

# Flying Fish Point State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This School Annual Report provides information to parents and members of the wider community about Flying Fish Point State School's achievements and progress towards goals set for 2015. It provides a snapshot of the performance of the students in national testing in a NAPLAN summary, an overview of the school opinion surveys, what our goals are for future development, how we plan to achieve these goals and it outlines staff development through professional learning. Flying Fish Point State School is part of a small community that cares about and is involved in its school. Our school community however, goes further than our immediate local area as many students travel from in town and further to attend our small school. We feel privileged that we have such committed families from within and without the Flying Fish Point area. At our school, our focus is to provide students with the best educational outcomes possible through quality teaching across all classes with teachers working collaboratively. Our school strives to improve learning for all students and we are committed to improving Teaching and Learning to foster each student so they reach their full potential. Our supportive school environment is based on respect and we strive to build a family atmosphere within our school.

### School progress towards its goals in 2015

In 2015 Flying Fish Point State School continued working towards improving Teaching and Learning. This involved the continued implementation of Explicit Teaching practices in all classrooms. Foundational programs were continued: Spelling Mastery (Yrs 2-6), a whole school Guided Reading program (Yrs P-6) and a newly developed, our 'Flying Start Reading' support program (Yrs 1-4). Positive outcomes were achieved in students across the school with students involved in the reading support program with many exiting the program and making way for others once near or close to reading targets. New programs were introduced: 'Flying Start Maths' support program (Yrs 1-4), Whole school Stars & Cars program and a Year 4 – 6 Learning Support program. Data collected relating to students in the maths support program has been also positive with improvements evident in data from the PAT-M standardised testing. All teachers continued to participate in observation and feedback sessions throughout the year to continue to develop skills ensuring student engagement and the achievement of improved outcomes. Data was used to set school benchmarks and targets. Teachers engaged in regular professional discussion and development to analyse data so goals could be set for individual students. School data was analysed to identify the goals and targets. Data was reviewed at the end of terms, semesters and the year to establish an improvement agenda.

### Future outlook

The priorities as outlined in the 2016 Annual Implementation Plan are as follows:

- **Reading** - implement Cluster Reading Standards across the school, continue to implement Flying Start Reading support & sight words programs, implement a Year 5/6 reading support program & establish a Whole School Literacy block.
- **Writing** – continue to implement 'Writing on Demand' across the school, extend the Spelling Mastery program from Year 1 – 6 & continue to explicitly teach grammar & punctuation.

- **Numeracy** - Ability based teaching groups to provide support or extension as required, continue using EMMS/JEMMS Years 3 – 6 & introduce Flying Start Maths support program to develop basic skills & quick recall.
- **Science** - Continue to implement adapted C2C science units aligned with ACARA expected outcomes & update whole school science program 2 year cycle.
- **Attendance** - Continue to monitor attendance of individual students and work with families to problem solve attendance issues to improve attendance rates.
- **Transition** - Continue to implement CC Cluster Junior Secondary with Innisfail State College Transition program & introduce a 5 week Pre-prep program in term 3 & 4.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	85	33	52	34	83%
2014	91	44	47	34	96%
2015	69	33	36	25	69%

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 2015, 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:

In 2015, Flying Fish Point State School had four multi-age classes: Prep/1, Year 2/3, Year 4/5 and Year 5/6. Our school population had consisted of students coming to our school from the local Flying Fish Point area and the wider community with 30% of students travelling to school by bus. Approximately 40.2% of the school population are of Indigenous background and 20% are of ESL background. Our school has high expectations of behaviour and has a social skilling program which assists to maintain a high standard of behaviour.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	22	19
Year 4 – Year 7 Primary	21	21	21
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	4	6	0
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.

## Curriculum delivery

### Our approach to curriculum delivery

- Whole School Guided Reading Program for Prep – Yr 6.
- Literacy & Numeracy blocks - used across the school to focus teaching and learning of core skills.
- Consolidations - fast paced learning blocks at the beginning of lessons that focus on moving student knowledge from short term memory to long term memory.
- Whole School Assessment – reading benchmarking each term (PM, PROBE, NGRT), PAT-R & PAT-M standardised tests, South Australian Spelling test, class data collection.
- 'To The Point' social skilling program designed for the student body.
- Sustainability program – worm farm, local area clean-up program.
- Whole School 'Learn to Swim' program in Term 1.
- Sporting activities throughout the year – cross country, rugby league, girls & boys touch football, cricket, netball, softball, rugby union and athletics.
- World Expo – A cross curricula, cultural celebration day in term three which involves students, staff and the wider community in a learning experience which involves arts and crafts, dance and music, literature, cultural foods and costumes and a concert performed by the students and cultural groups.
- Instrumental music program – strings, brass and woodwind.

