Fitzgerald State School (1883)
Queensland State School Reporting
2012 School Annual Report

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Principal's foreword

Introduction

I am pleased to have this opportunity to report on the achievements of the Fitzgerald State Primary School for the 2012 school year. The 2012 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2012.

The Fitzgerald State School Community is committed to:

- Excellence: Achieving high quality educational outcomes for all.

- Inclusiveness: Recognising diversity within the school community and treating everyone with respect.

- Safety: Creating a safe, tolerant and disciplined environment for all.

- Partnerships: Quality relationships between students, parents and teachers in supporting students' access to diverse learning pathways.

- Responsibility: Upholding standards set by the community, parents and Education Queensland for effective school performance and service.

A copy of this report is available from the school office.

School progress towards its goals in 2012

✸ The planning, implementing and assessing using the National Curriculum in English, Mathematics and Science has commenced this year.

✸ The alignment of the school curriculum plan to accommodate the National Curriculum area History has commenced with implementation in 2013.

✸ The sharing of best teaching practices was facilitated in the areas of Spelling, Writing and Explicit Instruction by the Literacy Coach.

✸ A focus on progress towards individual student reading goals continued.

✸ A consistent approach to solving mathematical problems was revised and a whole of school number facts monitoring tool was introduced.

✸ The moderation process for writing was enhanced with benchmark samples identified as a part of this process.

✸ The staff skilling in ICTs continued with increases in the number of license holders (from 15% in 2011 to 37% in 2012) and certificate holders (from 94% in to 2011 to 100% in 2012).

Future outlook

Following an internal school review in 2012 the key areas for improvement are:

Learning:

* To develop a pedagogical framework for 2013 that is focused on quality teaching practices.

* To continue to review and revise a quality School Curriculum Plan that reflects current developments including:

   - School program development and delivery in the areas of reading, writing, spelling, science, mathematics and ICTs.

   - Australian Curriculum Design alignment in History.

* To continue to maintain quality assurance teaching programs to optimise student learning outcomes by reviewing action plans in NAPLAN, LITERACY AND NUMERACY, 'CLOSING THE GAP', SCIENCE, INFORMATION COMMUNICATION TECHNOLOGIES and EXPLICIT INSTRUCTION.

Schools:

* To continue to develop a whole of school approach to tracking students' progress using One School.

* To continue to develop an online assessment bank for each year level in English, Mathematics and Science.

* To continue to facilitate the infrastructure for a quality I.C.T. Program with the installation of an additional Laptop Classroom and total wireless connectivity for 2013.

* To continue to purchase Curriculum resources in the areas of mathematics, ICTs, science, spelling, reading and history.

Workforce:

* To continue the ongoing Professional Development needs of the staff in the areas ICTs, Mathematics, English, Explicit Instruction, Science and History.

* To facilitate a further understanding of the Australian Curriculum Design for staff to better align the teaching, learning, assessment and reporting.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	731	383	348	96%
2011	730	381	349	95%
2012	732	395	337	94%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The school has an Enrolment Management Plan in place. More than half of the 732 students who attend the school live outside of the catchment area. The school enrolments are relatively stable within the range of 730 to 740 over the past 5 years. Approximately 90% of the year 7 students attend the local State High Schools for year 8. Of the 732 students, 62 of the students identify as Aboriginal Torres Strait Islander. Ten of the ninety-seven prepartory students have English as a Second Language, a 9% increase from 2010.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	24
Year 4 – Year 7	25	26	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	14	<5	18
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings

Integrated units of work are planned for in the key learning areas of English, Mathematics, Science, Studies of Society and Environment, The Arts, Health and Physical Education and Technology. Students are engaged in meaningful, stimulating learning designed to cater for their diverse needs, with integrated, well planned programs designed by year level teams in consultation with specialist teachers. Compelling contexts and purpose of learning are interwoven with current best practice about how students learn. In 2012, the curriculum will be drawn from the Australian Curriculum for English, Mathematics, History and Science and the Queensland Studies Authority core learning outcomes for Years 1-10 and the Essential Learnings for the remaining key learning areas.

Specialist teachers deliver the curriculum in the learning areas of Music, Languages Other Than English (Japanese) and Health and Physical Education.

This school has a strong history of commitment to the Arts, with a school musical an annual highlight, and a number of public performances by its highly acclaimed Concert Band, Drama Group and Wakakirri groups. Our School Arts curriculum program is highly valued and the program is considered an exemplary program for other primary schools in Queensland.

Extra curricula activities

The School offers extra curricula activities such as:

♦ Excursions

♦ Camps

♦ Learn to Swim Programs

♦ Choral Groups

♦ Drama Groups

♦ Instrumental Music

♦ Sport Teams

♦ Academic Competitions

♦ Debating

♦ Student Council

Parents, in the Opinion Survey, reported a level of satisfaction that their child's learning needs are being met at school at 94.7%.

Parents, in the Opinion Survey, reported a level of satisfaction that their children do interesting things at school at 100%.

Students reported their level of satisfaction at doing interesting things at school 93.4%.

How Information and Communication Technologies are used to assist learning

All children have daily access to computers to support their learning.

