Fig Tree Pocket State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021

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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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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 480 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 student learning that they 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.

Principal's Foreword

Introduction

The intent of this report is to provide parents and the wider school community with information common to all state and non-state schools throughout Queensland. It provides an overview of the programs and achievements of Fig Tree Pocket State School (FTPSS) during the 2017 school year.

Fig Tree Pocket State School is an important centre in the local community and a welcoming and supportive place for students and their families. We are committed to creating an environment that provides a sense of belonging and optimal learning for all students. We structure learning programs for students and staff to achieve this outcome.

At FTPSS, we live school values through our daily work and in interactions with students, parents and staff. We strive to uphold our school motto, *Learning for a Better World.*

School Progress towards goals in 2017

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 2018.

Future Outlook

Key areas for improvement in 2018:
- 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 opportunities for students to learn coding and robotics within digital technologies
- 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 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	474	244	230		97%
2016	474	233	241		97%
2017	477	232	245		97%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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. This is group of students has increased 100% in the past two years. There are no students who identified as Aboriginal or Torres Strait Islander.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	26	23	25
Year 4 – Year 6	22	26	24
Year 7 – Year 10			
Year 11 – Year 12			

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.

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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
- extension in English and mathematics P- Yr 3
- 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
- swimming Y 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 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:

- 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	98%	98%
this is a good school (S2035)	97%	95%	96%
their child likes being at this school* (S2001)	99%	99%	98%
their child feels safe at this school* (S2002)	95%	99%	100%
their child's learning needs are being met at this school* (S2003)	99%	96%	96%
their child is making good progress at this school* (S2004)	100%	96%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	99%	97%	93%
teachers at this school motivate their child to learn* (S2007)	99%	96%	94%
teachers at this school treat students fairly* (S2008)	95%	94%	96%
they can talk to their child's teachers about their concerns* (S2009)	96%	98%	97%
this school works with them to support their child's learning* (S2010)	97%	95%	94%
this school takes parents' opinions seriously* (S2011)	95%	94%	92%
student behaviour is well managed at this school* (S2012)	93%	92%	94%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
this school looks for ways to improve* (S2013)	97%	97%	95%
this school is well maintained* (S2014)	96%	96%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	98%	99%	96%
they like being at their school* (S2036)	97%	97%	97%
they feel safe at their school* (S2037)	98%	97%	98%
their teachers motivate them to learn* (S2038)	98%	98%	95%
their teachers expect them to do their best* (S2039)	99%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	97%
teachers treat students fairly at their school* (S2041)	93%	94%	91%
they can talk to their teachers about their concerns* (S2042)	90%	89%	85%
their school takes students' opinions seriously* (S2043)	94%	92%	88%
student behaviour is well managed at their school* (S2044)	95%	90%	89%
their school looks for ways to improve* (S2045)	99%	98%	98%
their school is well maintained* (S2046)	99%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	92%	94%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	97%	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)	100%	90%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	97%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	100%	97%	97%
staff are well supported at their school (S2075)	97%	97%	90%
their school takes staff opinions seriously (S2076)	100%	97%	84%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	100%	90%	94%
their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

* 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

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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 programs

FTPSS has implemented a personal relationships 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.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	1	2	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	152,936	
2015-2016	162,736	329
2016-2017	164,073	977

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.

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 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.**

Where it states **'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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	41	16	<5
Full-time Equivalents	30	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	5
Graduate Diploma etc.**	8
Bachelor degree	20
Diploma	5
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $ 68 700.

The major professional development initiatives were:
- 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.
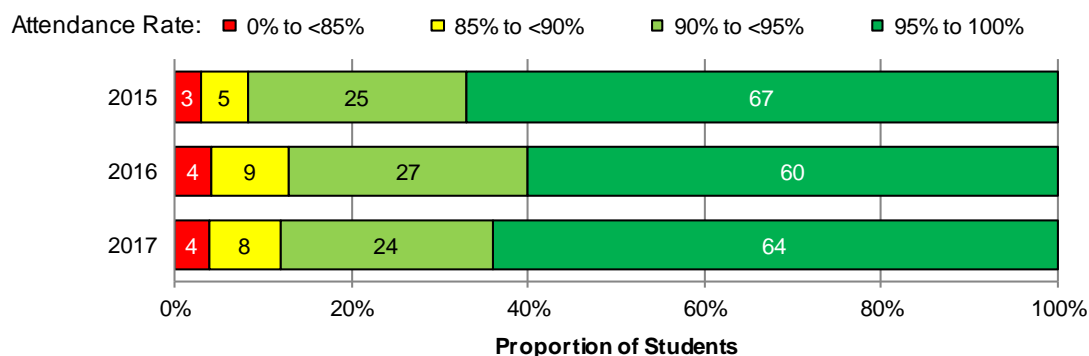
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	96%	95%	96%	96%	96%	95%	95%						
2016	95%	96%	94%	95%	95%	94%	94%						
2017	96%	95%	96%	95%	94%	95%	94%						

*Attendance rates effectively count 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.

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Student Attendance Distribution

The proportions of students by attendance range:

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%
2015	3	5	25	67
2016	4	9	27	60
2017	4	8	24	64

Proportion of Students

Description of how non-attendance is managed by the school

Student rolls are marked twice daily at 9.10am and 12.00pm. Non-attendance is managed according to DET 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. 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

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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

School name [   ]   **GO**

Suburb, town or postcode [   ]

Sector:

☑ Government

☑ Non-government

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Where it states **'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 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.