

# Queensland State School Reporting – 2011

## Fitzgerald State School (1883)



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Contact Person	Principal: Mr Michael Anderson

## Principal's foreword

### Introduction

I am pleased to have this opportunity to report on the achievements of the Fitzgerald State Primary School for the 2011 school year. The 2011 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2011.

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 2011

#### Learning:

- The alignment of the school English, Mathematics and Science plans with the National Curriculum has commenced.
- The introduction of a diagnostic tool, "Words Their Way" has assisted with consistency in the school spelling program.

#### Schools:

- The sharing of best teaching practices was facilitated further in the areas of ICTs and reading by the key ICT teacher and the Literacy Coach.
- A Facilities Plan which included further developments to the Multi-Purpose Hall which was officially opened in November.
- The further purchase of classroom resources in the areas of reading, science and maths to enhance the revised school plans.

#### Workforce:

- The professional development needs of staff was considered with the familiarisation of the National Curriculum being a major priority.
- The professional development priorities of writing, reading, spelling and science continued with an emphasis on consistent, effective teaching practices.
- The staff skilling in ICTs continued with increases in the number of licence holders (from 11% in 2010 to 15% in 2011) and certificate holders (24% in 2010 to 94% in 2011).

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### Future outlook

Following an internal school review in 2011 the key areas for improvement are:

#### Learning:

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 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, INFORMATION COMMUNICATION TECHNOLOGIES and GROWING SCHOOL PERFORMANCE.

#### 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 for 2012.

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 ICTs, 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.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
730	381	349	95%

## Characteristics of the student body:

The school has an Enrolment Management Plan in place. More than half of the 730 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. Of the 730 students, 57 of the students identify as Aboriginal and Torres Strait Islander and 24 students have English as a second language. The ESL numbers have increased 100% from 2010.

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 2011

Phase	Average Class Size
Prep – Year 3	22.2
Year 4 – Year 10	26.4
All Classes	24.1

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	3
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

In 2011 integrated units of work were planned for in the learning areas of English, Maths, Science, Studies of Society and Environment, The Arts, Health and Physical Education and Technology. 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. English, Mathematics and Science are taught as discrete learning areas. 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.

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 with what their child is learning at school at 82.8%

Parents, in the Opinion Survey, reported a level of satisfaction with the variety of school activities at 82.9%

Students reported their level of satisfaction at 93.2%

### 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.

## 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, 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.

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

91.4% of parents reported that their child is happy to go to this school.

84.1% of students reported satisfaction with the safety of students at this school.

85.7% 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.

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

## Parent, student and teacher satisfaction with the school

Increases in the majority of performance areas were observed in 2011. 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 this data collected by the School's Opinion Survey both the parents/carers and students highly agree that the school is providing a good education for students. A core group of very supportive parents work very hard to foster community spirit and participation in the school.

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

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	93%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	75%
Percentage of staff members satisfied with morale in the school	92%

## 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.

It is pleasing to see the water usage decrease from 2010. It was anticipated that the additional electricity and water would be used due to the continuing construction of the hall and associated works throughout 2011.

It is planned to have the school community involved in the development of a School Environmental Management Plan from the commencement of 2012.

The installation of solar panels to the prep building is planned for 2012. The environment club, made up of Year 6 students continues to provide helpful strategies to the school community, to assist in reducing our school's environmental footprint.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	337,600	5,533
2010	337,600	7,415
% change 10 - 11	0%	-25%

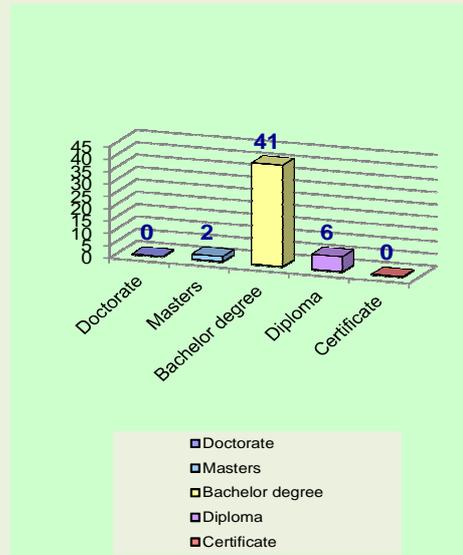
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	49	19	0
Full-time equivalents	45	14	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	41
Diploma	6
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$30 000.

The major professional development initiatives are as follows:

Australian Curriculum/C2C, First Aid, Literacy (reading, spelling), ICTs (licences and certificates), Science Sparks

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 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 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

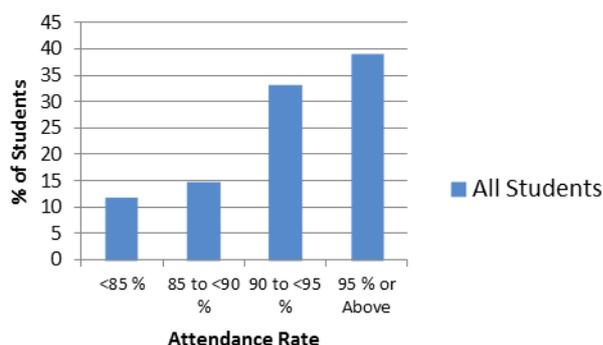
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	93%	93%	94%	91%	93%	91%

### 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 the day. Late arrivals and early departures 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. Parents are reminded of school attendance regularly through newsletters and school parades.

## Performance of our students

### 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/>.

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## Achievement – Closing the Gap

In 2011 indigenous students comprised of 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 the supporting of 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. Students in Years 4 & 5 participated in the 'Song Room' project led by an indigenous teacher.

57 of the 730 students at Fitzgerald are indigenous. The student attendance rate of indigenous students is 87% which is comparable to 2010. 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 2011 is displayed in the table below. Improvements are demonstrated in all areas, in all year levels.

AREA	Year 3 (Indigenous enrolment)	Achievement	Year 5 (Indigenous enrolment)	Achievement	Year 7 (Indigenous enrolment)	Achievement
Reading	9	100%	10	90%	10	90%
Writing	9	100%	10	90%	10	100%
Spelling	9	77.9%	10	90%	10	100%
Numeracy	9	66.6%	10	100%	10	100%

In regards however the the Yr 3 Gap between Indigenous and Non-Indigenous NAPLAN performance in Reading, Writing and Numeracy the Gap has widened when compared to 2008 performance. The Gap in attendance rate has also increased over recent years. Strategies are in place to reduce the Gap in 2012.

