Fig Tree Pocket State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

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School Overview

Fig Tree Pocket State School is situated in the western suburbs of Brisbane and has an enrolment of approximately 480 students from Prep to Year 6. The school's excellent reputation is built on a proud tradition of high educational expectations. Dedicated, experienced staff members focus on the holistic development of each individual student through a range of quality academic, social, physical, and cultural learning opportunities. Our literacy and numeracy programs provide the foundation of our academic success and our Information and Communication Technology/Science Centre provides teachers with an excellent facility to implement enriched programs and extra-curricular activities to skill students for an ever changing world. We have embraced the Curiosity and Powerful Learning Framework to improve pedagogy and student learning. Our community-based school has a wealth of resources, services and facilities. It has a supportive Parents and Citizens Association that actively participates in decision making processes and provides excellent financial support, enhancing the educational opportunities for our students throughout the school.

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 2016 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 2016

- **Implement Curiosity and Powerful Learning (CPL)**
    - 100% teachers actively involved in collegial coaching using Triad teams to improve Framing Higher-Order Questioning techniques.
- **Introduce inquiry based learning to the curriculum**
    - introduce teachers to an inquiry stance form of instruction
    - developed links with other CPL schools and consultants Kath Murdoch and Ryan Dunn.
    - 90% of students attended Pullenvale Environmental Education Centre programs.
- **Improve the percentage of student achievement in the upper two bands for literacy and numeracy**
    - student achievement in NAPLAN in the upper two bands was maintained in the majority of learning areas.
    - improvement was achieved in the %U2B for Year 3 Spelling 65% to 70%; Year 5 in reading 73% to 79%; Grammar & Punctuation 75% - 78%; and Numeracy 58% - 64%. This result is the outcome of targeted programs since 2013.
- **Raise mean performance above national similar schools**
    - performance against national similar schools was ABOVE in Year 5 NAPLAN- Grammar and Punctuation and maintained in most other learning areas.
- **Moderation**
    - support consistency of judgement by undertaking internal moderation at each year level and externally with the Kenmore Cluster twice a year.
- **Develop a Growth Mindset approach to learning**
    - 100% of staff and students involved in Growth Mindset practices.

Future Outlook

Key areas for improvement for 2017 are:
- Further develop Curiosity & Powerful Learning curriculum framework
- improve the percentage of student achievement in the upper two bands for literacy and numeracy
- introduce inquiry-based learning to the curriculum
- raise NAPLAN mean performance above national similar schools
- enact upgraded Gifted education policy after consultation with departmental advisor
- reinforce moderation to support consistency of judgement and to enhance the learning cycle
- introduce opportunities for students to learn coding and robotics within digital technologies
- further develop a feedback culture, building consistency in pedagogy and practice
- maintain a cohesive, healthy and high-achieving school for students, teachers and parents
- enhance community confidence in state school education.
- Adoption of new learning areas of the Australian Curriculum : Technologies, Humanities and Social sciences (HASS), and The Arts;

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school: **480**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	480	244	236	0	97%
2015*	474	244	230	0	97%
2016	474	233	241	0	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 2016, 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

Overview

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. Ninety-seven 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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	26	23
Year 4 – Year 7	22	22	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Fig Tree Pocket State School, under the Curiosity and Powerful learning Framework, both school and teacher Theories of Action are focused upon to improve pedagogy.

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The whole school Theories of Action are:
- emphasising inquiry focused teaching
- adopting consistent teaching protocols
- adopting consistent learning protocols
- prioritising high expectations and authentic relationships.

The teacher Theories of Action are:
- framing higher order questions
- connecting feedback to data
- implementing cooperative groups
- committing to assessment for learning
- setting challenging learning tasks
- harnessing learning intentions, narrative and pace.

To further support learning 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
- Pullenvale Environnemental & Education Centre programs P-5
- camps – Year 5 adventure camp-Kindilan, Year 6 Sydney/Canberra.

Co-curricular Activities
- Mathematics Tournament – problem-solving 4-6
- Debating 4-6
- ICAS competitions – science, writing, spelling, English, and mathematics.
- Student leadership program – 5-6
- Voluntary Service and Sustainability Program
- Rotary Awards – 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 1 & 4
- Personal Development classes 4-6
- Yoga P-6
- Swimming 2-4
- Sporting clinics/training - tennis, AFL, soccer, rugby league, cross-fit
- Tennis coaching and competitions – before and after school.