Students use computers to:

- publish stories, reports, other writing;

- develop literacy and numeracy skills in software programs, learning objectives, websites;

- practise touch type skills;

- do guided research in database programs and on the internet;

- design spread sheets, web pages, multimedia PowerPoint presentations.

- blogs, virtual classrooms, ed studios etc.

ICT is integrated into curriculum units across all year levels. Providing professional development for staff will continue as a priority, so that the integration of ICTs is enhanced and further developed.

A Laptop Space has been installed to assist with whole of class lessons. All classrooms have interactive whiteboards which assists the teachers and students with the teaching and learning.

A second 1:1 (laptop) classroom was commenced in 2012.

Social climate

Fitzgerald State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have the opportunity to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Fitzgerald State School community is committed to excellence, inclusiveness, safety, partnerships and responsibility. Fitzgerald State School strives to provide a learning environment where all students have a right to reach their potential, developing a sense of self-worth and self-discipline. All students have the responsibility to manage their own behaviour and thus contribute to a safe, supportive learning environment.

Pastoral care includes: A School Chaplain, Guidance Officer, Aboriginal and Torres Strait Islander Liaison Officer in responding to student/family needs.

Developing and implementing an ever changing curriculum that reflects the needs of diverse groups and individuals.

Setting high expectations for staff and students.

Consistency by staff in responding to reported incidents by students.

Providing continued staff professional development.

Using Establishing Beginning of the Year Routines/Procedures – a whole school approach.

Immersing students in Social Skills and Anti-Bullying Program – "Stop, Think, Do" Program.

Providing for additional lunchtime recreational activities e.g. Drama Group, Monitors (Library, Prep), Gardening Club.

Providing an "Internet Safety" Education Program for years 6 and 7 students.

100% of parents reported that their child is happy to go to this school.

93.4% of students reported satisfaction with the safety of students at this school.

91.7% of parents reported satisfaction with the behaviour of students at this school.

All students are taught a safe and effective strategy to deal with bullying. IGNORE, WARN, AND REPORT. School staff, guidance officer, school chaplain and police officers all assist in reinforcing the expected behaviours for positive student outcomes.

Talks on cyber-bullying are conducted each year with upper school students by a police officer.

Communication systems between school staff and parents are immediate and responsive to the students' safety needs.

Parent, student and staff satisfaction with the school

Fitzgerald State School is committed to ensuring the confidence of students, staff and community that we are a quality learning institution and community of engaged learners. Based on the data collected by the School Opinion Survey both the parents (100%) and students (97.5%) highly agree that the school is providing a good education. A core group of very supportive parents work very hard to foster community spirit and participation in the school. The staff are very committed to providing good education outcomes for the students with staff morale items, at 95.1% in the survey.

Fitzgerald State School receives regular promotion of programs and events in the community through the local media.

Performance measure *(Nationally agreed items shown*)*	
Percentage of parents/caregivers who agree that:	2012[#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%

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their child's learning needs are being met at this school*	94.7%
their child is making good progress at this school*	94.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.4%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	91.2%
they can talk to their child's teachers about their concerns*	97.4%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	94.3%
student behaviour is well managed at this school*	91.7%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012#
they are getting a good education at school	97.5%
they like being at their school*	95.0%
they feel safe at their school*	93.4%
their teachers motivate them to learn*	95.0%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	89.3%
teachers treat students fairly at their school*	87.5%
they can talk to their teachers about their concerns*	90.8%
their school takes students' opinions seriously*	86.8%
student behaviour is well managed at their school*	83.5%
their school looks for ways to improve*	95.0%
their school is well maintained*	89.2%
their school gives them opportunities to do interesting things*	93.4%

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Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012#
that they have good access to quality professional development	84.7%
with the individual staff morale items	95.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our school is friendly and welcoming, with parents/carers regularly being invited to school for events and learning celebrations.   Staff encourage parents to be involved with the learning process and value open communication and building a strong connection between home and school. Academic reports are generated at the end of each semester and parent teacher interviews offered twice/year. However, parents are free to discuss their child's progress with teachers at any time throughout the year. Parents/carers are encouraged to be partners in their child's education by:

Accepting invitations to participate in formal parent consultative groups including:-

- School Council

- School P & C Association

- School Parent Working Parties

    and

- sharing ideas through the school planning processes

- attending school functions and meetings

- working with teachers in the classroom

- helping in the tuckshop or library

- helping with fundraising

- helping with sports days, school excursions, music festivals, school dances, etc

- sharing interests or skills with the rest of the school community

- attending parent-teacher conferences and class information nights

- supporting school activities such as the school spellathon, cent sale, BBQ stalls

- involvement in parent skilling programs like Support-a-Reader.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The School Environmental Management Plan was introduced during 2012. With the introduction of the new Australian Curriculum in 2012 and the fact that it is heavily supported by the use of data projectors and Interactive Whiteboards throughout the school there has been a rise in our electricity usage. We are now looking at new ways to reduce our electricity usage.

