



Farnborough State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

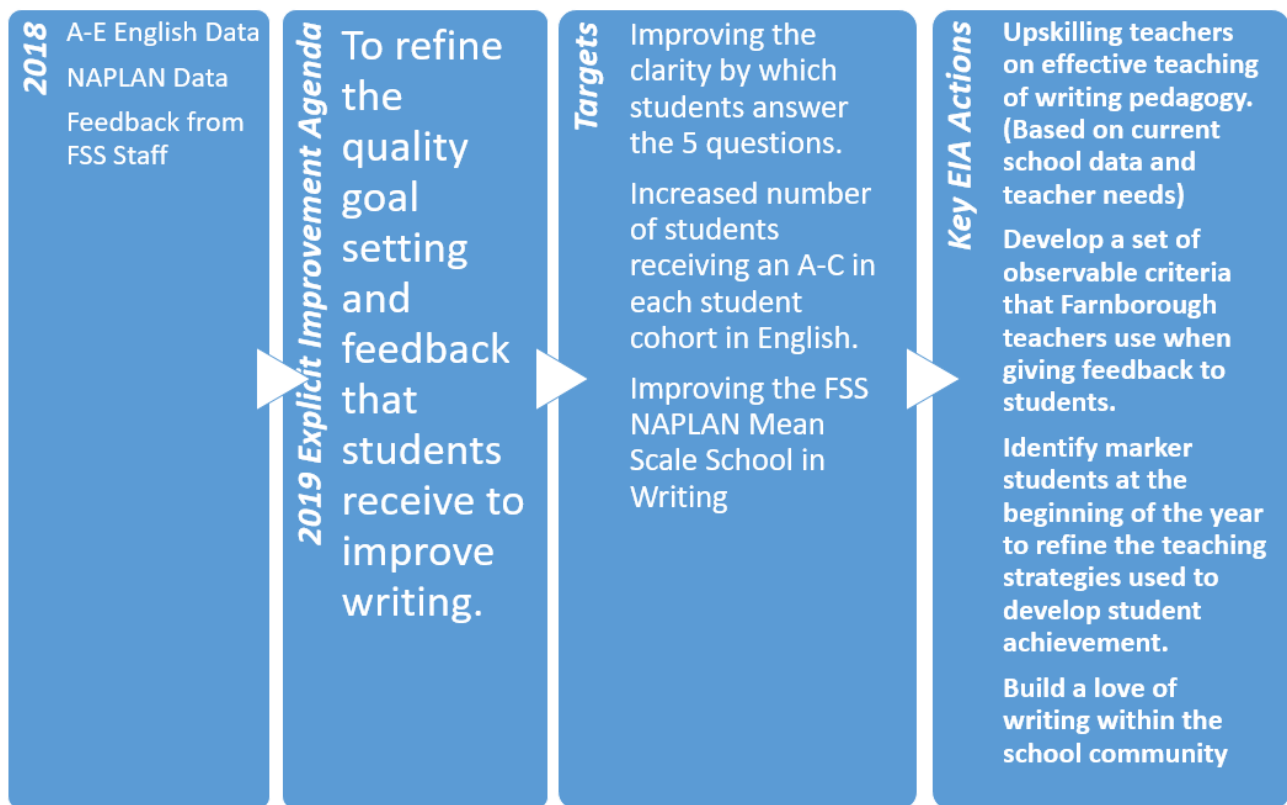
Located in a regional setting along the Keppel Coast, Farnborough State School has a strong reputation for offering a small, supportive and family friendly school environment. Our values of 'Fair, Safe and Studious' (FSS) guide our daily school life and the Farnborough State School ethos of 'Striving for Excellence' can be seen across all aspects of our programs. In support of academic excellence, we offer a diverse educational program. Over the past years, we have focused on developing school wide approaches to teaching reading, spelling and mathematics, with strong student outcomes in these areas. An Instrumental Music Program is available to students in Years 4 to 6. Farnborough State School is one of only a small number of schools in Queensland to offer the Stephanie Alexander Kitchen Garden Program. This has seen the establishment of a large and healthy garden and a commercial quality kitchen in which students cook their freshly grown produce. All learners are catered for at Farnborough State School with the provision of Learning Support and access to extension activities including a school robotics program, with the Robotics Team placing strongly in regional and state competitions. Our record in sporting excellence is also strong, with Farnborough students chosen for representative sporting teams. We also boast an award winning Equestrian Team. Farnborough State School offers a range of activities to cater for and enhance the learning of all students.

