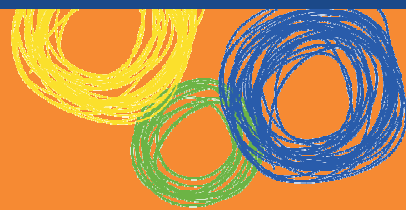


# Queensland State School Reporting

## 2013 School Annual Report



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Contact Person	Mr Kym Raffelt - Acting Principal

## Principal's foreword

### Introduction

The purpose 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 2013 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 learning place for all students.

We live our school values through the daily teaching and learning process, through the school and community activities in which we engage, and through our daily interactions with students, parents and staff.

Through our daily actions, we strive to uphold our school motto, *Learning for a Better World*.

### School progress towards its goals in 2013

The school goals for 2013 are displayed in bold, followed by a comment on the level of achievement of each.

- **Implement the Australian Curriculum**
  - Australian Curriculum subjects of English, mathematics, science and history have been successfully implemented and reported on, in all year levels.
- **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 most learning areas. There was significant improvement in Year 5 results.
- **Improve student performance in spelling**
  - Significant improvement was recorded in Year 5 Naplan spelling results. Results in Year 3 and 7

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indicated that the achievement levels in spelling from the previous years were maintained.

- **Develop a feedback culture to build school pedagogy and practice**
  - Classroom visits and observation of teaching practice by colleagues and the school leadership team has increased. Feedback to teachers was provided and is recognised as a means to improve teaching.
- **Prepare for 2015 Year 7 Transition to High School**
  - A transition plan was developed collaboratively, with input from parents, students and teachers. The plan was communicated to the community and has been implemented.
- **Maximize student achievement through effective use of data and evidence-based strategies**
  - Proficiency in the use of data and knowledge of evidenced-based teaching strategies has informed all professional learning and is becoming embedded in professional discussion and practice.
- **Enhance community confidence in state school education**
  - Surveys of students, parents and staff satisfaction continues to be high (see survey details pp 5-7)
- **Monitor the retention, attainment and transition of students**
  - Outcomes in these three areas remain high.

### Future outlook

Key areas for improvement for 2014 are to:

- improve student performance in reading, writing, numeracy and science
- raise mean performance above national similar schools
- further develop a feedback culture to build school pedagogy and practice
- maximize student achievement through effective use of data and evidence-based strategies
- enhance community confidence in state school education.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** P-7

**Total student enrolments for this school:** 481

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	437	209	228	94.7%
2012	452	219	233	95.7%
2013	462	233	229	94.4%

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

## Characteristics of the student body:

The majority of students come from middle to high socio-economic backgrounds with many parents being well-educated and professionally employed. None of the student body identifies as Aboriginal or Torres Strait Islander and only a small percentage of students identify English as a second language.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	23	21	21

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

In addition to the key learning areas of English, mathematics, science, history, geography, the arts, Japanese, technology, and health and physical education, Fig Tree Pocket State School also provides the following distinctive curriculum and extra-curricular offerings:

- extension learning programs in English, mathematics and thinking skills – middle years
- extension learning programs in English and mathematics – early years
- learning support programs for identified students with a high emphasis placed on Yr 1-2
- interschool sport – West Akuna District competition Yr 5-7
- excursions and field trips Yr 1-7
- camps – Yr 5-7 (Yr7- Canberra Trip)

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### Extra curricula activities

- debating - Yr 6 - 7
- Mathematics Team Challenge – problem-solving Yr 5-7
- ICAS academic competitions – science, writing, spelling, English, and maths.
- student leadership program – Yr 6–7
- choir – junior and senior
- instrumental music - strings, con brio and concert band
- Arts Council performances
- Raw Art – visiting specialist art lessons
- Speech and drama
- visits to Pullenvale Environmental Centre for some year levels
- Personal Development - Yr 4-7
- yoga – Yr P-7
- swimming - Yr1 - 4
- Visiting sporting clinics/training programmes - tennis, AFL, soccer, rugby league, athletics,

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### How Information and Communication Technologies are used to assist learning

The need to access online resources for teaching and learning occurs daily in classrooms and has increased significantly with the introduction of the Australian Curriculum. Students and teachers actively use ICTs with classes each having permanent access to six networked computers. The curriculum is delivered around the integration of ICTs with students required to use them for a range of activities including presentations, research, communications, educational games, web page development, short movies and homework. The use of interactive whiteboards as a learning and presentation tool occurs in all year levels. An online mathematics program supports homework activities.

