

QUEENSLAND STATE SCHOOL REPORTING - 2010

Fitzgerald State School (1883)

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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 2010 school year. The 2010 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2010.

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 2010

Learning:

The Mathematics and English Programs were developed and implemented with the Essentials embedded.

The Science Program was developed and implemented with Primary Connections as the resource base.

The review of the Responsible Behaviour Plan to include strategies to combat cyber bullying.

A School Intervention Model was implemented to modify students' learning programs.

Schools:

A quality ICT Program was facilitated with the installation of a computer laboratory and interactive whiteboards to all classrooms.

A Facilities Plan which included a complete remodel to the Library Resource Centre.

The purchase of classroom resources in the areas of reading, science and mathematics.

Workforce:

A Workforce Plan was developed which considers a mix of staff in terms of gender, experience and skills.

The Professional Development needs of staff was considered in the areas E-Learning, Reading and Science.

The staff skilling in ICT continues with increases in the number of Licence and Certificate holders.

The incorporation of the Curriculum Committees to form the Curriculum Leadership Team.

Future outlook

Following a quadrennial school review in 2010 the key areas for improvement are:

Learning:

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

- Syllabus development and delivery in the areas of reading, spelling, science and ICTs.
- Australian Curriculum Design alignment in English, Mathematics and Science.

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

Schools:

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

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 a Laptop Classroom and total wireless connectivity.

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

Workforce:

To continue the ongoing Professional Development needs of the staff in the areas E-Learning, Mathematics, English and Science.

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

Performance of our students

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
731	383	348	91%

Characteristics of the student body:

The school has an Enrolment Management Plan in place. More than half of the 731 students who attend the school live outside of the catchment area. The school enrolments are relatively stable within the range 730 to 740 over the year. Approximately 90% of the year 7 students attend local State High Schools for year 8.

Sixty-five of the students identify as Aboriginal and Torres Strait Islander.

More than half of the preparatory students were reported to be in non-parental care on a regular basis and/or attended other educational programs outside of school hours.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	85%	62%	23%	15%
Year 4 – Year 7	25	100%	100%	0%	0%
All Classes	24	93%	83%	10%	7%

School Disciplinary Absences

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

Performance of our students

Curriculum offerings

Our distinctive curriculum offerings

The school administration consists of a Principal and two Deputy Principals. As well as 29 Classroom teachers, there are:

- ◆ a Music teacher
- ◆ a HPE specialist
- ◆ a Teacher Librarian
- ◆ a LOTE (Japanese) teacher
- ◆ visiting Instrumental Specialists
- ◆ a Learning Support Teacher
- ◆ a Special Needs Teacher
- ◆ a Guidance Officer
- ◆ a Literacy Coach.

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 with what their child is learning at school at 93.5%

Parents, in the Opinion Survey, reported a level of satisfaction with the variety of school activities at 80.7%

Students reported their level of satisfaction at 96.7%

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 spreadsheets, web pages, multimedia powerpoint presentations.

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 Computer Laboratory has been installed to assist with whole of class lessons. All classrooms had interactive whiteboards installed in 2010.

Performance of our students

Social climate

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.

The School Responsible Behaviour Plan was reviewed with information included on bullying and specifically cyber-bullying.

Pastoral care includes: A School Chaplain, Guidance Officer, Positive Learning Centre Officers, Adopt-a-Cop, 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.

A Playground and Lunchtime Games and Activities Program.

Providing for additional lunchtime recreational activities eg. Games Room, Chess Club, Drama Group, Monitors (Library, Prep) Gardening Club, organised physical activities.

90.3% of parents reported that their child is happy to go to this school.

84.2% of students reported satisfaction with the behaviour of students at this school.

83.9% 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, REPORT School staff, guidance officer, school chaplain and police officers all assist in reinforcing the expected behaviours for positive student outcomes.

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

Parent, student and teacher satisfaction with the school

A good team approach exists between staff and parents to improve student learning outcomes. Over one hundred of our parents received recognition during Education Week for their volunteer assistance.

The Student Opinion Survey results for 2010 were very pleasing as each of the main Performance Areas were identified as above the state. The Parent and Staff results were similar to the state with the Staff being identified above for Staff Morale. The challenge for staff is to continue to update skills, particularly in the e-learning area.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	87%
Percentage of students satisfied that they are getting a good education at school	98%
Percentage of parents/caregivers satisfied with their child's school	90%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	91%

Performance of our students

Involving parents in their child's education.

Parents 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 fair, Kids for Fitz
 - involvement in parent skilling programs like Support-a-Reader

Reducing the school's environmental footprint

Many of the utility charges increased in the period 2009 to 2010 especially electricity. It is pleasing to see that water usage decreased in the one year period. (Possibly explained by the higher than average rainfall experienced in 2010.)

Additional electricity and water usage was anticipated as a result of the construction of the library and hall and associated works throughout 2010. The installation of Solar Panels to the Prep 2 building is a measure introduced to reduce the school environmental footprint.

The environment club, made up of year 6 students in the school is proactive in providing helpful strategies to the school community, to assist in reducing its environmental footprint.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Wate rKL	GasMJ
2010	\$114,334	\$63,121	\$29,116	\$7,284	\$14,813	\$0	\$0	337,600	7,415	0
2010	\$101,010	\$55,180	\$0	\$0	\$11,340	\$0	\$34,490	334,240	7,760	0
% change 2010 - 2010	13%	14%	N/A	N/A	31%	N/A	100%	1%	-4%	N/A

Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	17	0
Full-time equivalents	44	13	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	2
Bachelor degree	35
Diploma	8

A 3D pie chart illustrating the distribution of teacher qualifications. The largest slice is Bachelor degree at 77%, followed by Diploma at 17%, Certificate at 4%, and Masters at 2%.

Qualification	Percentage
Bachelor degree	77%
Diploma	17%
Certificate	4%
Masters	2%

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$33 000.00.

The major professional development initiatives are as follows:

- Science Sparks
- ICT Training Licences, Certificates
- Teaching of Reading/Spelling

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	92%	93%	92%	93%	91%	92%

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 twice during the day. Late arrivals to school, report to the school office.

Phone calls are made to the parents of students, with continuing or unusual absences, by a Deputy Principal.

If absences are prolonged an official letter is sent to the parents from the Principal.

Achievement – Closing the Gap

Sixty-five of the seven hundred and thirty-one students are Indigenous.

The achievement of the indigenous students in years 3, 5 and 7 NAPLAN TESTS at or above the National Minimum Standards in 2010.

Year	Reading	Writing	Numeracy
3	50%	100%	66.7%
5	70%	90%	80%
7	87.5%	75%	83.3%

*indicates no. of students

The biggest gap in achievement in 2010 NAPLAN between year 3 indigenous and non-indigenous students was recorded in reading.

The staff with the assistance of the reading coach and support teacher Literacy and Numeracy will continue to monitor individual students' progress in this area.

Personal invites were extended to the parents of indigenous children to the Support a Reader workshops held at the school, with some success.

The student attendance rate of indigenous students is 88% as compared to 92% for non - indigenous. The reasons for non-attendance is monitored with the follow-up from school staff as required.

The expectation is that the attendance of all students is to improve.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a rectangular orange "SEARCH" button.

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.