Principal’s foreword

Introduction

The following report highlights the achievements of our school in the 2011 school year.

Our school continued to refine its programs and practices with the aim of improving all students’ outcomes as the main priority. Three broad areas of our school’s data are represented in this report: academic opportunities and outcomes, social climate and staff performance and development.

This report outlines to you the key outcomes for our students across aspects of literacy and numeracy. These results are based on the National Assessment Program – Literacy and Numeracy (NAPLAN). The results of our year two students are also displayed. These results derive from the assessment of students against the developmental Continua.

Out staff continues to be supported in their professional growth and development. Significant resources have been targeted at improving the teaching of literacy across all of our key learning areas.

I look forward to developing and leading educational initiatives for the Flying Fish Point community.

Narinder Singh

School progress towards its goals in 2011

In 2011 Flying Fish Point State School continued on our path to improve teaching and learning in our school.

Teachers continued to implement the QCAR P-12 Curriculum Framework with Essential Learnings. This framework was strengthened by the development of a whole school curriculum strategy that focussed on explicit teaching, quality assessment and the provision of Individual Learning Success Plans for identified students.

Teaching staff were also involved in Professional Development in readiness for the implementation of the National Curriculum and a School Curriculum Plan was developed.

Staff also developed a Whole School Intervention Plan that focussed on collection and analysis of student data and the development and implementation of Individual Learning Success Plans.

The school’s focus was to improve technology infrastructure and hardware and to further integrate the use of ICTs across the curriculum and provided professional development opportunities for teachers to support this. However, the progress of our plans for technology infrastructure were marred due to the impact of Cyclone Yasi in February 2011 which resulted in our computer lab substantially effected and all computer hardware in the lab were water damaged. Delays in the installation of the switch for the lab continued to impact on the progress of the establishment of the school’s technology plan. The switch and all technology was up and running for 2012 school year.
Future outlook

Improving teaching through the further development of explicit teaching model and the implementation of several direct instruction programs.

Implementation of the Australian Curriculum in the areas of English, Maths and Science through the use of C2C curriculum units.

The implementation of the Coaching and Feedback model to improve teaching and learning.

Setting clear benchmarks for students in key areas to ensure individual student achievement can be tracked.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>37</td>
<td>23</td>
<td>86%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Of the total population of students, most are from the local area, 17% travel by bus from inner Innisfail and 32% are of Indigenous background and 10% are of ESL background. The number of students from an Indigenous background has almost doubled from 2010.

Class sizes – Proportion of school classes achieving class size targets in 2011.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>18.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>21</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

No SDA were recorded in 2011.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Literacy – literacy blocks are used across the school to focus teaching and learning on the development of reading, spelling, grammar & punctuation, writing and speaking & listening.

Numeracy – structured cluster maths program is implemented in all classes to focus on the development of core skills in number (number sense, mental computation skills and place value) across all year levels.

Integrated units of work – teachers plan units of work for the SOSE, science and arts KLA (Key Learning Areas) to assist in the development of Essential Learnings and Ways of Working.

Developing thinking skills – in years 6 & 7, the students have the opportunity to develop thinking skills in Science and technology through the School Robotics program. This well-resourced program has enough robotics kits for students to work in pairs to maximise learning.

Extra curricula activities

The school’s classroom music program is complemented by the Instrumental Music program (woodwind and percussion) for students in Years 4-7. Students from years 3-7 also participate in the School Choir. Students also participate in the Innisfail and District Young Performers Competition, NAIDOC celebrations concert and the Annual Award Presentation Night.

District Inter-school sport is focus in terms 2 & 4 for all year 3-7 students.

School Camping Program is also offered for all students in the senior year levels.

How Information and Communication Technologies are used to assist learning.

A strong focus is placed on the use of computers and related technology to enhance learning. ICTs are integrated into each class program for all year levels. All classes have access to one of the two computer labs in the school. 1 classroom and 1 computer lab are equipped with interactive whiteboards with all 3 classes fully equipped by the end of the year.

Social climate

Our supportive school environment is based on respect which is actively modelled and taught by all staff. The children take responsibility for their actions and reflect on the implications their actions have on others – both positive and negative. Flying Fish Points School has reputations for its happy and mostly well behaved children and cohesive staff. This is supported by the 2011 Parent, Staff and Student Opinion Survey results (as outlined in Key Outcomes).

The staff takes a proactive approach to the management of student behaviour. The consistent manner in which the staff embraces and enforces the schools’ Responsible Behaviour Plan is the predominant reason for its success.

The school fosters a warm, friendly environment. With an enrolment of 61 students, the staff and students know each other very well. This cohesive community strives to build a family atmosphere within our school.
Parent, student and teacher satisfaction with the school

Both Parent and Student School Opinion Surveys indicate results above state average in all areas surveyed

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents participate in their child’s education at Flying Fish Point State School in the following ways:
- Assistance with Whole School Reading Program
- Ready Reader workshop
- Classroom helpers
- Tuckshop volunteers
- Participation in the P&C Association
- School Information sessions, parent evening, training sessions (reading)
- Accompanying students on excursions, sports events and senior class camp
- Assistance with student council activities
- ANZAC Day school parade and community march

Reducing the school’s environmental footprint

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

In 2011 the school continued its journey of caring for our environment. Students were engaged in units of work involving waste management. The students then developed a SEMP Plan. The school also has energy and water-saving measures in place. The school participated in the National Solar School Project with the installation of solar panels to help reduce our energy consumption.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>47,132</td>
<td>569</td>
</tr>
<tr>
<td>2010</td>
<td>45,807</td>
<td>465</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>22%</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>4</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $6137.

The major professional development initiatives are as follows:

- Using ICTs in the classroom Workshop
- National Curriculum Implementation – English, Maths, Science
- QCAT Assessment and Moderation workshop
- Code of Conduct Training
- Smart Classrooms Practicum
- First Aide Training
- Cleaner’s Safety Training
- Science Teaching Scholarship

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

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 2011 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/](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

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95%</td>
</tr>
<tr>
<td>Year 2</td>
<td>90%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94%</td>
</tr>
<tr>
<td>Year 4</td>
<td>89%</td>
</tr>
<tr>
<td>Year 5</td>
<td>89%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93%</td>
</tr>
</tbody>
</table>

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, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Rolls are marked twice daily at the commencement of the school day and after the second recess. If a student is absent and no reason has been provided, the school makes contact at the end of the school day with that student’s parent/guardian to ascertain the reason for his/her absence.
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, 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.

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.
Performance of our students

Achievement – Closing the Gap

Due to our small numbers of indigenous students no significant data can be reported on.