

Fig Tree Pocket State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The intent of this report is to provide parents and the wider school community with information that is common for all State and Non-State Schools throughout Queensland. It provides an overview of the programs and achievements of Fig Tree Pocket State School during the 2015 school year.

Fig Tree Pocket State School prides itself on being an important centre of the local community and a welcoming, supportive and highly effective place of learning for all students.

We display our school values through daily teaching and learning, through our extra-curricular activities and in our interactions with students, parents and staff.

We strive to uphold our school motto, *Learning for a Better World*.

School progress towards its goals in 2015

The school goals for 2015 are displayed in bold, followed by a comment on the level of achievement of each.

- **Improve the percentage of student achievement in the upper two bands for literacy and numeracy.**
 - Student achievement in NAPLAN in the upper two bands has been maintained or increased in majority of learning areas. Significant improvement was achieved in Year 5 results in **reading** – 57% to 73% in U2B; **writing** – 36% to 46% in U2B. This result is the outcome of targeted programs in these year levels since 2013.
 - Performance improvement was recognised nationally in The Australian Newspaper (June 2015).
- **Raise mean performance above national similar schools.**
 - Performance against national similar schools was Above in Year 3 NAPLAN – **Writing** and maintained in other learning areas.
- **Prioritise instruction at each students level**
 - Developed whole-school approaches to differentiated teaching (plan4me resource). The outcome is that currently all teacher planning considers the learning needs of individual students. A range of strategies to cater for varying students needs are evident in classrooms.

- **Established Professional Learning Community with partner schools.**
 - In 2015 FTPSS formed a partnership with Graceville SS, Moggill SS and Indooroopilly SS. The principals from these four schools reviewed and assessed teaching practices in their partner schools. This collaboration was extended to joint staff professional development and a partnership with a high-performing school in Melbourne. The aim of the partnership is to share quality practice, to learn and to improve student learning.

Future outlook

Key areas for improvement for 2016 are:

- Implement Curiosity & Powerful Learning curriculum framework
- improve student performance in reading, writing and numeracy
- raise NAPLAN performance above national similar schools
- introduce opportunities for students to learn coding and robotics
- further develop a feedback culture, building consistency in pedagogy and practice
- introduce inquiry-based learning to the curriculum
- 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: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	464	231	233		97%
2014	480	244	236		97%
2015	474	244	230		97%

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 2015, 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:

The majority of students at Fig Tree Pocket State School come from middle to high socio-economic backgrounds with many parents being well-educated professionals. Fifty-nine students come from homes where a second language is spoken. There are no students who identify as Aboriginal or Torres Strait Islander.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	25
Year 4 – Year 7 Primary	21	22	24
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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.

Curriculum delivery

At Fig Tree Pocket State School there is a clear method of explicit instruction based upon a gradual release of responsibility where students grow from dependent to independent learners, who are ultimately able apply their learning to new and different contexts. This process involves the four steps of - *I do, We do, You do it together, You do it alone*. Students will experience a variety of instructional approaches including; focussed instruction, guided instruction, collaborative learning and independent learning. There is an expectation that teachers will pre-test students to ascertain their level of prior knowledge and use a variety of approaches and resources to support and extend understanding.

Our distinctive curriculum offerings

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

- extension in English, mathematics and thinking skills 4-6
- extension in English and mathematics P-3
- intervention support P-3
- intervention support 4-6
- West Akuna District interschool sports competition 5-6
- excursions and field trips P-6
- camps – Year 5 Kindilan, Year 6 Sydney/Canberra.

Extra curricula activities

- Mathematics Tournament – problem-solving 4-6
- Debating 4-6
- ICAS competitions – science, writing, spelling, English, and mathematics.
- Student leadership program – Yr 5-6
- Voluntary Service and Sustainability Program
- Rotary Badge – Yr 6
- Choirs– junior and senior
- Instrumental music - strings orchestra, concert band
- Arts Council performances
- Raw Art – visiting specialist art lessons
- Speech and drama specialist
- Curriculum association with Pullenvale Environmental Centre Yr 1 & 4
- Personal Development classes Yr 4-6
- Yoga P-6
- Swimming 2-4
- Sporting clinics/training - tennis, AFL, soccer, rugby league, crossfit
- Tennis coaching and competitions – before and after school.

