Fig Tree Pocket State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Fig Tree Pocket State School is located next to Cubberla Creek in the western suburbs of Brisbane. The school has an enrolment of 486 students from Prep to Year 6 and a proud tradition of student achievement based on high expectations and a commitment to continued professional learning by staff. Developing relationships with students and parents is foundational to the learning that students experience through access to a range of academic, social, physical and cultural learning opportunities. Quality literacy and numeracy programs provide a foundation for student learning success accompanied by a belief in the power of curiosity and learning through inquiry. Our learning assets of, collaboration, thinking, self-management, communication and research, provide our students with the dispositons to become curious lifelong learners. Strong community connections is both valued by staff and parents and is supported by an active School Council and Parents and Citizens' Association.

School progress towards its goals in 2018

1. **Curiosity and Powerful Learning (CPL)**

- **Emphasise inquiry focused teaching / Set challenging learning tasks**
  - collaborated with partner schools to provide high quality professional development in inquiry teaching for all teachers
  - funded regular professional development and instructional coaching for teaching teams
  - hosted principals and teachers from Metropolitan schools, to view and reflect upon high quality teaching (Instructional Rounds)
  - continued collegial coaching program for all teachers as a means for professional reflection and improvement
  - shared purpose and practices of Curiosity and Powerful Learning with the school community through parent information sessions, newsletters, student assemblies and P&C meetings.

- **Improve the percentage of student achievement in the upper two bands for literacy and numeracy**
  - student achievement in NAPLAN, upper two bands was improved or maintained in 7 of 10 learning areas in Years 3 and 5.

- **Moderation**
  - support consistency of judgement by regularly undertaking internal moderation at each year level and externally with the Kenmore Cluster twice a year.

2. **Writing**
   A planned review of the teaching of writing at FTPSS is will be ongoing in 2019.

Future outlook

Key areas for improvement in 2019:
- Continue implementation of Curiosity & Powerful Learning curriculum framework
- Continue to emphasise and develop inquiry-based learning in the curriculum
- Review collegial coaching program for teachers with input from Growth Coaching educational consultant
- Implement reviewed gifted education policy
- Employ digital technologies coach to facilitate implementation of curriculum and teacher capabilities
- Review policy and practices of FPTSS Inclusion Framework
- Introduce Professional Learning teams (PLTs), providing explicit and targeted instruction to improve writing
- Maintain a cohesive, healthy and high-achieving school for students, teachers and parents
- Enhance community confidence in state school education.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	474	477	486
Girls	233	232	228
Boys	241	245	258
Indigenous			
Enrolment continuity (Feb. – Nov.)	97%	97%	99%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The majority of students at FTPSS are from middle/high socio-economic families. Thirty-seven students come from homes where a second language is spoken. There are no students who identified as Aboriginal or Torres Strait Islander.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	25	24
Year 4 – Year 6	26	24	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

As part of Curiosity and Powerful Learning, the Theories of Action are implemented at a whole school and classroom level to improve teaching and learning

The whole school Theories of Action are:
- Emphasise inquiry focused teaching
- Adopt consistent teaching protocols
- Adopt consistent learning protocols
- Prioritise high expectations and authentic relationships.

The teacher Theories of Action are:
- Frame higher order questions
- Connect feedback to data
- Implement cooperative groups
- Commit to assessment for learning
- Set challenging learning tasks
- Harness learning intentions, narrative and pace.

To further support learning, students also experience explicit instruction based upon a gradual release of responsibility. Students grow from dependent to independent learners and are ultimately able to apply their learning in different contexts. Students will experience a variety of instructional approaches including focused instruction, guided instruction, collaborative learning and independent learning to support and extend understanding.

Co-curricular activities

In addition to the subjects of English, mathematics, science, history, geography, the arts, Japanese, technology, and health and physical education, FTPSS School provided distinctive curriculum and extra-curricular programs including:

- extension in English, mathematics and thinking skills Yr 4-6
- Intervention support P- Yr 3
- Intervention support Yr 4-6
- Northern Eagles District interschool sports competition Yr 5-6
- Excursions and field trips P-Yr 6
- Camps – Yr 5 Kindilan, Yr 6 - Canberra.

