

# Fig Tree Pocket State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	Cubberla Street Fig Tree Pocket 4069
Phone	(07) 3327 2111
Fax	(07) 3327 2100
Email	the.principal@figtreess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mr Kym Raffelt - Principal

## 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 2014 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 display our school values through daily teaching and learning processes, the activities we engage in and 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 2014

The school goals for 2014 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 most learning areas. Significant improvement was achieved in Year 3 results. There was a decrease in results for Year 5 and 7 Reading.
- **Raise mean performance above national similar schools.**
  - Performance against similar schools was Above in Year 3 and 5 NAPLAN - Writing, Grammar and Punctuation;
  - Performance against similar schools was Above in Year 5 NAPLAN - Grammar and Punctuation
  - Performance against similar schools was Below in Year 7 NAPLAN – Reading and Numeracy
  - Improved ranking from #208 to # 75 in national schools comparative – NAPLAN Yrs 3-5 (The Australian)

- **Develop a feedback culture to build school pedagogy and practice.**
  - A coaching program was implemented. Formal and informal classroom observation of teaching practice by colleagues and the school leadership team is embedded practice. Feedback to teachers was provided and is recognised by staff as a strategy to improve teaching.
- **Prepare for 2015 Year 7 Transition to High School.**
  - Years 6 & 7 students experienced a positive and significant final year in primary school. The transition of these students to secondary school was acknowledged as successful by parents, students and teachers.
- **Maximize student achievement through effective use of data and evidence-based strategies.**
  - The proficiency in the use of data and knowledge of evidenced-based teaching strategies has extended and informed all professional learning. The use of data to inform teaching is embedded professional practice.

### Future outlook

Key areas for improvement for 2015 are to:

- improve student performance in reading, writing, numeracy and science
- improve teacher delivery of differentiated instruction to increase student achievement
- implement whole-school problem-solving approach in mathematics
- raise NAPLAN performance above national similar schools
- further develop a feedback culture, building consistency in pedagogy and practice
- enhance community confidence in state school education.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	452	219	233	97%
2013	464	231	233	97%
2014	480	244	236	97%

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

### 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. Three students identify English as a second language. No students identify as Aboriginal or Torres Strait Islander.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	21	21	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### 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 4-7
- extension in English and mathematics P-3
- intervention support P-3
- intervention support 4-7
- West Akuna District interschool sports competition 5-6
- excursions and field trips 1-7
- camps – 5-7 (Yr 6&7 - Canberra Trip)

### Extra curricula activities

- debating 5-7
- Mathematics Tournament – problem-solving 5-7
- ICAS competitions – science, writing, spelling, English, and mathematics.
- student leadership program – Yr 5-7
- 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 4-7
- yoga P-7
- swimming 2-4
- sporting clinics/training - tennis, AFL, soccer, rugby league
- Tennis coaching and competitions – before and after school.

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

The Australian Curriculum promotes the effective and appropriate use ICT by students to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and beyond. FTPSS involves students in learning to make the most of the digital technologies available and encourages learning of new approaches as technologies evolve.

Available ICTs at FTPSS include:

- laptops for all teachers
- internet network throughout the whole school
- 7 wifi ports
- interactive whiteboard in all learning spaces
- 3 computers in each P-3 class
- 3 laptops in each 4-6 class
- 6 iPads per class and in specialist areas
- scanners
- ICT centre with 28 computers

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
- a classroom buddy system
- a senior student community leadership program,
- student newsletter acknowledgements
- 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*. 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 <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	93%
this is a good school (S2035)	100%	100%	93%
their child likes being at this school* (S2001)	100%	93%	97%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	100%	97%	93%
their child is making good progress at this school* (S2004)	97%	100%	91%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	91%
teachers at this school treat students fairly* (S2008)	100%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	100%	97%	92%
this school takes parents' opinions seriously* (S2011)	100%	100%	90%
student behaviour is well managed at this school* (S2012)	100%	100%	92%
this school looks for ways to improve* (S2013)	100%	100%	96%
this school is well maintained* (S2014)	97%	100%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	100%	97%
they like being at their school* (S2036)	97%	94%	96%
they feel safe at their school* (S2037)	97%	96%	99%
their teachers motivate them to learn* (S2038)	98%	96%	96%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	97%
teachers treat students fairly at their school* (S2041)	94%	98%	87%
they can talk to their teachers about their concerns* (S2042)	92%	89%	87%
their school takes students' opinions seriously* (S2043)	95%	89%	91%
student behaviour is well managed at their school* (S2044)	97%	95%	88%
their school looks for ways to improve* (S2045)	100%	99%	97%
their school is well maintained* (S2046)	98%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	90%	89%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	93%
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)		97%	93%
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%	100%
staff are well supported at their school (S2075)		97%	86%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		100%	86%
their school looks for ways to improve (S2077)		100%	93%
their school is well maintained (S2078)		100%	86%
their school gives them opportunities to do interesting things (S2079)		100%	89%

