



Feluga State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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<b>Contact person</b>	Acting Principal - Mrs Tarra Smith

## From the Principal

### School overview

Set in the rural landscape of the canefields of the Tully Valley, Feluga State School is a small, robust and resilient faculty with two multi-age classes. Our purpose is to provide all students with opportunities to become highly-motivated, competent, independent and responsible learners. We aim to provide a learning environment that is responsive and embraces a futures perspective through the development of programs that will equip our students for the demands and rigours of a changing world. Our successful curriculum focus is on improving literacy and numeracy outcomes for all students via targeted programs, specific literacy and numeracy blocks and explicit teaching episodes. We have an industrious, dedicated staff who focus on the needs of the child. To support this, we also have a hard-working, supportive Parents and Citizens Committee, famous in the area for Feluga's Monster Cent Sale. The community is proud of its students, their approach to learning, presentation and pride in their school.

This is a report on Feluga State School, a rural school positioned in the cane fields of Far North Queensland, 8 kilometres north of Tully. This report discusses issues that are relevant to public education as a whole and a small community school like Feluga in particular. Unlike many small schools, Feluga does not feel a sense of isolation because of its relative proximity to Tully and the support developed with the other schools in the Ulysses Cluster.

### School progress towards its goals in 2018

<b>Reading</b> Continued Improvement in Reading and Writing Students set individual reading goals The importance of reading publicised to students and parents PM Benchmark and PROBE testing conducted	Completed
<b>Numeracy</b> Aligned plan for numeracy for each year level Testing and collation of data using the FNQ Maths Assessment PAT Maths used as diagnostic tool twice a year	Completed
<b>Working with cluster schools</b> Plan and moderate differentiated units in English with cluster small schools	Completed, continuing into 2018
<b>Attendance</b> Promotion of 95% attendance for all students	Completed

### Future outlook

Improvement Priory	Strategy	Targets
<i>AIP: Implement evidence-based practices to improve students' writing within the curriculum</i>		
<b>Reading</b> Develop a whole school Reading and Writing framework	Development of teachers' understanding of the reading demands of units and the Literacy Continuum so that improvement will transport to writing tasks.	Improvement in Level of Achievement in A-C writing data
<b>Numeracy</b> Improvement in Numeracy	Develop teachers' ability to plan and prepare learning experiences in a multi age classroom by unpacking the Numeracy demands of the Australian Curriculum and form a whole school plan.	Increase in NAPLAN MSS for Year 3 numeracy data. Increase in A-C Level of Achievement data.

<i>AIP: Build staff capacity and capability by aligning curriculum knowledge and pedagogy to improve A-C outcomes</i>		
<b>Working with cluster schools</b> Plan and moderate differentiated units in English and Maths with cluster small schools.	Continue to attend Ulysses cluster planning and moderation days to ensure consistency of judgements made against Australian Curriculum achievement standards and content descriptions	Improvement in teacher judgements and more accurate reporting against the Australian Curriculum achievement standards.
<i>AIP: Foster a respectful culture between students, staff &amp; community using the 'Five Codes of Feluga' to ensure every student succeeding in 2019</i>		
<b>Behaviour</b> Implement Positive Behaviour for Learning	Continue to review the RBP/matrix and explicit teaching of expected behaviours & identify issues in relation to those expected behaviours and explicit teaching of social skills.	Increase in students independently resolving issues.

## 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	32	30	43
Girls	15	16	21
Boys	17	14	22
Indigenous	5	5	7
Enrolment continuity (Feb. – Nov.)	90%	75%	88%

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

Feluga State School students come from the Feluga community north of the sugar milling town of Tully in Far North Queensland. Many of the children of the school live in the rural area and can boast of parents and grandparents who have attended the school. A variety of nationalities, cultures and religions attend the school. Nearly half of the school population are Jehovah Witness and a third are Catholic, many of whom have Sicilian ancestry. Sixteen percent of the students identify as Aboriginal or Torres Strait Islander.

## Average class sizes

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

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

- The school developed a Pedagogic Framework in 2013 that informs curriculum delivery.
- The classes of the school synchronise lessons in reading and spelling.
- C2C units are followed throughout the school. In P-6 the P-6 Curriculum Planning Model
- A designated Teacher Aide is designated to work with Prep-3 on five days of the week, a Teacher Aide is designated to work with 4-6 four days a week.
- Explicit teaching forms the basis of much curriculum delivery.
- Specific assessment connected to C2C, takes place every half term in each major subject.
- Assessment in PM reading benchmarks and PROBE takes place each semester.
- Additional assessments in Spelling Mastery are conducted in Term 4 each year.