## School progress towards its goals in 2018

Goal and Target	Specific Actions	Progress through 2018
<p><b>Writing</b></p> <p>Sample of selected students will be able to articulate their writing goals and the strategies they will use to achieve these.</p> <p>School Opinion Survey question S2040 – the percentage students who believe that teachers provide them with useful feedback about their school work will increase (currently 90%)</p>	<p>HOC to work with teachers each term to unpack the writing demands of the curriculum, including</p> <ul style="list-style-type: none"> <li>• <b>Content descriptions, assessment tasks and GTMJ</b></li> <li>• <b>Support for teachers to develop learning walls around writing assessment tasks</b></li> <li>• Vertical alignment of writing tasks in the curriculum, including the Achievement Standards</li> <li>• Modelling and coaching to occur in using high yield strategies, including Explicit Instruction and Rapid Recall Routines.</li> <li>• Support teachers to develop RRR around writing skills including Grammar and Punctuation</li> <li>• Moderation of writing assessment to occur on a term basis</li> </ul> <p><b>Support staff to implement student goal setting and feedback in Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Development on Goal Setting and Feedback</b></li> <li>• <b>Develop processes and support materials around Goal Setting and Feedback in writing</b></li> <li>• <b>Model student goal setting and feedback conversations</b></li> <li>• Develop School wide consistent editing expectations</li> <li>• Implement Focus on Five (case management) for Teacher and Admin/HOC discussions</li> </ul>	<p><b>Term 1 progress</b></p> <ul style="list-style-type: none"> <li>* HOC and Teacher teams planning meetings to plan and unpack the writing demands including Content descriptions, assessment tasks and GTMJ. Used I4S Funding to enable NCT for teachers to work in Teacher teams for these meetings.</li> <li>* Staff Meeting and Twilight Professional development sessions focusing on goal setting and feedback pedagogy</li> <li>* HOC distribution of Weekly Tips on Goal setting and Feedback including self, peer and teacher feedback processes across the year levels.</li> <li>* Classrooms co-constructing learning walls with classes around writing assessment tasks. 100%</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>* Developing student self evaluation of writing skills. Improving the feedback cycle so that students can articulate their progress in response to the question: <b>How am I going?</b> ✓</li> <li>* Develop a FSS Editing Process that places editing ideas as the first step.</li> <li>* Model the writing process for students including: <ul style="list-style-type: none"> <li>* Think aloud and “I do” statements</li> <li>* Receiving and using feedback</li> </ul> </li> <li>* Using document cameras and iPads to enable students to have increased engagement in the writing process.</li> </ul> <p><b>Term 3 Focus</b></p> <ul style="list-style-type: none"> <li>* Co-Creating English Learning walls that allow students to refer to their success criteria and improve their writing.</li> <li>* Assurance of quality goals and feedback in the teaching and learning cycle (Moderation and whole school systems)</li> </ul>
<p><b>Mathematics</b></p> <p>Sample of selected students will be able to articulate their maths goals and the strategies they will use to achieve these</p> <p>School Opinion Survey question S2040 – the percentage students who believe that teachers provide them with useful feedback about their school work will increase (currently 90%)</p>	<p><b>Teachers meet on a term by term basis to plan curriculum including -</b></p> <ul style="list-style-type: none"> <li>• Content descriptions, assessment tasks and GTMJ</li> <li>• Vertical alignment of maths, including the Achievement Standards</li> <li>• Maths pre-test results</li> <li>• Moderation of student problem solving tasks</li> </ul> <p><b>Support staff to implement student goal setting and feedback in Maths</b></p> <ul style="list-style-type: none"> <li>• Professional Development on Goal Setting and Feedback</li> <li>• Develop processes and support materials around Goal Setting and Feedback in maths.</li> <li>• Model student goal setting and feedback conversations</li> </ul>	<p><b>Term 3 Focus</b></p> <ul style="list-style-type: none"> <li>* Co-Creating English Learning walls that allow students to refer to their success criteria and improve their writing.</li> <li>* Assurance of quality goals and feedback in the teaching and learning cycle (Moderation and whole school systems)</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement Focus on Five (case management) for Teacher and Admin/Hoc discussions</li> </ul> <p><b>Modelling and coaching to occur in</b></p> <ul style="list-style-type: none"> <li>• High yield strategies, including Explicit Instruction and Rapid Recall Routines</li> <li>• School pedagogical approaches to problem solving</li> </ul>	
<p><b>Curriculum</b></p> <p>The Australian Curriculum in HASS, Technology, H&amp;PE, The Arts and Japanese will be implemented.</p>	<p>Professional Development and planning meetings to occur including unpacking</p> <ul style="list-style-type: none"> <li>• Content descriptions, assessment tasks and GTMJ</li> <li>• Vertical alignment including the Achievement Standards</li> </ul> <p>Modelling of lessons in Technology to continue</p>	
<p><b>Wellbeing</b></p> <p>Increase student overall attendance rate to above 95% and decrease student attending less than 85%</p>	<p>Meet with students to develop a process for determining improvement targets and reward structures.</p>	

## Future outlook



## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	284	300	310
Girls	152	156	150
Boys	132	144	160
Indigenous	12	17	20
Enrolment continuity (Feb. – Nov.)	95%	94%	98%

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

Farnborough State School is located in a regional area, with enrolled students from a mixture of rural and residential areas across the Keppel Coast. Our current students come from a large catchment area, with Farnborough State School being a school of choice for many families. In 2013, an Enrolment Management Plan was implemented to help maintain the current school student numbers.

### Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	21	22	23	The <a href="#">class size</a> 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.
Year 4 – Year 6	28	25	25	

## Curriculum delivery

### Our approach to curriculum delivery

Farnborough State School curriculum is organised around the Learning Areas of English, Maths, Science, Technology, History, Geography, Civics and Citizenship, Health and Physical Education, The Arts and Languages.

LOTE is studied in years 5 and 6, with Japanese being the chosen language.

Religious Instruction lessons are held on a weekly basis, with students not involved in Religion attending Values classes.

The Stephanie Alexander Kitchen Garden (SAKG) program has been established at the school, with students from Prep to year 6 participating in gardening or cooking sessions. Our Science curriculum is also integrated with the SAKG program, providing an opportunity for all students to complete at least one Science unit in a real-life and hands-on environment.

A weekly interschool sporting competition is held in terms 2 and 3 for students in years 5 and 6, with Farnborough teams competing against teams from other local schools. Our year 6 students will participate in Beach Activities in term 4, with surfing, outriggering and beach games included in the program. Swimming for all year levels is held in Term 4.

In 2018, Farnborough held its first Spelling Bee to encourage spelling skill growth amongst students and to also celebrate excellence in spelling. This event was supported financially by the FSS P&C.

The school offers a Performing Arts program with all students participating in music, drama, media and dance. All classes contribute to an end of year performance and our students enjoy participating in Farnborough's Got Talent in term 3.

A comprehensive camp program from year 4 to year 6 sees students visit The Caves, North Keppel Island and Fairburn Dam.

## Co-curricular activities

Students are selected to represent the Keppel Coast District and Greater Rockhampton District sporting teams and participated in Regional Sporting Events such as the Regional Shield (Rugby and Netball).

The school has an instrumental music program open to students in years 4 to 6 with students also participating in the Combined Schools Concert in term 3.

Our Equestrian team is open to students with their own horse and competes annually at Alton Downs. In 2018 the team won a number of individual events across the day.

A robotics club meets regularly, building and programming robots to solve set challenges, and competes in the CQ competition, with winning teams also competing at state and national levels. In 2018 one of our teams won the rescue challenge with another team coming forth. Our Robotics dance teams also came third and fourth.

We participate in a variety of other events such as Premier's Reading Challenge.

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

The continuous purchase of new technologies over the past years has seen each classroom set up with an electronic whiteboard and bank of computers, and a computer lab established. We have a number of iPad and laptops for student use. All teachers use this infrastructure to ensure that digital pedagogies are integral in the school curriculum and student engagement in the curriculum is enhanced. A scope and sequence, linked to the Australian Curriculum, ensures that ICT skills are progressively taught across the school.

## Social climate

### Overview

Our school is renowned in the local area for its supportive and caring environment. We have a school chaplain and students are supported, where appropriate, by the school Guidance Officer. In school opinion surveys, 94% of parents believe that this is a good school and 96% of staff enjoy working at this school. Our school's Responsible Behaviour Plan for Students is reviewed regularly and includes information about the school's approach to preventing and responding to incidences of bullying; including cyberbullying. Our school rules and expectations focus on the values of Fair, Safe and Studious.

## 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%	97%	94%
• this is a good school (S2035)	100%	97%	94%
• their child likes being at this school* (S2001)	97%	97%	94%
• their child feels safe at this school* (S2002)	97%	97%	94%
• their child's learning needs are being met at this school* (S2003)	97%	97%	91%
• their child is making good progress at this school* (S2004)	97%	94%	97%
• 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%	94%	91%
• teachers at this school motivate their child to learn* (S2007)	97%	94%	86%
• teachers at this school treat students fairly* (S2008)	91%	91%	83%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	91%
• this school works with them to support their child's learning* (S2010)	91%	97%	94%
• this school takes parents' opinions seriously* (S2011)	88%	93%	86%
• student behaviour is well managed at this school* (S2012)	94%	88%	89%
• this school looks for ways to improve* (S2013)	97%	97%	94%

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• this school is well maintained* (S2014)	94%	97%	97%