   Extra curricula activities

- Mathematics Tournament – problem-solving Yr 4-6
- debating Yr 4-6
- ICAS competitions – science, writing, English and mathematics.
- Student leadership program – Yr 5-6
- Voluntary Service and Sustainability Program Yr 6
- Rotary Award – Yr 6
- Choirs– junior and senior
- Instrumental music - strings orchestra and concert band
- Arts Council performances
- Raw Art – visiting specialist art lessons
- Speech and drama specialist
- Curriculum association with Pullenvale Environmental Centre Prep - 5
- Personal Development classes Yr 4-6
- Learn to Swim Yr 2-4
- Sporting clinics/training - tennis, AFL, soccer, rugby league, cross-fit, netball
- Tennis coaching and competitions.

How information and communication technologies are used to assist learning

The Australian Curriculum promotes appropriate use of ICTs by students to access, create and communicate information and ideas, solve problems and work collaboratively in all learning. At FTPSS, students in all year levels engage in learning through digital technologies.

Employment of a digital coach in 2017 and again in 2018, provided new learning opportunities for both students and teachers. Ongoing professional development and the sharing of creative ideas is current practice among students and teachers, encouraging them to be both consumers and producers of information. IPad apps are selected to support and transform student literacy and numeracy instruction. Every teacher is provided with the

appropriate tools to access and deliver an engaging and interactive curriculum for students. All students actively learn through problem-solving in real world applications to consolidate and communicate new understandings.

Social climate

Overview

Fig Tree Pocket State School has a school culture and a staff team that work actively to provide a supportive environment for all students and engages proactively with parents and community members. A number of initiatives are in place to support and nurture a positive school culture, including:

- HEART Values – Honesty, Empathy, Acceptance, Resilience & Thoughtfulness
- Classroom awards
- Student awards presented at assemblies
- A class buddy system
- A senior student community leadership program,
- Student newsletter acknowledgements
- Sharing of student accomplishments via website/Twitter feed
- a Responsible Behaviour Plan which clearly describes behavioural expectations of students.

The school Chaplaincy Program supports our school culture by working with parents and the P&C to select and deliver individualised support for identified students and pastoral care programs for groups including, Fun Friends, Strength and Shine, Madhouse Games, Father and Son Camping Evening, Mother & Daughter Evening.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	98%	96%
• this is a good school (S2035)	95%	96%	95%
• their child likes being at this school* (S2001)	99%	98%	95%
• their child feels safe at this school* (S2002)	99%	100%	96%
• their child's learning needs are being met at this school* (S2003)	96%	96%	96%
• their child is making good progress at this school* (S2004)	96%	98%	98%
• teachers at this school expect their child to do his or her best* (S2005)	99%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	93%	100%
• teachers at this school motivate their child to learn* (S2007)	96%	94%	98%
• teachers at this school treat students fairly* (S2008)	94%	96%	93%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	95%
• this school works with them to support their child's learning* (S2010)	95%	94%	93%
• this school takes parents' opinions seriously* (S2011)	94%	92%	86%
• student behaviour is well managed at this school* (S2012)	92%	94%	88%
• this school looks for ways to improve* (S2013)	97%	95%	91%
• this school is well maintained* (S2014)	96%	95%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	96%	92%
• they like being at their school* (S2036)	97%	97%	93%
• they feel safe at their school* (S2037)	97%	98%	86%
• their teachers motivate them to learn* (S2038)	98%	95%	95%
• their teachers expect them to do their best* (S2039)	100%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	89%
• teachers treat students fairly at their school* (S2041)	94%	91%	84%
• they can talk to their teachers about their concerns* (S2042)	89%	85%	76%
• their school takes students' opinions seriously* (S2043)	92%	88%	87%
• student behaviour is well managed at their school* (S2044)	90%	89%	79%
• their school looks for ways to improve* (S2045)	98%	98%	94%
• their school is well maintained* (S2046)	97%	97%	93%
• their school gives them opportunities to do interesting things* (S2047)	94%	92%	93%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	90%	84%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	94%
• students are encouraged to do their best at their school (S2072)	96%	97%	100%
• students are treated fairly at their school (S2073)	97%	97%	100%
• student behaviour is well managed at their school (S2074)	97%	97%	88%
• staff are well supported at their school (S2075)	97%	90%	100%
• their school takes staff opinions seriously (S2076)	97%	84%	100%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	90%	94%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	90%	100%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

Parents are encouraged to be actively involved in our school. Many parents assist by supporting classroom activities, tuckshop duties, P&C sub-committees, library aid, homework, excursions, Out of School Hours Care program and sporting teams. The school community has high expectations and includes a supportive parent group. The school has an informed Parents and Citizens' Association that raises significant funds and actively supports projects throughout the school. Regular communication between teachers and parents is an expectation of teachers and school leaders.

