Fitzgerald State School
Queensland State School Reporting
2015 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 2015 year. The 2015 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2015.

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 2015

- Refinement of the planning, implementation and assessment of the Australian Curriculum in English, Mathematics, Science, History and Geography.
- Provision of professional development, coaching and sharing of best differentiated teaching practices in the areas of Reading, Writing, Numeracy and Explicit Instruction by the Master Teacher and members of the English and Mathematics Committees.
- Embedding of the school's Pedagogical Framework, with a focus on quality teaching practices.
- Development of a Numeracy Plan, with a focus on the critical number concepts, investigative problem solving, number facts strategies and attainment.
- Refinement of the whole of school assessment schedule and approaches to the tracking of student's progress using OneSchool and a regional tracking tool.
- Development and implementation of improvement cycles in the focus curriculum areas of Reading, Writing and Numeracy.

Future outlook

The explicit improvement agenda for 2016 focusses on:

- Improving the writing standards by including the review of current programs, provision of professional development, coaching, sharing of best instructional practices, moderation, data sessions and the strategic use of resources.
- Providing professional development, coaching and sharing of best differentiated teaching practices in the areas of Literacy, Numeracy, Explicit Instruction, Investigative and Prep Age-appropriate pedagogies.
- Examining the teaching strategies and curriculum content within the Pedagogical Framework, to raise improvement expectations for all students, to ensure that each student achieves at least one year's growth for one year instruction and to bring about improved NAPLAN mean scale scores.
- Refining the planning, implementation and assessment of Australian Curriculum: English, Mathematics, Science, History and Geography.
- Providing familiarisation opportunities in Australian Curriculum: Digital Technologies.
- Providing Gifted and Talented opportunities in the areas of Literacy and Numeracy to increase the percentage of students attaining the NAPLAN Upper 2 Bands.
- Refining the whole of school assessment schedule, the system for tracking the progress of all students, targeted intervention procedures and goal setting.
- Promoting a safe, respectful and disciplined learning environment and values-based education through the use of the Responsible Behaviour Plan for Students, Fitz High 5, Kids Matter mental health and wellbeing framework and the Values for Australian Schooling.
- Ensuring that Aboriginal and Torres Strait Islander students are enrolled, engaged and achieving at school:
    - Tracking attendance data with follow up contacts where there is a pattern of absences
    - Providing Aboriginal and Torres Strait Islander Education professional learning opportunities
    - Promoting Indigenous family engagement through a weekly Homework Support program and celebrations such as Harmony Day and NAIDOC Week.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	734	390	344	89	94%
2014	739	393	346	97	94%
2015	706	366	340	82	93%

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

In 2015, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

The school has an Enrolment Management Plan in place. More than half of the 706 students who attend the school live outside of the catchment area. The school enrolments are relatively stable with a slight reduction in enrolments for this year due to the year 7 students moving to high school. Approximately 90% of the years 6 students attend the local State High Schools for Year 7. Of the 706 students 82 of the students identify as Aboriginal Torres Strait Islander, which is 12.5% of the school enrolments, down .6% from 2014. The English as a second language population has increased from 19 students in 2014 to 32 students in 2015.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	22	23
Year 4 – Year 7 Primary	24	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	17	19	15
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Units of work are planned for in the key learning areas of English, Mathematics, History, Geography, 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. Well planned programs are designed by year level teams in consultation with the Master Teacher and other specialist teachers. In 2015, the curriculum was drawn from the Australian Curriculum for English, Mathematics, History, Geography 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 - Spectacular an annual highlight. A number of public performances are held by the Fitzgerald Concert Band, String Ensemble, Recorder Ensemble, Junior and Senior Choirs, Drama 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
- ♦ Sporting Teams
- ♦ Academic Competitions
- ♦ Student Council

Parents, in the Opinion Survey, reported a level of satisfaction that their child's learning needs are being met at school at 95%

Students reported their level of satisfaction at doing interesting things at school 93%.

How Information and Communication Technologies are used to improve learning

All children have daily access to a variety of devices to support and enhance their learning.

Students use computers to:
- collect, access and present various types of data i.e. publish stories, reports, spreadsheets and multimedia presentations;
- develop literacy and numeracy skills through the utilization of various software, installed programs and websites;
- undertake guided research in database programs and on the internet;
- implement digital solutions as simple visual programs i.e. Scratch, BeeBots and Spheros.

