



Fitzgerald State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

The Fitzgerald school is recognised in the community for offering excellent academic, cultural and sports programs in a supportive environment. The features of these programs include extension programs for all, cultural programs in the areas of drama, choral and instrumental music and a range of sporting opportunities. The school community is characterised by committed staff and supportive parents working together to provide the best possible learning opportunities for the students. Further information about the school can be found at the school website.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Implementation of the improvement cycle in the focus curriculum area Writing.

Provision of professional development, coaching and sharing of best teaching practices in Prep Age-appropriate Pedagogy.

Refinement of the planning, implementation and assessment of the Australian Curriculum in Mathematics and English.

Refinement of the whole of school assessment schedule, the system for tracking the progress of all students, targeted intervention processes and goal setting.

Promotion of a safe, respectful and disciplined learning environment and values based education through the use of the Responsible Behaviour Plan for Students, Fitz High 5 and the Values for Australian Schooling.

Improvement of attendance with a responsive attendance tracking system.

Future Outlook

The explicit improvement agenda for 2017 focusses on:

Refining the planning, implementation and assessment of Australian Curriculum: Humanities and Social Sciences, Health and Physical Education.

Providing further opportunities in the areas of Literacy and Numeracy to increase the percentage of students attaining the NAPLAN Upper two bands.

Improving the writing, spelling and numeracy standards through the review of current programs, provision of professional development, coaching, moderation, data sessions and the strategic use of resources.

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 of instruction and to bring about improved NAPLAN mean scale scores.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	739	393	346	97	94%
2015*	706	366	340	82	93%
2016	718	374	344	87	96%

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

*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.

In 2016, 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

Overview

The school has an Enrolment Management Plan in place. More than half of the 718 students who attend the school live outside of the catchment area. The school enrolments are relatively stable with a slight increase in enrolments for this year. Approximately 90% of the years 6 students attend the local State High Schools for Year 7. Of the 718 students 87 of the students identify as Aboriginal Torres Strait Islander, which is 12.1% of the school enrolments, down .4% from 2015. The English as a second language population has decreased from 32 students in 2015 to 25 students in 2016.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	24
Year 4 – Year 7	24	26	25
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Units of Work are planned for in the key learning areas of English, Mathematics, Science, Humanities and Social Sciences (HASS), The Arts, Health & Physical Education and Technology.
- Teachers collaboratively plan for learning across each year level in conjunction with the Master Teacher, Support Teacher Literacy & Numeracy, Teacher Librarian, and Special Needs teacher.



- The curriculum is based upon the Australian Curriculum with resources taken from C2C documents, Back 2 Front Maths, Seven Steps to Writing Success and Primary Connections in Science.
- Specialist Teachers deliver the curriculum in the learning areas of Music, Languages Other than English (Japanese), Physical Education and Digital Technologies.
- Students are engaged in meaningful, stimulating learning designed to cater for their diverse needs, including opportunities for students to participate in extension programs as well as being supported through the provision of Individual Curriculum Plans.

Co-curricular Activities

- Fitzgerald State School has a strong history of commitment to the Arts with students being offered opportunities to participate in the following activities:
 - Spectacular
 - Wakakirri
 - Drama Group
 - School Choirs – Senior and Junior
 - Instrumental Music Program including Concert Band, Junior Concert Band and String Ensemble
 - Recorder Ensemble
- Students are also offered the ability to participate in the following programs:
 - Excursions linked to year level curriculum
 - Camps – Years 4 & 6
 - Learn to Swim Program – Prep to Year 3
 - Academic Competitions
 - Reader's Cup
 - Optiminds
 - McDonalds Maths
 - ICAS Maths, English and Science
 - Student Council
 - Under 8s Day
- Students are offered the chance to participate in the following sporting endeavours
 - The John Papp Shield – Mackay Schoolboys Rugby League Competition
 - Athletics Carnivals – Junior & Senior School Carnivals
 - Interschool Sport Gala Days
 - Under 10 & 11 Mackay School District Sport Rugby League & Netball Competitions
 - Students have the opportunity to participate in a wide range of school sporting trials for Northern Suburbs, Mackay & District and Capricornia representation.

How Information and Communication Technologies are used to Assist 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. A one to one laptop program is offered for year 6 students as an option. All classrooms have interactive whiteboards which assist the teachers and students with teaching and learning.

Social Climate

Overview

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 Activity Groups.

Providing an “Internet Safety” Education Program for year 6 students.