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

# 'Agree' represents the 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.

### Involving parents in their child's education

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 the school leadership team.

### 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
2011-2012	141,544	3,448
2012-2013	128,894	1,040
2013-2014	149,704	837

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

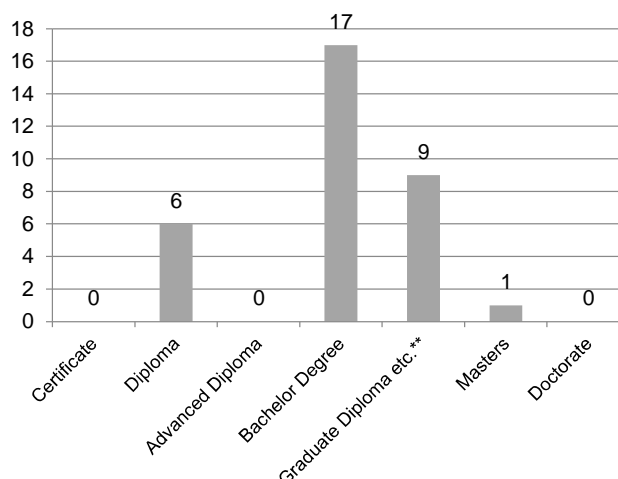
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	33	16	<5
Full-time equivalents	26	10	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	9
Masters	1
Doctorate	0
<b>Total</b>	<b>33</b>



\*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 2014 were \$25 500

The major professional development initiatives were:

- continued implementation of Australian Curriculum
- reviewing and investigating strategies to improve teaching and learning – response to the Curriculum Audit
- High Impact Instruction – Jim Knight - review of pedagogy
- problem-solving - 3 tiered approach
- iPad integration
- data analysis – informed teaching leading to targeted student achievement.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
--------------------------	------	------	------



Staff attendance for permanent and temporary staff and school leaders.

97%

96%

97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	94%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

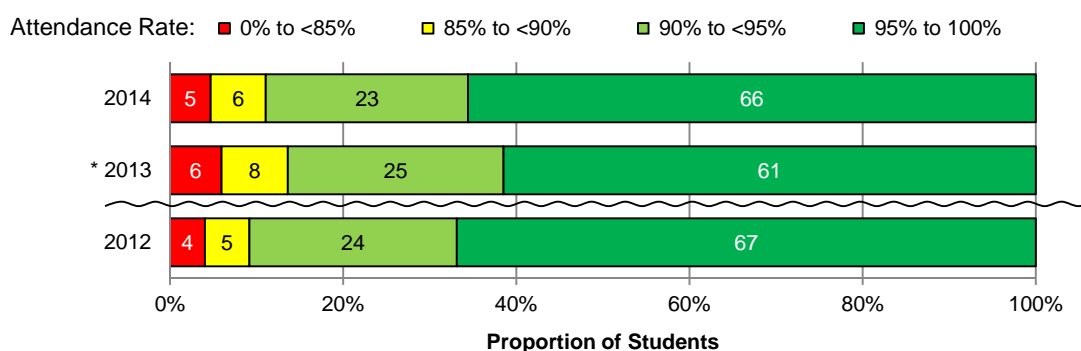
**Student attendance rate for each year level (shown as a percentage)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	96%	96%	96%	96%	95%	95%	94%					
2013	94%	95%	95%	94%	95%	93%	93%					
2014	96%	95%	96%	95%	95%	96%	95%					

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 after 2012 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. It is school policy to contact parents directly on the third day of a child's absence if the school has not been notified. If students are absent from school for more than ten days, parents must submit a written request for approval, as per Education Queensland requirement.

**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**

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 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.