### Co-curricular activities

- All school students and members of the Cassowary Coast Rare Fruits Council are involved in the gardening program, using the expertise of the local community.
- The school is a Reef Guardian school.
- Many Sporting opportunities are supported through our school. Such sports include football, netball, touch football, and softball. Staff are enthusiastic about training and coaching our sporting teams. We have had many successful players reaching regional and state levels.
- Student Council meetings are run by school leaders organises social functions for students. Activities include Banana Day and fund raising activities. Our student leaders are also expected to organise lunchtime activities, maintain and distribute sporting equipment and run the school assembly each Friday.
- Every 2<sup>nd</sup> year, Years 5/6 go on a trip to Brisbane for 5 days. This is to allow our students the opportunity to access different environments and places that they may not be able to access due to family circumstances.
- Each year our Year 6's attend a leadership camp.
- Transitional program for Year 6 students to Tully State High School with opportunities to visit the High School several times throughout the year.

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

- Regular contact with ICT technology is an important for students at Feluga. ICT programs are used to supplement English (*ABC Reading Eggs*) and Maths (*Mathletics*) in multi-year level classes.
- Specific activities to hone ICT skills in Microsoft Word, Excel and PowerPoint are also taught in the upper school (Years 4-6).

## Social climate

### Overview

In such a tiny school as Feluga there is an expectation that all of the small number of individuals at the school work and play together. Training in the resilience of individuals and encouragement of reporting of bullying incidents occurs as they happen. The reintroduction of the 5 Cs of Feluga – Commitment, Common Sense, Consideration, Co-operation and Courtesy, has underpinned the introduction of Positive Behaviour for Learning at Feluga. Awards in the school are usually stated within those Feluga values. There is almost daily contact between teachers and parents. The school has a long term goal of stamping out bullying at the school.

### 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%	100%	83%
this is a good school (S2035)	100%	100%	83%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	83%
their child is making good progress at this school* (S2004)	100%	100%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	83%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	83%
teachers at this school treat students fairly* (S2008)	100%	100%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	83%
this school works with them to support their child's learning* (S2010)	100%	100%	83%
this school takes parents' opinions seriously* (S2011)	100%	100%	83%
student behaviour is well managed at this school* (S2012)	100%	100%	67%
this school looks for ways to improve* (S2013)	100%	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# that:	2016	2017	2018
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	79%	100%
they feel safe at their school* (S2037)	100%	93%	87%
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)	93%	86%	94%

Percentage of students who agree# that:	2016	2017	2018
teachers treat students fairly at their school* (S2041)	92%	92%	81%
they can talk to their teachers about their concerns* (S2042)	85%	71%	60%
their school takes students' opinions seriously* (S2043)	79%	85%	75%
student behaviour is well managed at their school* (S2044)	93%	79%	63%
their school looks for ways to improve* (S2045)	92%	100%	100%
their school is well maintained* (S2046)	85%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	75%

\* 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%	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)	57%	50%	88%
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

In 2017, Feluga State School turned 90 years old. The school hosted a major celebration with members of the community, many of whom have not had children at the school for many years. That fact underlines the on-going and widespread support for the school from the community. The school has opened its gates to a community playgroup each Friday morning. The community is heavily involved in fund-raising, regular school activities and designing the goals and direction of the school. Parents and guardians of students at Feluga State School have enjoyed a positive relationship with staff. Through the fostering of an Open Door Policy – parents and guardians have had an input into their child's education. As the Parents and Citizens' Association at Feluga were fully committed to the students' learning, funds were donated to support the purchase of School Camp and in support of a Grant to upgrade the playground and eating area. Such decisions were made at monthly meeting. A fortnightly newsletter was also published and distributed to all families via email. Additionally, parents and guardians were welcomed at School Learning Celebrations, Weekly Assemblies, Awards Evening, Sporting Carnivals and School-Community Events such as ANZAC Day, including many catering events (from the School Tuckshop to other fundraising events). Through processes of Parent-Teacher Conferences (interview), parents were empowered to work with teaching staff, ensuring that a positive relationship exists to further student learning. It is envisaged that parents and guardians will continue to be actively involved in their child's education again at Feluga State School in 2019.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. In 2018 Feluga staff reviewed its Responsible Behaviour Program and involved student and community voice in that review. Each year a review of the so-called Feluga High Five takes place to encourage the students to utilize that system at school when dealing with a difficult social situation or bullying. Considerable time is spent reviewing the expected behaviours throughout the school.