### Extra curricula activities

- Students in Years 2 – 7 Ukulele program to enhance the music program.
- Innisfail Young Performers Competition - very successful participation in Choir and Choric Speaking Sections for juniors and seniors and introduction of Instrumental music students to the competition.
- District Inter-school sport - terms 3 & 4 for all year 3-7 students.
- Dance Fever – term 4 dance program for all students and a demonstration at the end of year Presentation Night.
- School Camping Program is offered to all students in the senior year levels.
- School Awards Presentation Night – end of term 4.
- Student Council – fundraising, awareness campaigns and fun days.
- Family & community involvement – Grandparents Day, Mother's & Father's Day activities, school Cent Sale, World Expo Cultural Day, end of term 'Rewards Day' activities, Anzac Day ceremony & school participation in town march, weekly parades, reading awards parades, swimming program, sports days, community clean up days, school fundraising events.

## How Information and Communication Technologies are used to improve 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. All classes have an interactive whiteboard located in the classroom to enhance curriculum delivery. The interactive whiteboards are utilized by all class teachers as a vital teaching tool. In 2015, 20 ipads were purchased for the school to be used by both students and staff.

### Social Climate

Our supportive school environment is based on respect which is actively modelled and explicitly 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 a reputation for its happy, well behaved children and cohesive staff. This is supported by the 2015 Parent, Staff and Student Opinion Survey results (as outlined in Key Outcomes).

The staff take 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 and the staff and students know each other very well. This cohesive community strives to build a family atmosphere within our school.

The school implements a whole school social skilling program entitled 'To the Point'. This program is a proactive approach that utilises explicit teaching to teach social skills to students. Skills are regularly monitored and rewarded and then, after a student nomination process, success is celebrated at our 'Point Idol' presentation. Our focus is developing happy students and good behaviour is always rewarded in the form of classroom & playground reward systems, awards on parade or in class, recognition in newsletters and parades, happy notes and phone calls to families.

Our school has a Chaplaincy program with our chaplain supporting our students two days a week. Our 'Chappy' develops a program that supports and links to the school's social skilling program. The 'Chappy's' role within the school is to support the emotional wellbeing of the students. She has implemented the Homework Club two mornings per week to focus on completing homework. She runs a 'Friendship Club' at lunchtime once a week and interacts with the students during break times as well as working in the classes developing relationships.

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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	96%	100%	100%
their child is making good progress at this school (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	92%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	96%	91%	100%
this school takes parents' opinions seriously (S2011)	96%	82%	100%
student behaviour is well managed at this school (S2012)	100%	91%	100%
this school looks for ways to improve (S2013)	100%	91%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	92%	100%
they like being at their school (S2036)	100%	97%	94%
they feel safe at their school (S2037)	100%	97%	100%
their teachers motivate them to learn (S2038)	100%	97%	100%
their teachers expect them to do their best (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	95%	100%
teachers treat students fairly at their school (S2041)	94%	97%	100%
they can talk to their teachers about their concerns (S2042)	97%	89%	94%
their school takes students' opinions seriously (S2043)	95%	97%	100%
student behaviour is well managed at their school (S2044)	97%	94%	100%
their school looks for ways to improve (S2045)	100%	97%	100%
their school is well maintained (S2046)	97%	97%	94%
their school gives them opportunities to do interesting things (S2047)	97%	92%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	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%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

# '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

At Flying Fish Point State School we have encouraged parents to actively participate in their child's education in the various ways. We had parents and community members volunteering to assist with our Guided Reading Program, with accompanying classes on school excursions and camps and attending or volunteering their help on World Expo Day or volunteer to help with school fundraising disco's. Parents are also encouraged to attend school information sessions, parent evenings and training sessions to be a part of the reading groups program.

Small schools often rely on parental support and so we often have families volunteering to assist with Sports Days, tuckshop & helping in the classroom. We regularly extend invitations to families to join us in celebrations such as our weekly parades,

reading awards and other special award parades, the Point Idol social skilling recognition parade each term and our end of term 'Rewards Day' activities to celebrate the fabulous behaviour of our students.

We have a small but hard working group of parents who work to raise money for the benefit of the school and it's students through the Parent & Citizens' Association.