The school has an ICT centre consisting of twenty-eight computers, a data projector and electronic whiteboard. In 2013, the P&C Association replaced all computers in the centre. This ICT centre is used by all year levels to engage students in intensive whole class ICT lessons. It is also used for the regular delivery of staff professional development. A specialist teacher has been available for the past five years to

## Our school at a glance

work with teachers and classes in this space, to enhance ICT initiatives and skills.

The Computers for Teachers Program (C4T), as well as the installation of interactive whiteboards in every classroom have provided significant opportunities for teachers to access and share online resources, allowing them to produce and present a more diverse range of curriculum offerings for students.

### Social climate

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

There are a number of initiatives in place that support and nurture a positive school climate. These include classroom awards, a classroom buddy system, a senior student community leadership program, student newsletter acknowledgements and a responsible behaviour plan that clearly outlines behavioural expectations of students.

Our school chaplaincy program also supports this approach by working with parents and the P&C and by providing individualised support for identified students and pastoral care programs for groups, including Fun Friends, Strength and Shine. The school climate of FTPSS is acknowledged in the positive annual survey results submitted by students, parents and teachers.

### Parent, student and staff satisfaction with the school

Parent, student and staff responses in the state-wide annual school opinion survey show satisfaction results that are:

- supportive of school operations
- supportive of school programs
- well above state average in the area of school climate.

FTPSS staff works diligently to develop and maintain successful learning partnerships with parents and students, to ensure quality educational outcomes.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	93%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	97%
their child is making good progress at this school* (S2004)	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%

## Our school at a glance

they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	97%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	97%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	100%
they like being at their school* (S2036)	94%	97%
they feel safe at their school* (S2037)	96%	96%
their teachers motivate them to learn* (S2038)	98%	96%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%
teachers treat students fairly at their school* (S2041)	95%	98%
they can talk to their teachers about their concerns* (S2042)	92%	89%
their school takes students' opinions seriously* (S2043)	95%	89%
student behaviour is well managed at their school* (S2044)	97%	95%
their school looks for ways to improve* (S2045)	100%	99%
their school is well maintained* (S2046)	98%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	90%

### Performance measure

Percentage of school staff who agree that:	2012	2013
they enjoy working at their school (S2069)	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	97%
students are encouraged to do their best at their school (S2072)	100%	100%
students are treated fairly at their school (S2073)	100%	100%
student behaviour is well managed at their school (S2074)	97%	97%
staff are well supported at their school (S2075)	97%	97%
their school takes staff opinions seriously (S2076)	100%	100%
their school looks for ways to improve (S2077)	100%	100%
their school is well maintained (S2078)	97%	100%

## Our school at a glance

their school gives them opportunities to do interesting things (S2079)

100%

100%

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

#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.

# Our school at a glance

## Involving parents in their child's education

Parents are encouraged to be actively involved in our school. Many parents assist with classroom activities, tuckshop, library support, homework, excursions, out of school hours care program, and sporting teams. The school community has high expectations of the school and forms a supportive parent group. The school has a very active Parents' and Citizens' Association which provides significant funds and actively participates and supports projects throughout the school. Results in the Parent Opinion Surveys indicated that parents' scores in 2013 were above state average in the area of School-Community Relationships. Regular communication between teachers and parents is an expectation of the school leadership.

## 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 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 also installed water tanks that supply water to amenities and the oval watering system, and solar panels the ICT/Science building.