ICT and Digital Technologies are integrated into curriculum units across all year levels. Providing professional development for staff will continue as a priority so that the integration of all technologies are enhanced and further developed. Spaces for a class set of iPads and laptops have been provided to assist with whole of class lessons. All classrooms have interactive whiteboards which assist the teachers and students with teaching and learning.

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 and an Adopt-a-Cop 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), Chaplain's Lunchtime Club, Enrichment Club and Indigenous Craft Groups.

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

98% of parents reported satisfaction that this is a good school.

95% of students reported satisfaction with the safety of students at this school.

100% of parents reported satisfaction that students like being at this school.

All students are taught a safe and effective strategy to deal with bullying, The 'FITZ HIGH 5'. 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

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	98%	98%
this is a good school (S2035)	100%	98%	98%
their child likes being at this school (S2001)	100%	96%	100%
their child feels safe at this school (S2002)	96%	95%	100%
their child's learning needs are being met at this school (S2003)	96%	95%	95%
their child is making good progress at this school (S2004)	92%	95%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	95%	93%
teachers at this school motivate their child to learn (S2007)	96%	93%	98%
teachers at this school treat students fairly (S2008)	96%	88%	98%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	100%
this school works with them to support their child's learning (S2010)	96%	95%	95%
this school takes parents' opinions seriously (S2011)	96%	89%	88%
student behaviour is well managed at this school (S2012)	88%	82%	88%
this school looks for ways to improve (S2013)	90%	96%	90%
this school is well maintained (S2014)	100%	100%	95%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	95%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they like being at their school (S2036)	95%	91%	94%
they feel safe at their school (S2037)	95%	95%	95%
their teachers motivate them to learn (S2038)	99%	98%	92%
their teachers expect them to do their best (S2039)	99%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	97%	96%	92%
teachers treat students fairly at their school (S2041)	96%	87%	85%
they can talk to their teachers about their concerns (S2042)	91%	86%	75%
their school takes students' opinions seriously (S2043)	93%	85%	84%
student behaviour is well managed at their school (S2044)	88%	88%	87%
their school looks for ways to improve (S2045)	95%	96%	97%
their school is well maintained (S2046)	95%	97%	94%
their school gives them opportunities to do interesting things (S2047)	98%	97%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	98%	98%
they feel that their school is a safe place in which to work (S2070)	100%	93%	94%
they receive useful feedback about their work at their school (S2071)	77%	93%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	93%	98%
student behaviour is well managed at their school (S2074)	65%	80%	85%
staff are well supported at their school (S2075)	74%	84%	87%
their school takes staff opinions seriously (S2076)	80%	89%	91%
their school looks for ways to improve (S2077)	92%	100%	91%
their school is well maintained (S2078)	90%	93%	85%
their school gives them opportunities to do interesting things (S2079)	89%	98%	83%

# '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

Our school is friendly and welcoming, with parents/carers regularly being invited to school for events and learning celebrations such as ATSI Homework Program, twilight concerts and sporting events. 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 a 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 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, Mother's Day Stall

- 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, homework program

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

Reducing the school's environmental footprint

Introduction of a cardboard/paper industrial bin.

The increase in water usage is due to the fault in the Fire Pump and the leak in the underground pipes. This has been rectified.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	306,595	6,614
2013-2014	430,983	4,531
2014-2015	324,052	7,027

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	50	22	<5
Full-time equivalents	44	17	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.**	6
Masters	1
Doctorate	0
Total	**50**
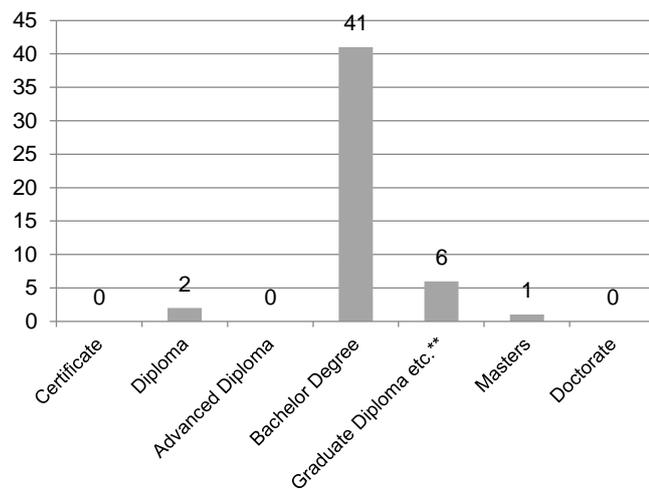
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $79,236

