



# Federal 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



Queensland  
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## School Overview

Federal State School is a small, rural school just north-west of Cooroy on the Sunshine Coast. Although our school celebrated its centenary in 2010, that was at our previous site and we now have a new school and site location on the corner of Middle Creek Road, just off the old Bruce Highway. We have a state of the art facility with architecturally designed classrooms, buildings and surrounds. This exciting environment just enhances the quality teaching and learning that is taking place at Federal State School which is now one of the newer schools in Queensland. Our school has an excellent reputation for student outcomes and stakeholder satisfaction. With an enrolment of 94 students, and with five teachers and four teacher aides, we can offer smaller group sizes which we feel contributes to the successful outcomes our students achieve. We have also had great success in achieving responsible, caring behaviour amongst the students at Federal. The school offers all Key Learning Areas and enjoys lunchtime classes of Guitar, Dance, Drumming and Sport. Numerous visiting support staff provide for learning support needs when requested. We are well resourced in technology with interactive whiteboards in all classrooms and a large number of computer stations in each room. Our warm and friendly staff and students and our great performance over the years makes Federal State School an excellent learning place.

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2017**

Our goals for 2017 have been to continue our excellent results in our individualised Mentor Reading program. We are also prioritising refining our Numeracy program to align the teaching, planning and assessing of it with Australian Curriculum and our network of District schools. Both of these projects have become embedded in the school's day to day practice and will continue to be important parts of our work to enhance our student's learning outcomes. We continue to make attendance an important priority as we believe that regular absence becomes an obstacle for learning.

#### **Future Outlook**

Recently we participated in a Full School Review conducted by the School Improvement Unit. (See report on our Website) This gave us positive feedback that the school is certainly an effective learning environment and is appreciated by our community. The review gave us some ideas for future direction which we will follow up. Our main priority next year will be to align the Australian curriculum areas that we haven't already unpacked, with our current Queensland curriculum. This will include Health and Physical Education, The Arts, and Technology.

# 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 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	75	33	42	4	92%
<b>2016</b>	92	41	51	7	97%
<b>2017</b>	99	48	51	4	91%

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

Most students at our school are from English speaking families that have lived in the general area for a long period of time. Our students come mostly from the Federal area with some from Pomona, Cooroy, Cooran and Imbil – mainly rural townships. The students are respectful and courteous and are well known for their good behaviour. Most students will go on to high school at Noosa District State Highschool at the Pomona campus. The students, parents and staff are very community orientated.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling. Please note that when classes exceed 28 students, we place an additional teacher in that class, provided through our staffing allocation and school funding.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	22	22
Year 4 – Year 6	19	25	36
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our curriculum offerings include all of the key learning areas as well as additional opportunities to extend students in specific areas. Music and Physical Education specialists take these lessons once a week and we supplement this with our own Daily PE programs. All classrooms have skilled teachers and an assigned full time

teacher aid. Curriculum and Social skills delivery is supplemented by a Learning support teacher four days a week.

### Co-curricular Activities

Extra curricula activities include guitar, drum, sport, and dance groups which run at lunchtimes throughout the year. Opportunities to link with other schools for events are encouraged wherever possible eg. Interschool sports, swimming carnivals, Under 8's Day, King of the Mountain relay, District sports events.

### How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used to assist learning across all subject areas. It is not a stand alone learning area but is integrated within all the key learning areas through interactive activities on the classroom Smartboards, and research and projects that require their use every day.

## Social Climate

### Overview

Federal State School places importance on family and community involvement. Everybody knows everybody else and parents are very active in contributing to the running of the school. Teachers make it part of their role to know every child in the school in some way. This helps with safety, behaviour and helping children to sort their issues in the playground. The students have a supportive ethos as well. This is particularly evident in the way the older students look after the younger students within the school. We have a consistently high opinion returned from parents, staff and students completing the School Opinion Survey. The 2017 survey indicates another year of high satisfaction ratings across all stake holders. It is particularly rewarding to get 100% satisfaction from the student cohort (Years4-6)! The slight drop in parent percentages is a reflection of the decreasing number of parents completing the surveys over the last few years since it became an on-line task. We only had 10 parents complete this years survey.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> 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%	90%
their child likes being at this school* (S2001)	100%	100%	90%
their child feels safe at this school* (S2002)	100%	100%	90%
their child's learning needs are being met at this school* (S2003)	100%	100%	90%
their child is making good progress at this school* (S2004)	100%	100%	90%
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)	100%	92%	100%
teachers at this school motivate their child to learn* (S2007)	100%	85%	100%
teachers at this school treat students fairly* (S2008)	100%	92%	90%
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%	85%	90%