How Information and Communication Technologies are used to improve learning

The Australian Curriculum promotes the effective and appropriate use of ICTs by students to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and beyond. Fig Tree Pocket State School involves students in all year levels, to make the most of the digital technologies available and encourages the learning of new ways of doing things as technologies evolve.

Available ICTs at FTPSS include:

- laptops for all teachers
- wifi internet network throughout the school
- upgrade of internet bandwidth and school server system
- interactive whiteboard in all learning spaces
- Bluetooth and wireless capabilities in Graham Hall
- 3 computers in each P-3 class
- 3 laptops in each 4-6 class
- 6 iPads per class and in specialist areas
- Hand-held scanners
- 28 computers in the ICT centre.

Ongoing professional development and the sharing of creative ideas is current practice among students and teachers alike, encouraging them to be both consumers and producers of information. iPad apps are selected to supplement and differentiate student literacy and numeracy instruction. The Computers for Teachers program (CFT), ensures that every classroom teacher has the appropriate tools to access and deliver interactive curriculum resources. Older students actively learn through problem-solving, using iPads in real-world applications, such as multimodal presentations and weekly school assemblies.

Social Climate

Fig Tree Pocket State School has a school culture and a staff team that works actively to provide a supportive environment for all students and engages proactively with parents and members of the community.

There are a number of initiatives in place that support and nurture a positive school culture, including:

- classroom awards
- student awards presented at assemblies
- a classroom 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.

Our 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 & Daughters Evening*. The benefits of developing a supportive school climate are acknowledged in the positive annual survey results from students, parents and teachers.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	93%	100%
this is a good school (S2035)	100%	93%	97%
their child likes being at this school (S2001)	93%	97%	99%
their child feels safe at this school (S2002)	100%	97%	95%
their child's learning needs are being met at this school (S2003)	97%	93%	99%
their child is making good progress at this school (S2004)	100%	91%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	96%	99%
teachers at this school motivate their child to learn (S2007)	100%	91%	99%
teachers at this school treat students fairly (S2008)	100%	93%	95%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	96%
this school works with them to support their child's learning (S2010)	97%	92%	97%
this school takes parents' opinions seriously (S2011)	100%	90%	95%
student behaviour is well managed at this school (S2012)	100%	92%	93%
this school looks for ways to improve (S2013)	100%	96%	97%
this school is well maintained (S2014)	100%	93%	96%

Performance measure			
Percentage of students who agree that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	97%	98%
they like being at their school (S2036)	94%	96%	97%
they feel safe at their school (S2037)	96%	99%	98%
their teachers motivate them to learn (S2038)	96%	96%	98%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	98%	97%	98%
teachers treat students fairly at their school (S2041)	98%	87%	93%
they can talk to their teachers about their concerns (S2042)	89%	87%	90%
their school takes students' opinions seriously (S2043)	89%	91%	94%
student behaviour is well managed at their school (S2044)	95%	88%	95%
their school looks for ways to improve (S2045)	99%	97%	99%
their school is well maintained (S2046)	96%	94%	99%
their school gives them opportunities to do interesting things (S2047)	90%	89%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	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)	97%	93%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	97%	86%	97%
their school takes staff opinions seriously (S2076)	100%	86%	100%
their school looks for ways to improve (S2077)	100%	93%	100%
their school is well maintained (S2078)	100%	86%	100%
their school gives them opportunities to do interesting things (S2079)	100%	89%	100%

[#] '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 assist with classroom activities, tuckshop, P&C sub-committees, library aid, homework, excursions, the Out of School Hours Care program and sporting teams. The school community has high expectations and is a supportive parent group.

The school has an informed Parents' and Citizens' association which raises significant funds and actively participates in and supports projects throughout the school. Regular communication between teachers and parents is an expectation of teachers and school leaders.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these reports.

Our school completed a School Environmental Management Plan in 2010. Teachers and students are encouraged to limit electricity, water and resource wastage and are educated on how to adopt these practices.

The school has a number of programs that support this goal, such as the Service and Sustainability Program for student leaders, and paper, ink cartridge and mobile phone recycling. The school has installed tanks to supply water to the amenities and the oval watering system, and solar panels are mounted on the ICT/Science roof. The quarterly consumption of electricity and water is communicated to staff.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	128,894	1,040
2013-2014	149,704	837
2014-2015	152,936	1511

*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.