Water usage has also increased. We discovered underground water leaks which were rectified.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	337,600	7,415
2010-2011	337,600	5,533
2011-2012	349,631	6,089

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	18	0
Full-time equivalents	44.2	14.7	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	45
Diploma	3
Certificate	0
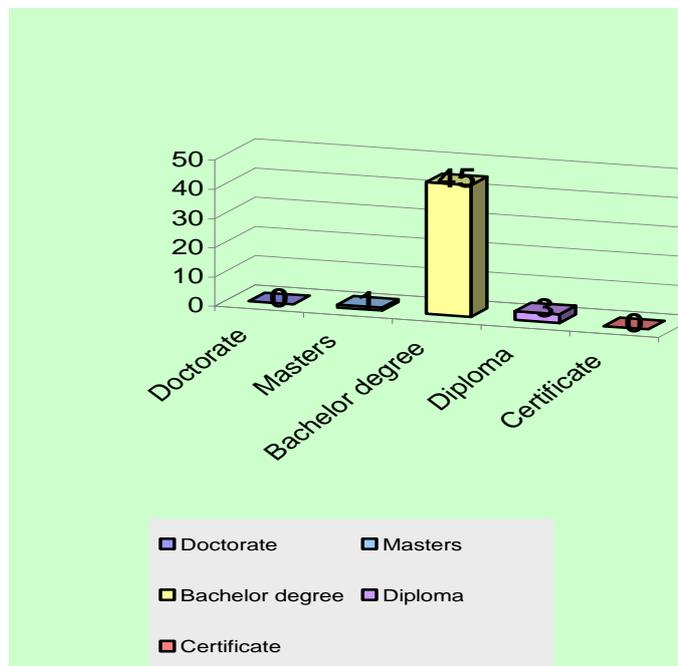
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $16,000.

The major professional development initiatives are as follows:

Explicit Instruction, Australian Curriculum, I.C.T. licences, Literacy – Reading, Spelling, Writing.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

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Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82.8% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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.**

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**.   Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	92%	93%	92%	93%	91%	92%					
2011	91%	93%	93%	94%	91%	93%	91%					
2012	91%	93%	93%	93%	93%	93%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
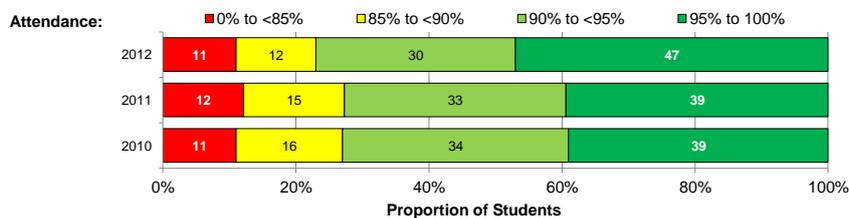
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The class attendance rolls are marked electronically twice during each school day, at the commencement of the day and after lunch. Late arrivals and early departures to school, report to the school office. A Deputy Principal has the responsibility for monitoring and tracking of continuing or unusual absences, printing a range of reports on a regular basis to identify the following:

- Large numbers of unexplained absences
- 3 consecutive unexplained absences
- Attendance patterns of identified students.

After identification, parents are contacted by phone (in the first instance) and by letter if absences continue. All phone contacts are recorded in One School. An established pattern of non attendance is followed up by a meeting with parents and, where needed, the issuing of DET letters for absenteeism.

In 2012 the "smiley face" strategy was introduced in which students who achieve 100% attendance for the term receive a smiley face certificate.

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National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap' Strategy is the overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets two state wide targets for Queensland State Primary Schools – halve the gap in Year 3 reading , writing and numeracy by 2012 and close the gap in student attendance by 2013.

In 2012 Indigenous students comprised 8% of the student population at Fitzgerald State School. An Indigenous education officer works with families to support increased attendance at school and support Indigenous families with schooling. A 'FAITH' group (Fitzgerald Aboriginal Islander Teacher Helpers), parents of Indigenous students, also aid in supporting our Indigenous families and liaise through our school P&C committee to plan Indigenous celebrations throughout the school year. All teachers will soon complete 'Crossing Cultures' training to support cultural understandings.

62 of the 732 students at Fitzgerald are indigenous. The student attendance rate of indigenous students is 88%, which is comparable to 2011, the gap between indigenous and non-indigenous attendance being 5%. Reasons for non-attendance are monitored closely with follow-up from school staff as required.

The achievement of the Indigenous students in Years 3, 5 & 7 NAPLAN tests at or above the National Minimum Standards in 2012 is displayed in the table below.

AREA	Year 3 (Indigenous enrolment)	Achievement	Year 5 (Indigenous enrolment)	Achievement	Year 7 (Indigenous enrolment)	Achievement
Reading	7	71.4%	8	100%	8	87.5%
Writing	7	100%	8	87.5%	8	100%
Spelling	7	100%	8	100%	8	88.9%

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Grammar & Punctuation	7	71.4%	8	62.5%	8	88.9%
Numeracy	7	85.7%	8	100%	8	100%

School data shows that the gap between indigenous and non-indigenous students has decreased since 2011 in all areas of Year 3. Since 2010 the gap has decreased in Reading and Numeracy in Year 5 and in all areas in Year 7.