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	100%	100%	90%
student behaviour is well managed at this school* (S2012)	100%	100%	90%
this school looks for ways to improve* (S2013)	100%	100%	80%
this school is well maintained* (S2014)	100%	100%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
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%	95%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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%
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

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017

# '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 more than welcome to help out in classrooms and around the school. Parents help to run Playgroup, reading activities, art projects, sporting days, tuckshop, garden club, excursions and swimming. We value their input at any time and recognise that they play a vital part in their child's education. The Parents and Citizens Association is very active and has several members. They are consulted about all major decisions in the school. The parent involvement creates a strong sense of support across the school which is reflected in the way the students look after each other within the school environment. Parents are informed and involved in decision making around the special needs of their children to ensure inclusion.

### Respectful relationships programs

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

Pro-active social learning programs are part of weekly classroom activities and targeted programs are used with focus groups when needed, such as Rock and Water Program and You Can Do It. The Life Education van visits our school every year with a specific program for each year level.

### 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	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

We continue to be environmentally aware. We have solar panels in place, recycling, and more planting happening around the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	30,784	
2015-2016	41,232	
2016-2017	53,364	

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

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9	7	<5
Full-time Equivalents	6	5	<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.**	
Bachelor degree	4
Diploma	2
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 \$4000.

The major professional development initiatives are as follows:

- Networking curriculum planning and moderation with the Gympie Small Schools Alliance, First aid, Child Protection, Leadership in Education.

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.	97%	98%	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 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	93%	88%

\*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%.

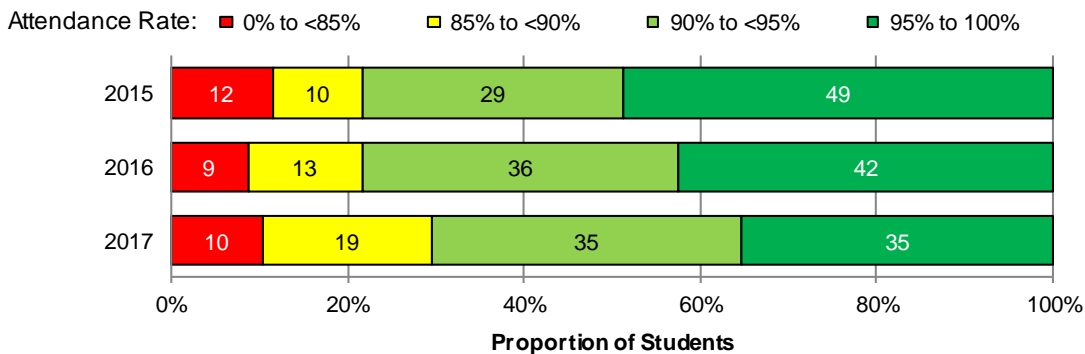
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	94%	95%	90%	91%	89%	92%						
2016	93%	93%	92%	93%	93%	94%	78%						
2017	88%	93%	92%	93%	92%	95%	93%						

\*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 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.

Federal State School requires that parents contact the school when students are absent. If they do not let us know, an automatic SMS message will be sent to mobiles for each day absent. If there continues to be no contact from parents, the school will follow up by phoning the family after three days of absence, requiring an explanation for non-attendance. Continued non-attendance will be managed under departmental guidelines.

Roll marking is conducted by teachers at approximately 9:00am and again at 1:40pm. Students will be marked as late if not at school by 9:00am and absent for a half day if not at school for the second roll marking. Parents are asked to sign their children in and out if arriving late or leaving early.

We regularly remind parents about the importance of attendance in the newsletter and on parade. We have also introduced "Tuckshop Lotto" in which the student drawn out of the hat will get free tuckshop for the week if they have attended school every day. Year levels are rewarded for obtaining the best attendance rates from week to week throughout the year.

## 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.

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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.