100% 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	98%	100%
this is a good school (S2035)	98%	98%	100%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	95%	95%	96%
their child is making good progress at this school* (S2004)	95%	93%	96%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	92%
teachers at this school motivate their child to learn* (S2007)	93%	98%	96%
teachers at this school treat students fairly* (S2008)	88%	98%	92%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	95%	95%	96%
this school takes parents' opinions seriously* (S2011)	89%	88%	92%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	82%	88%	92%
this school looks for ways to improve* (S2013)	96%	90%	91%
this school is well maintained* (S2014)	100%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	95%
they like being at their school* (S2036)	91%	94%	92%
they feel safe at their school* (S2037)	95%	95%	95%
their teachers motivate them to learn* (S2038)	98%	92%	95%
their teachers expect them to do their best* (S2039)	97%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	96%	92%	92%
teachers treat students fairly at their school* (S2041)	87%	85%	90%
they can talk to their teachers about their concerns* (S2042)	86%	75%	84%
their school takes students' opinions seriously* (S2043)	85%	84%	87%
student behaviour is well managed at their school* (S2044)	88%	87%	84%
their school looks for ways to improve* (S2045)	96%	97%	94%
their school is well maintained* (S2046)	97%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	100%
they feel that their school is a safe place in which to work (S2070)	93%	94%	100%
they receive useful feedback about their work at their school (S2071)	93%	89%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	98%	97%
student behaviour is well managed at their school (S2074)	80%	85%	79%
staff are well supported at their school (S2075)	84%	87%	87%
their school takes staff opinions seriously (S2076)	89%	91%	82%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	93%	85%	79%
their school gives them opportunities to do interesting things (S2079)	98%	83%	95%

* 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

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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

To build student understanding and a capacity to problem solve:

- The Australian Values for Schooling are discussed on school assembly with problem solving scenarios presented by our student leaders with student interaction encouraged.
- Thought-provoking skits are performed annually by the Drama Club to address student issues (eg. types of bullying, resolving conflict, relationship building).
- Healthy relationship building is discussed with students by Aboriginal and Torres Strait Islander Education Workers at the lunch time "Yarning Circles" and "Deadly Choices" meetings.

The School Responsible Behaviour Plan is reviewed annually to ensure that the school community works together to maintain a safe supportive environment for all staff, students, parents and visitors.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	19	15	30
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the school's environmental footprint

The consumption of water and electricity by the school community has decreased over a three year period to 2016. This is an indication that the message to reduce and conserve is working in a school with ageing facilities.

The school has a policy of lights, fans and airconditioners are to be switched off when the classrooms have been vacated. Airconditioners are used in terms 1 and 4 only.

Cardboard and paper recycling continues.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	430,983	4,531
2014-2015	324,052	7,027
2015-2016	323,309	3,719

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	24	<5
Full-time Equivalents	44	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	6
Bachelor degree	39
Diploma	3
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$55,824.

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.
- Community of Practice In-service for Leaders
- Developing Leaders Program with facilitator Lynne Foley

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	92%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

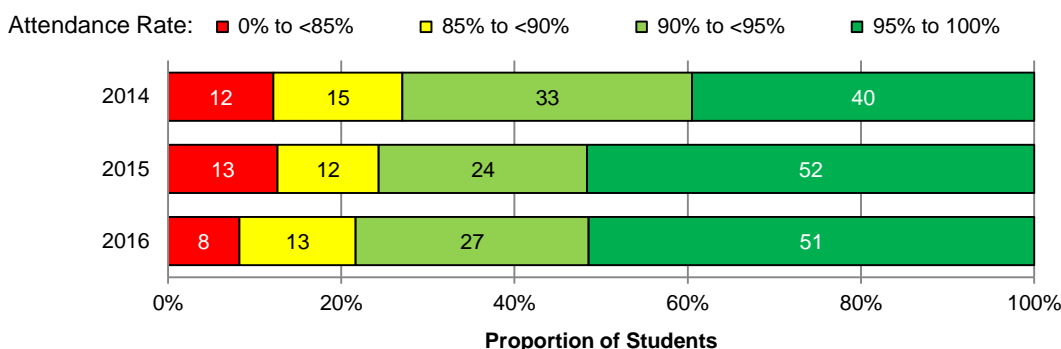
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	92%	92%	92%	92%	91%					
2015	93%	92%	94%	93%	93%	93%	93%						
2016	93%	94%	94%	94%	94%	93%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

The safety and wellbeing of students are the highest priorities for Fitzgerald State School. Attendance is closely monitored and a range of procedures are implemented to encourage the attendance requirements of compulsory schooling. 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. When students are absent, the school follows up by contact with the parents. This includes phone calls, meetings and letters that outline the attendance percentage for the individual child compared to the year level cohort and the school attendance rate. The total number of days absent is also recorded on the individual student report issued each semester. Support and strategies to assist parents is offered in an effort to reduce absenteeism.

School attendance is further encouraged with the presentation of certificates each term for students achieving $\geq 97\%$ attendance. Each week the class with the highest overall weekly attendance percentage is also presented with a certificate on parade.

From 2017, SMS will be utilised daily to ensure all parents are notified of a child's absence when no explanation is provided to the school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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