Parents are able to call the school or send a text, explaining why their child/children are away. Parents usually notify the school and if this has not occurred the absence is followed up. Students track their attendance and receive acknowledgement in the newsletter and 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 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.