The major professional development initiatives are as follows:

- Planning and Implementation of the Australian Curriculum
- Review of Year Level Curriculum
- Review Literacy and Numeracy whole of school programs
- Mathematics – Back to Front
- Workplace Health and Safety training – First Aid
- Mentor Training.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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.**

Find a school

School name | **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	91%

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.

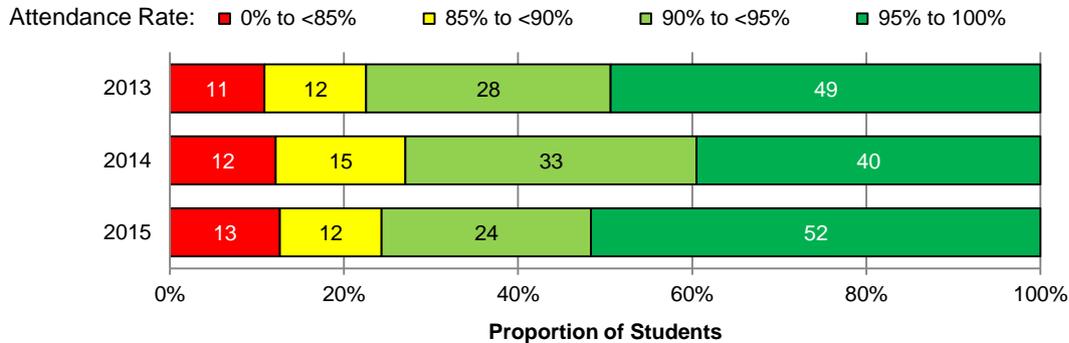The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	94%	93%	92%	94%	93%	93%	93%	92%					
2014	93%	93%	93%	92%	92%	92%	92%	91%					
2015	93%	92%	94%	93%	93%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Queensland Government

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	11	12	28	49
2014	12	15	33	40
2015	13	12	24	52

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.
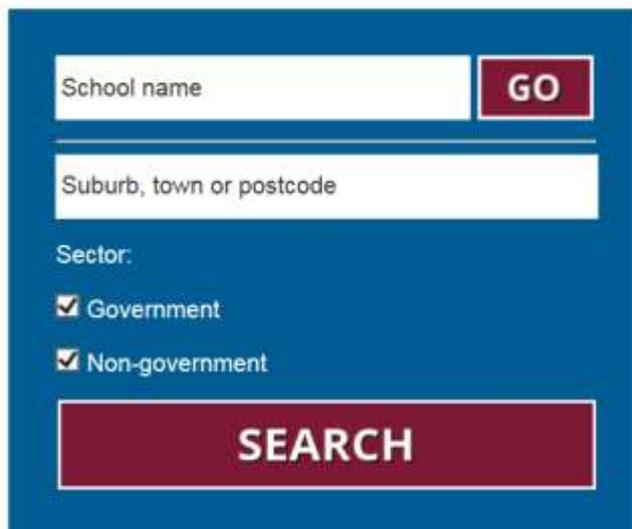
Fitzgerald State School promotes the importance of school attendance for children from Prep to Year 6. Electronic class rolls are marked twice daily, while children who arrive late to school must obtain a late slip from the school office prior to attending class. School attendance is encouraged with the presentation of certificates each term for students achieving ≥97% attendance. Each week the class with the highest overall weekly attendance percentage is also presented with a certificate on parade. Unexplained absences are followed up by contact with the parents from the class teacher in conjunction with the Deputy Principal. Contact is also made with parents where the attendance rate is of a concern. This includes phone calls, meetings and letters sent home that outline the attendance percentage for the individual child compared to the year level cohort and the school attendance rate. Support and strategies to assist parents is provided in an effort to reduce absenteeism.

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.**

Find a school

Where it says **'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 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.

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