### Reducing the school's environmental footprint

Flying Fish Point State School is located in a unique environment with the rainforest directly behind the school and the ocean out the front. As a result, the students and staff consider it a priority to ensure our environment is cared for. Students were engaged in units of work involving waste management and have an action plan to reduce waste by implementing 'Nude Food Days', reusing office paper and communicating ways to reduce waste to the wider community. The school also has solar panels that provide power to the energy grid. Students and staff monitor the use of electricity and classes have light monitors to switch off lights, fans and air conditioners. An outline for a school sustainability project was developed as a five year plan and is only in the early phase of this plan. Students are involved in becoming aware of their immediate school environment and the necessity to protect this area by ensuring school grounds are always kept free of plastics and other rubbish, foodscraps recycled to the worm farm, taps and drinking fountains are not left on and students are encouraged to inform staff of leakages and other water issues that they may notice.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	40,961	1,004
2013-2014	39,562	541
2014-2015	47,266	

\*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.

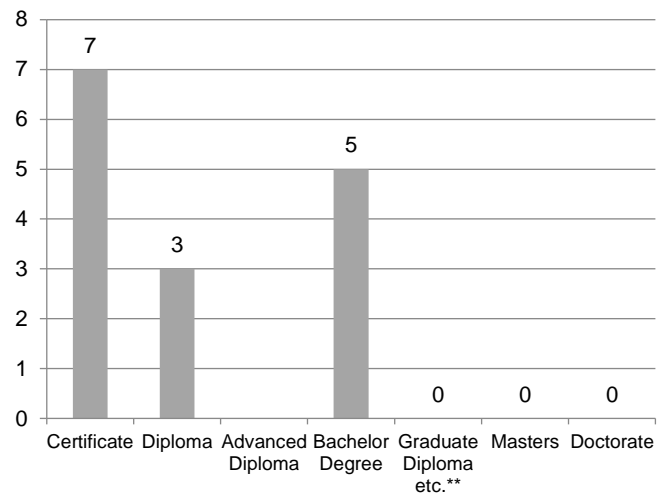
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	10	0
Full-time equivalents	5	5	0

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	7
Diploma	3
Advanced Diploma	
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>15</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 2015 were \$8103.

The major professional development initiatives are as follows:

Staff worked collaboratively with the principal to support the school improvement agenda through a practice of regular professional discussion about school data to determine how best to meet the needs of identified student groups. Mentoring was provided by the principal to support staff with curriculum planning and data collection. Teaching staff led professional development sessions about the school Sustainability project, the Writing on Demand program and a new mathematics program to be undertaken. Support staff were trained and mentored by the principal in benchmarking procedures, behaviour management strategies and classroom procedures and expectations.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

## 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 2015 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

GO

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Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	88%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	89%	94%	89%	87%	89%	89%	86%	93%					
2014	89%	92%	96%	92%	90%	90%	91%	91%					
2015	90%	90%	89%	90%	86%	89%	90%						

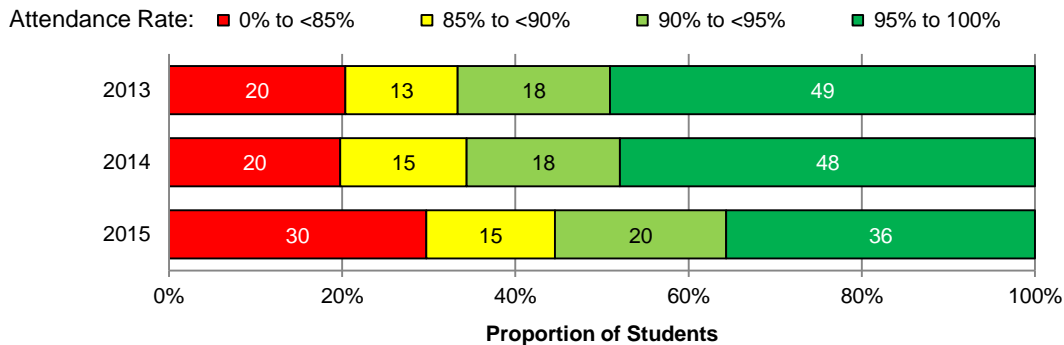
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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.

At Flying Fish Point State School rolls are marked twice daily, morning and afternoon. If a student is absent for 3 consecutive days without communication from the parents, the class teacher or Administration Officer would attempt to contact the parent, recording the form of contact on the child's OneSchool profile. Parents and carers are required to send a note or phone to provide a reason for absence for each day a child is absent from school. For students with high absenteeism, the principal establishes contact with the parents on a more regular basis to assist with any attendance difficulties to help support the family.

If students are going to be absent for longer periods of time, for example they go on a family holiday outside of school holiday time, parents are expected to contact the school and make arrangements with staff regarding work that may be missed, worked on whilst away or need to be caught up on return to school.

## 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

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Sector:

Government

Non-government

Where it says '**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.