\* 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)	93%	98%	100%
• they like being at their school* (S2036)	91%	97%	97%
• they feel safe at their school* (S2037)	95%	97%	95%
• their teachers motivate them to learn* (S2038)	95%	100%	99%
• their teachers expect them to do their best* (S2039)	91%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	99%	99%
• teachers treat students fairly at their school* (S2041)	91%	94%	94%
• they can talk to their teachers about their concerns* (S2042)	83%	96%	91%
• their school takes students' opinions seriously* (S2043)	87%	96%	86%
• student behaviour is well managed at their school* (S2044)	84%	90%	90%
• their school looks for ways to improve* (S2045)	93%	97%	98%
• their school is well maintained* (S2046)	89%	98%	97%
• their school gives them opportunities to do interesting things* (S2047)	89%	95%	96%

\* 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 <sup>#</sup> that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	100%
• they receive useful feedback about their work at their school (S2071)	95%	95%	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%	95%	100%
• students are treated fairly at their school (S2073)	100%	95%	100%
• student behaviour is well managed at their school (S2074)	100%	95%	100%
• staff are well supported at their school (S2075)	89%	95%	100%
• their school takes staff opinions seriously (S2076)	95%	95%	96%
• their school looks for ways to improve (S2077)	100%	95%	100%
• their school is well maintained (S2078)	95%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	95%	100%

Percentage of school staff who agree <sup>#</sup> 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 always welcome at Farnborough State School and we have a wonderful community who provide a great deal of support. Parents, Grandparents and other community members assist in classes with reading and art activities, while an active group of volunteers assist with gardening and cooking in the Stephanie Alexander Kitchen Garden program. In 2018, events including the annual sport's carnival, Spelling Bee, Farnborough's got Talent, equestrian competition and the cross country were attended by many parents.

Our weekly parade on a Thursday afternoon continues to be well attended by parents.

The annual Farnborough Fair is the major yearly fundraiser for the school. The P&C group is involved in decision making at the school. In 2018 the Farnborough Fair raised over \$20,000.

Parents are encouraged to share in developing individual programs of support for their child where required.

## Respectful relationships education programs

The school has developed and implemented a whole school program through the curriculum and specialized programs that focus on appropriate, respectful, equitable and respectful relationships. Members of our community and outside agencies such as Life be in it and Livingstone Shire Council support these programs.

## 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	2	6	4
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

In 2018 Farnborough State School continued its actions as a Reef Guardian School with a focus on reducing the amount of waste used as a school. Student set projects as individual classes to reduce our impact on the reef. As a school, we participated in our Annual Beach Walk to collect and analyse the debris on Farnborough Beach.

Due to an increase in buildings, our power bill has also risen over the past years. All students and staff are made aware of the need to be power wise, closing doors when air conditioners are running, turning lights and appliances off where possible.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	107,425	72,353	
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	19	15	0
Full-time equivalents	17	10	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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	25	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$6 611.

The major professional development initiatives are as follows:

- The six traits of writing PD
- QASSP Conference
- Brain Based Coaching
- HPT Leadership Masterclass
- Number Sense Maths
- CPR Course
- Headspace PD

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.	95%	95%	96%

### 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	93%	94%	94%
Attendance rate for Indigenous** students at this school	90%	95%	93%

\* 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

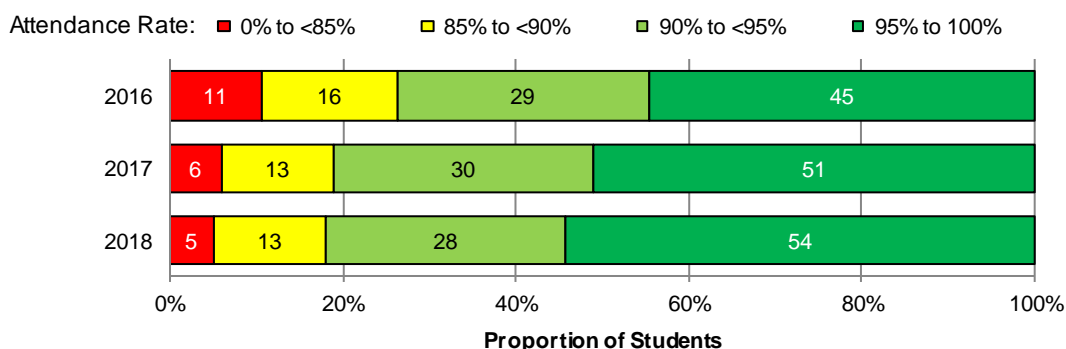
Year level	2016	2017	2018
Prep	93%	95%	95%
Year 1	93%	94%	95%
Year 2	94%	94%	93%
Year 3	93%	95%	95%
Year 4	92%	94%	95%
Year 5	95%	94%	95%
Year 6	91%	93%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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.

Rolls are marked twice daily in the morning and afternoon. Attendance is checked by office daily and a text message sent to parents where a student is absent without reason. Where there are persistent student absences without reasonable explanation, support requirements to improve attendance are discussed with the family.

Where students will be absent for a period great than 10 school days, parents apply for an exemption to schooling.

## 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.

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 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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.