A prolonged delay in the repair to a mains water line during the BER school hall construction period resulted in an unusually high water reading during 2012.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1278	879
2011-2012	1278	3,448
2012-2013	1288	1040

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

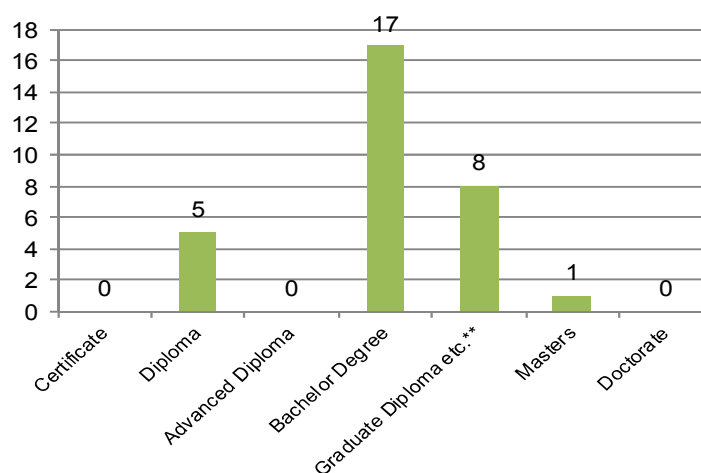
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	31	15	<5
Full-time equivalents	25	9.5	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	8
Masters	1
Doctorate	0
<b>Total</b>	<b>31</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$35 800

The major professional development initiatives were:

- learning about pedagogical frameworks
- continued implementation of Australian Curriculum
- preparation for introduction of Australian Curriculum - Geography
- reviewing strategies to improve teaching and learning – response to the Curriculum Audit
- analysis of student achievement data for learning improvement

The proportion of the teaching staff involved in professional development activities during 2013 was 100%

Average staff attendance	2011	2012	2013
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, 96% of staff was retained by the school for the entire 2013 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	96%	95%
The overall attendance rate in 2013 for all Queensland state schools was 93%			

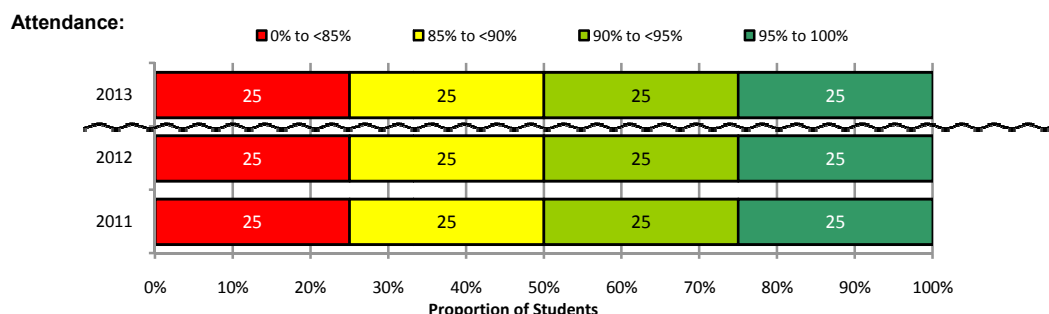
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	95%	93%	95%	94%	94%	96%					
2012	96%	96%	96%	96%	95%	95%	94%					
2013	94%	95%	95%	94%	95%	93%	93%					

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 from 2013 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, which outline processes for managing and recording student attendance and absenteeism. Class rolls are marked twice daily. School policy is to contact parents directly on the third day of a child's absence if parents have not notified the school. This policy is rarely necessary. Student non-attendance is a minor issue at our school. If students absent from school more than ten days, parents must submit written request for approval, as per EQ requirement.

## 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 and 7.**

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.

The screenshot shows a 'Find a school' section with two search options. The first option is 'Search by school name', which includes a text input field and an orange 'GO' button. The second option is 'Search by suburb, town or postcode', which includes a text input field and a 'Sector' dropdown menu. The 'Sector' menu is currently open, showing two options: 'Government' (selected with a blue square) and 'Non-government' (unselected with a blue square). Below the sector options is an 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.

### Achievement – Closing the Gap

Fig Tree Pocket State School does not currently have any indigenous students enrolled.