## 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 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

Twenty-seven solar panels sit on Feluga's school roof, supposedly reducing our consumption of electricity and feeding power back into the grid. No air-conditioning is used in the school in Terms 2 & 3.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	42,485	44,549	34,700
Water (kL)	342		1,073

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.

<a href="#">Find a school</a>	<a href="#">Search website</a>	
<input type="text" value="Search by school name or suburb"/>	<a href="#">Go</a>	
<a href="#">School sector</a> ▼	<a href="#">School type</a> ▼	<a href="#">State</a> ▼

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	6	0
Full-time equivalents	2	3	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	1
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	1
Certificate	1

\*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 \$7500

The major professional development initiatives are as follows:

- NAPLAN Online – online and face-to-face
- Ulysses Cluster planning and moderation
- STEM Training programs
- Ready Reading PD

Essential Skills for Classroom Management  
 School Cleaners' training  
 First Aid training  
 Finance/Internal Controls Training  
 Cluster Principal Meetings  
 Assistive Technology (Online PD)  
 PM/PROBE PD  
 WH&S/Asbestos Training

The proportion of the teaching staff involved in professional development activities during 2017 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.	98%	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	92%	92%	92%
Attendance rate for Indigenous** students at this school	93%	93%	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

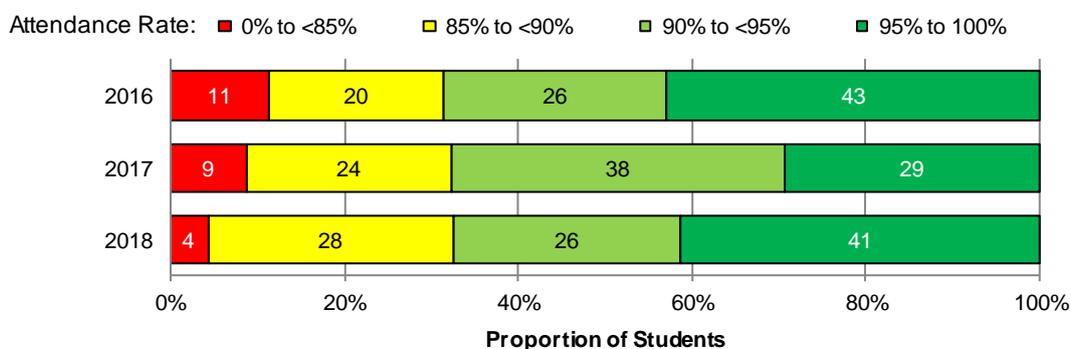
Year level	2016	2017	2018
Prep	93%	91%	92%
Year 1	95%	92%	91%
Year 2	95%	94%	91%
Year 3	92%	94%	94%
Year 4	92%	95%	93%
Year 5	86%	81%	94%
Year 6	86%	85%	91%

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.

Emphasising the academic value of full attendance in newsletters for parents -“Every Day Counts”.

Goals set at the beginning of the year and promoted through school newsletter e.g. 95% in 2017.

Individual children set goals for attendance and receive a certificate if their attendance sits above 95% for the school year.

- ✓ Parents contacted soon after 9am via SMS and asked why student is absent. Parental communication entered into OneSchool by AO. Teacher marks role at the beginning of the morning session and at the beginning of the afternoon session.

Half term updates on school attendance and naming of classes that have the best attendance.

Follow up phone calls and letters home to parents requesting explanation of “Unexplained” absences at the end of each term when there is a concern about attendance.

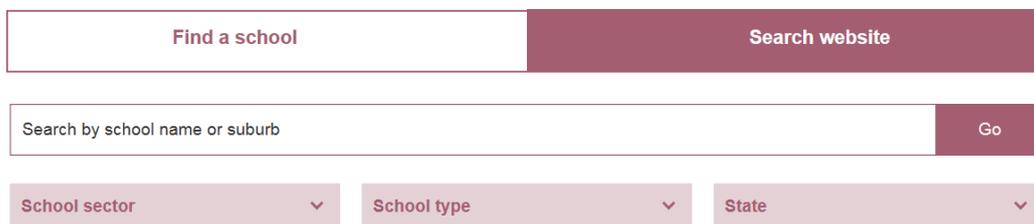
Students who arrive late/early to school are to be accompanied to the school administration by their parent or care giver to sign in/out.

## 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

Search by school name or suburb 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.