

Fitzgerald State School

Queensland State School Reporting

2014 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 2014 year. The 2014 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2014.

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 2014

- The further planning, implementing and assessing using the Australian Curriculum in English, Mathematics, Science and History with Geography implemented this year.
- The further sharing of best teaching practices was facilitated in the areas of Reading, Writing, Spelling, Explicit Instruction and Numeracy by the Head of Curriculum, E.I. Key Teacher and Mathematics Committee.
- The further development of a Pedagogical Framework that is focused on quality teaching practices.
- The implementation of the Explicit Instruction Plan with included aspects of lesson design and delivery.
- A focus on progress towards individual student reading goals continued with numeracy goals introduced this year.
- The further development of a Numeracy Plan that is focused on problem solving strategies and improvements in number facts attainment.
- The further development of a whole school approach to tracking students' progress using OneSchool and a Regional tracking tool.
- The development of improvement plans in the focus curriculum areas – Numeracy, Reading and Writing.

Future outlook

Following a quadrennial school review in 2014 the key areas of improvement for 2015 are:

- ★ To review the procedure for monitoring student attendance and develop further strategies to increase daily attendance for Aboriginal and Torres Strait Islander students, in particular.
- ★ To develop a school-wide plan to support Gifted and Talented and high performing students to further increase the percentage of students attaining the NAPLAN Upper 2 Bands.
- ★ To investigate the system for the tracking of students and targeted intervention procedures, raising the expectations within the goals set for all students, commencing at Prep.
- ★ To examine the teaching strategy and the curriculum content within the Pedagogical Framework:
 - to ensure academic improvements for all students in all subjects.
 - with a focus on raising the expectation in the Prep to 3 area and for Aboriginal and Torres Strait Islander students and
 - to bring about improved NAPLAN means scale scores for all students.
- ★ To continue the sharing of best practice between staff and with parents to improve student results in all areas with Reading, Writing and Numeracy to be major focuses for 2015.
- ★ To provide coaching and professional development opportunities for staff in Early Childhood Education, Gifted and Talented Education and Aboriginal and Torres Strait Islander Education.
- ★ To track Aboriginal and Torres Strait Islander students' academic progress from Prep to Year 6 to ensure overall improvements.
- ★ To review the school's Responsible Behaviour Plan to ensure that there is a process where expectations for behaviour are formally taught and consistency of practice is enhanced.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	732	395	337	94%
2013	734	390	344	94%
2014	739	393	346	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 739 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 years 6 and 7 students attend the local State High Schools for Year 7 and 8. Of the 739 students 97 of the students identify as Aboriginal Torres Strait Islander, which is an increase of 19 students from 2013. The English as a second language population has increased from 2 students in 2011 to 19 students in 2014.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	24	22
Year 4 – Year 7 Primary	25	24	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	18	17	19
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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, 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 2014, the curriculum will be 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, 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 95%.

Students reported their level of satisfaction at doing interesting things at school 97%.

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. The use of iPads to assist staff with their lessons was planned for this year.

A second 1:1 (laptop) classroom was continued in 2014.

In 2013 and 2014 year 6 students created unique ICT related projects and enjoyed outstanding success in the Young ICT Explorers competition.

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, 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.

96% 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

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 (98%) and students (95%) 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 98% of staff indicating in the survey that they enjoy working at the school.

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

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	98%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	96%	95%
their child's learning needs are being met at this school* (S2003)	95%	96%	95%
their child is making good progress at this school* (S2004)	95%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%	95%
teachers at this school motivate their child to learn* (S2007)	100%	96%	93%
teachers at this school treat students fairly* (S2008)	91%	96%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	96%
this school works with them to support their child's learning* (S2010)	100%	96%	95%
this school takes parents' opinions seriously* (S2011)	94%	96%	89%
student behaviour is well managed at this school* (S2012)	92%	88%	82%
this school looks for ways to improve* (S2013)	100%	90%	96%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	98%	95%
they like being at their school* (S2036)	95%	95%	91%
they feel safe at their school* (S2037)	93%	95%	95%
their teachers motivate them to learn* (S2038)	95%	99%	98%
their teachers expect them to do their best* (S2039)	99%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%	96%
teachers treat students fairly at their school* (S2041)	88%	96%	87%
they can talk to their teachers about their concerns* (S2042)	91%	91%	86%
their school takes students' opinions seriously* (S2043)	87%	93%	85%
student behaviour is well managed at their school* (S2044)	83%	88%	88%
their school looks for ways to improve* (S2045)	95%	95%	96%
their school is well maintained* (S2046)	89%	95%	97%
their school gives them opportunities to do interesting things* (S2047)	93%	98%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	98%
they feel that their school is a safe place in which to work (S2070)		100%	93%
they receive useful feedback about their work at their school (S2071)		77%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	93%
student behaviour is well managed at their school (S2074)		65%	80%
staff are well supported at their school (S2075)		74%	84%
their school takes staff opinions seriously (S2076)		80%	89%
their school looks for ways to improve (S2077)		92%	100%
their school is well maintained (S2078)		90%	93%
their school gives them opportunities to do interesting things (S2079)		89%	98%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 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 and Mathematics.