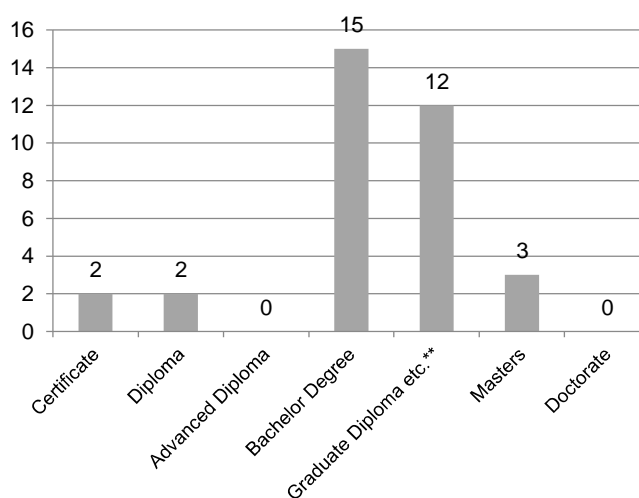
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	37	16	<5
Full-time equivalents	29	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	2
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	12
Masters	3
Doctorate	0
Total	34



*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 2015 were \$43,000

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

The major professional development initiatives were:

- learning about Curiosity & Powerful Learning
- mentoring beginning teachers, coaching development program
- Gradual Release of Responsibility in student learning (Fisher and Frey)
- Strategies to promote high order thinking
- Joint professional development with cluster schools – moderation, Curiosity & Powerful Learning

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students**Key student outcomes****Student attendance**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

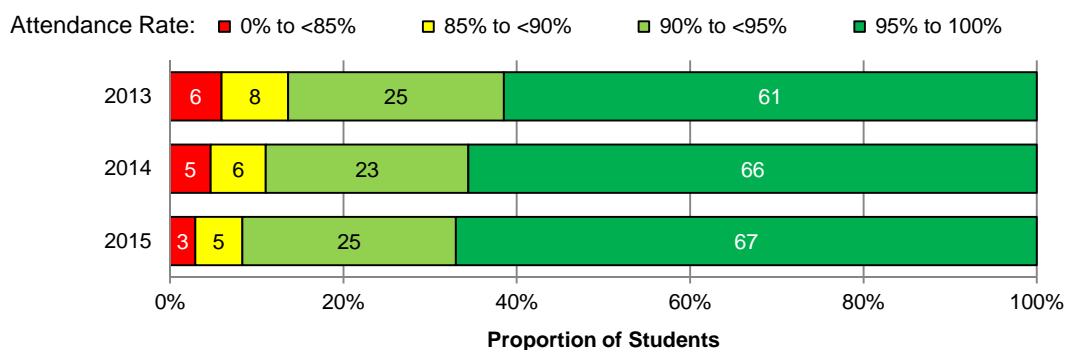
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	94%	95%	95%	94%	95%	93%	93%					
2014	95%	96%	95%	96%	95%	95%	96%	95%					
2015	96%	95%	96%	96%	96%	95%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

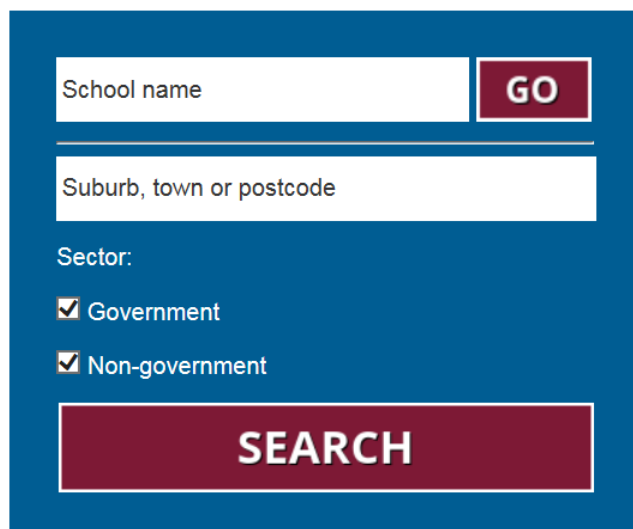
**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET policies, which outline processes for managing and recording student attendance and absenteeism. Class rolls are marked twice daily. It is school policy to contact parents directly on the third day of a child's absence if the school has not been notified. Parents are contacted if students are frequently absent or regularly late. If students are absent from school for more than ten days, parents must submit a written request for approval, as per Education Queensland requirement. Daily school attendance is communicated and promoted to parents.

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

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.