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How Information and Communication Technologies are used to Assist 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 4-5 class
- 18 laptops across Year 6
- 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

Overview

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 & Daughter 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	98%
this is a good school (S2035)	93%	97%	95%
their child likes being at this school* (S2001)	97%	99%	99%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child feels safe at this school* (S2002)	97%	95%	99%
their child's learning needs are being met at this school* (S2003)	93%	99%	96%
their child is making good progress at this school* (S2004)	91%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	99%	97%
teachers at this school motivate their child to learn* (S2007)	91%	99%	96%
teachers at this school treat students fairly* (S2008)	93%	95%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	98%
this school works with them to support their child's learning* (S2010)	92%	97%	95%
this school takes parents' opinions seriously* (S2011)	90%	95%	94%
student behaviour is well managed at this school* (S2012)	92%	93%	92%
this school looks for ways to improve* (S2013)	96%	97%	97%
this school is well maintained* (S2014)	93%	96%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	97%	98%	99%
they like being at their school* (S2036)	96%	97%	97%
they feel safe at their school* (S2037)	99%	98%	97%
their teachers motivate them to learn* (S2038)	96%	98%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	96%
teachers treat students fairly at their school* (S2041)	87%	93%	94%
they can talk to their teachers about their concerns* (S2042)	87%	90%	89%
their school takes students' opinions seriously* (S2043)	91%	94%	92%
student behaviour is well managed at their school* (S2044)	88%	95%	90%
their school looks for ways to improve* (S2045)	97%	99%	98%
their school is well maintained* (S2046)	94%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	93%	100%	97%
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)	93%	100%	90%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	97%
staff are well supported at their school (S2075)	86%	97%	97%
their school takes staff opinions seriously (S2076)	86%	100%	97%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	86%	100%	90%
their school gives them opportunities to do interesting things (S2079)	89%	100%	100%

* 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 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.

Respectful relationships programs

The school has implements 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 their own 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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	0	1	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

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Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	149,704	837
2014-2015	152,936	
2015-2016	162,736	329

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.**

Find a school

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	38	17	<5
Full-time Equivalents	30	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	3
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 $ 45 000.

The major professional development initiatives are as follows:

- 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, inquiry
- inclusive education practices
- investigation of Inquiry learning.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	N/A	N/A

*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 2016 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
2014	95%	96%	95%	96%	95%	95%	96%	95%					
2015	96%	95%	96%	96%	96%	95%	95%						
2016	95%	96%	94%	95%	95%	94%	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.

Student Attendance Distribution

The proportions of students by attendance range:
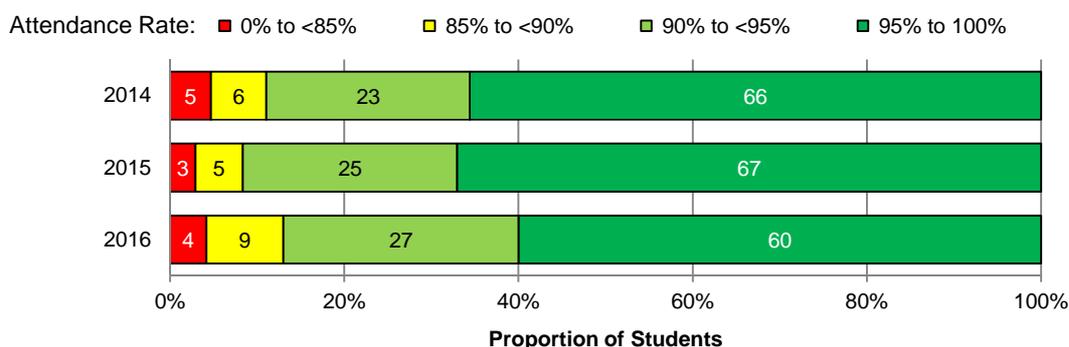
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.
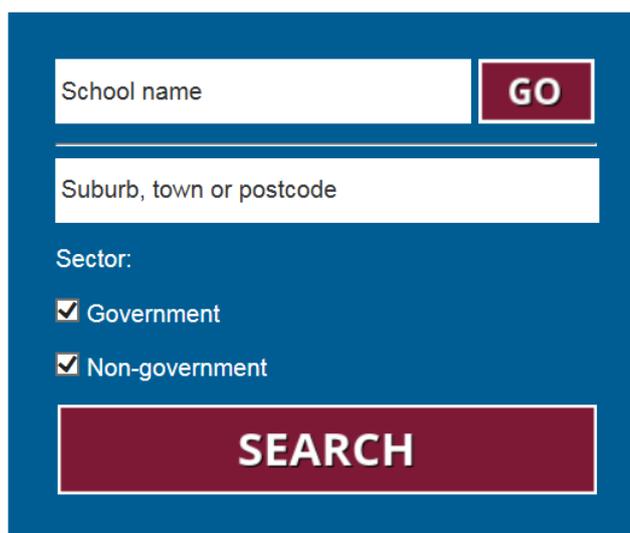
Parents of students with more than 2 unexplained absences are contacted directly by the classroom teacher to ascertain reason for absence. If the reason is unacceptable or not clearly explained, parents are reminded of requirements for children to attend school. Support is offered to families where external issues, family matters or challenging situations preclude attendance. Student absences are recoded on end of semester reports.

NAPLAN

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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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.

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