In 2017, FTPSS voted to become an Independent Public School. This event and the subsequent election of a school council marked a significant additional strategic element to our school and community engagement.

Communication and consultation with parents over student progress and achievement has a high impact on student learning and is required teacher professional practice. Planning learning adjustments for students with disabilities through the development of Individual Education Plans is a formal process requiring parent consultation and input. The work of school guidance officer, inclusion teacher and advisory teachers, supports this process.

Respectful relationships education programs

FTPSS has implemented a personal relationships/protective behaviours program for Years 4-6 to focus on appropriate, respectful and healthy relationships. We have embraced the growth mindset philosophy to increase resilience and personal responsibility towards students' and teachers' individual learning, as well as imbedding the FTPSS HEART values.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	0	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return to inform reports to the school community. Teachers and students are encouraged to limit electricity, water and resource wastage and are educated on how to adopt these practices. The school has programs that support this goal, such as the Service and Sustainability Program for student leaders, and paper, ink cartridge and mobile phone recycling. The quarterly consumption of electricity and water is communicated to staff.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	162,736	164,073	158,379
Water (kL)	329	977	1,768

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	39	19	<5
Full-time equivalents	30	11	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	8
Bachelor degree	20
Diploma	5
Certificate	0

*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 2018 were $58,000.

The major professional development initiatives are as follows:

- professional learning events with partner schools - Curiosity & Powerful Learning
- mentoring beginning teachers program
- teacher instructional coaching development program
- inclusive education practices
- weekly professional development for teacher aides
- strategies to promote higher order thinking and challenging learning tasks
- moderation and professional development with cluster schools

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school			

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school
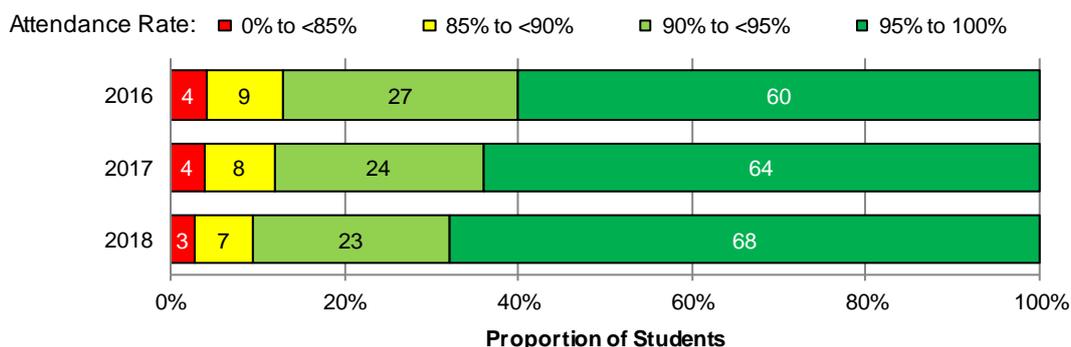
Year level	2016	2017	2018
Prep	95%	96%	96%
Year 1	96%	95%	96%
Year 2	94%	96%	96%
Year 3	95%	95%	96%
Year 4	95%	94%	95%
Year 5	94%	95%	95%
Year 6	94%	94%	94%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	4	9	27	60
2017	4	8	24	64
2018	3	7	23	68

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Student rolls are marked twice daily at 9.10am and 12.00pm. Parents of students with more than two unexplained absences are contacted directly by the classroom teacher to ascertain the reason for absence. If the reason is unacceptable or not clearly explained, parents are reminded of requirements for children to attend school. Support is offered to families where external issues, family matters or challenging situations preclude attendance. Student absences are recorded on end-of-semester reports.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.