Reducing the school's environmental footprint

The increase in our electricity usage was impacted by the fact that our Solar Panels were out of commission for part of the year. Also as the use of technology increases, our electricity usage increases. We are now carefully monitoring the electricity usage to try to decrease this.

Water usage decreased as a result of underground water leaks which were rectified in 2013.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	349,631	6,089
2012-2013	306,595	6,614
2013-2014	430,983	4,531

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.

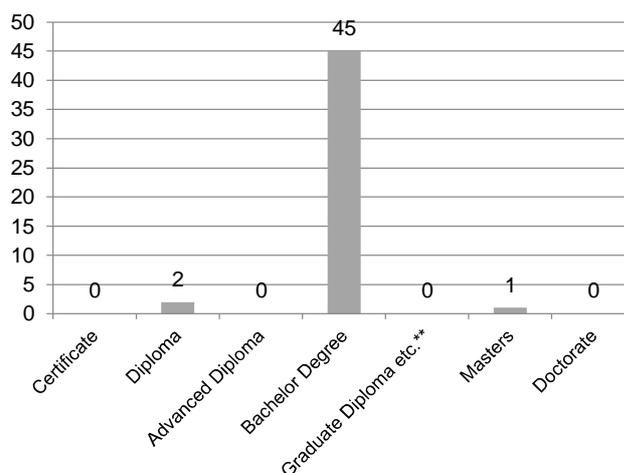
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	21	0
Full-time equivalents	45	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	48



*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 2014 were \$49,974.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Planning and Implementation of the Australian Curriculum;
- Explicit Instruction;
- Workplace Health and Safety training.
- Mathematics – Back to Front
- Mentor Training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%

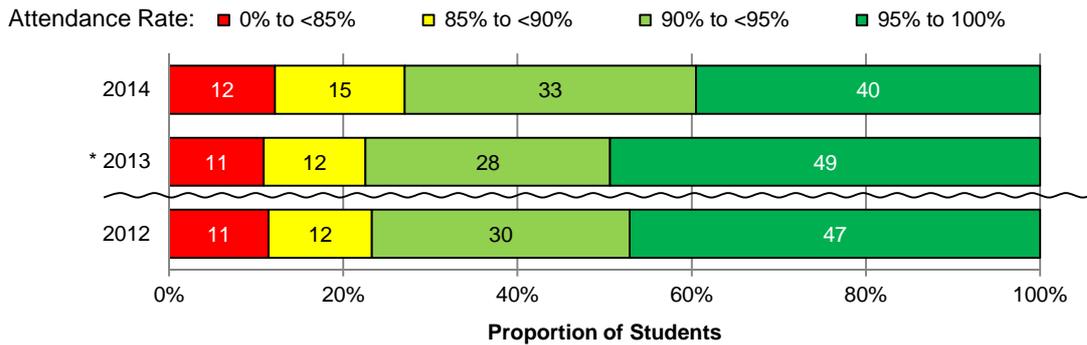
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	91%	93%	93%	93%	93%	93%	93%					
2013	93%	92%	94%	93%	93%	93%	92%					
2014	93%	93%	92%	92%	92%	92%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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. Parents are requested to inform the school of all absences, providing explanation. A Deputy Principal in conjunction with classroom teachers, 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:

- High numbers of unexplained absences
- High numbers of explained 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 OneSchool. An established pattern of non-attendance is followed up by a meeting with parents and, where needed, the issuing of DET letters for absenteeism.

Students who achieve 100% attendance for the term are presented with a certificate as a pro-active strategy to encourage high attendance. Each week the classes with the highest weekly attendance for Prep-Year 2, and Year 3 to Year 6 are rewarded with a gold card on parade.

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

Search by school name

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Sector Government
 Non-government

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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 and close the gap in student attendance.

In 2014 Indigenous students comprised 13% of the student population at Fitzgerald State School. An Indigenous Education Officer employed by the school works with families to support increased attendance at school and supports Indigenous families with schooling. In 2014 all teaching staff had completed the 'Crossing Cultures' training to support cultural understandings.

97 of the 739 students at Fitzgerald were Indigenous. The student attendance rate for Indigenous students was 88.4%, with the gap between Indigenous and non-Indigenous students being 4.3%. 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 Standard in 2014 is displayed in the table below.

AREA	Year 3 (Indigenous enrolment)	Achievement	Year 5 (Indigenous enrolment)	Achievement	Year 7 (Indigenous enrolment)	Achievement
Reading	10	100%	12	91.7%	9	88.9%
Writing	10	100%	12	91.7%	8	100%
Spelling	10	100%	12	91.7%	9	88.9%
Grammar & Punctuation	10	100%	12	83.3%	9	88.9%
Numeracy	10	90%	12	83.3%	9	88.9%