



Flying Fish Point State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Flying Fish Point State School is a Band 5 small school, situated nine kilometres from the township of Innisfail. The school caters for all students from Preparatory to Year 6. The school population is approximately 50 students. This consists of 32% Indigenous students, 8% English as a Second Language students and 0% students with disabilities. The school currently has 3 class teachers; one fulltime, one .6 and teaching principal .4, who work together to deliver the Australian Curriculum differentiated for all students. The focus of the school is to provide quality teaching across all classes with an Explicit Improvement Agenda around Reading and Attendance. The school strives to improve learning for all students and build effective and productive relationships in our community.

Our school boasts a wide range of cultural backgrounds and we take pride in acknowledging culture and identity in our Arts Program and annual 'World Expo' celebration. We have a unique Arts program with the Primary Arts Network Facilitator based at our school. Students participate in choir at the Innisfail Young Performers Competition.

Those students with athletic backgrounds participate in sporting events at a school level and at district level with opportunity to attend peninsula and state events. Our school is involved in the State School Sporting Schools grant with a focus around tennis.

Our school motto "We Care" captures our belief as a staff that students attend school to become confident and capable learners.

Our supportive school environment is based on mutual respect and we strive to maintain a caring, family atmosphere within our school.

School progress towards its goals in 2018

The school Explicit Improvement Agenda for 2018 focused on the teaching of Reading and Attendance. With this in mind staff collaboratively worked together to:

In reading:

- Established a Whole School Reading Framework outlining our school pedagogical expectations around reading, assessment and recording of data and the creation of reading resource boxes which aligned to students' abilities and interests
- Continued to use a comprehension, Direct Instruction program STARS & CARS
- Attended Professional Development on the teaching of reading with the Reading Hub and had weekly PD on reading strategies as part of the whole school staff meeting.
- Establish and implement a pedagogical framework with a focus section on reading

With attendance:

- Established a breakfast club
- Celebrated full attendance each week for individual students by providing rewards on parade
- Celebrated classes with the highest percentage of attendance with a school trophy and a weekly pizza

We also focused on two areas identified by the school Teaching and Learning Review. We did this by:

- Creating a whole school curriculum framework which allowed autonomy for teachers within the confinements of the Australian Curriculum
- Using C2C multi-aged, digital and straight units for all KLAs
- Developed a tracking system to ensure all Content Descriptors are followed and covered during a child's education
- Maintain collaborative planning with other schools and regional PEACs
- Implementing a term planning day for all staff.

We also completed the School Responsible Behaviour Plan by:

- Collaboratively reviewing the existing plan
- Including Restorative practices as well as Essential Skilling
- Providing PD for teachers around these strategies
- Began to establish vignettes for teachers to use each day to reinforce school expectations.

The teaching and non-teaching staff collaboratively worked on a variety of changes to ensure improvements in students' outcomes and need to be acknowledged for the work they have done in adopting and implementing these changes.

Future outlook

As a team, in 2019, we will continue to implement and refine the above changes in

- Reading
- Attendance
- Whole School Curriculum Plan aligned to the The Australian Curriculum
- Student Behaviour: including celebrating our successes

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	56	51	46
Girls	28	23	19
Boys	28	28	27
Indigenous	21	18	14
Enrolment continuity (Feb. – Nov.)	79%	78%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Flying Fish Point State School is a rural school situated nine kilometres from the township of Innisfail in Far North Queensland. Our school boasts a wide range of cultural backgrounds and we take pride in acknowledging culture and identity. Approximately 38% of our students are indigenous.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	19	16	20
Year 4 – Year 6	22	21	14
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Flying Fish Point State School we follow the Australian curriculum and use Queensland Education's C2C units for all Key Learning Areas

During the week, students are involved in explicit teaching lessons for reading, spelling, grammar and punctuation, and daily writing.

An intervention, prevention and extension program has been developed and is being delivered throughout the school.

Whole school 'Learn to Swim Program' Term 1 and sporting activities occur throughout the year – cross country, rugby league, girls & boys touch football, cricket, netball, softball, tennis, 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

Co-curricular activities

- Instrumental music program
- Interschool Sports with other schools in the district
- District Cross Country
- District Inter-school sport – term 3 & 4 for all year 3-6 students
- Dance Fever – term 4 dance program
- Athletics competitions
- Arts Program with the Primary Arts Network Facilitator based at our school
- Yearly, the whole school participates in the Innisfail Young Performers Competition in the singing and choric speaking sections
- Student Council – fundraising, discos and fun days

How information and communication technologies are used to assist learning

ICTs are integrated into various key learning areas across all year levels according to C2C unit requirements as well as specific strands of the curriculum such as digital technologies and digital art.

Social climate

Overview

At Flying Fish Point State School, we believe all students have the ability to learn and can achieve. We promote a culture of high expectations for self and others and to always do your best. We believe that clear, positive communication is paramount to belief in self, success and personal reward.

Our school motto is based on respect – RESPECT YOURSELF, RESPECT OTHERS, RESPECT PROPERTY and RESPECT THE ENVIRONMENT.

The Flying Fish Point State School Responsible Behaviour Plan supports high standards and expectations of behaviour and learning in our school.

We believe that relationships are a crucial element of success and personal improvement. We promote, build and maintain effective relationships between teachers, parents and the wider community.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	67%
• this is a good school (S2035)	100%	100%	67%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	83%
• their child's learning needs are being met at this school* (S2003)	100%	100%	83%
• their child is making good progress at this school* (S2004)	100%	100%	50%
• 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%	83%
• teachers at this school treat students fairly* (S2008)	100%	100%	67%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	83%
• this school works with them to support their child's learning* (S2010)	100%	100%	83%
• this school takes parents' opinions seriously* (S2011)	100%	100%	33%
• student behaviour is well managed at this school* (S2012)	100%	86%	67%
• this school looks for ways to improve* (S2013)	100%	100%	67%
• this school is well maintained* (S2014)	100%	100%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	96%
• they like being at their school* (S2036)	100%	100%	96%
• they feel safe at their school* (S2037)	100%	100%	88%
• their teachers motivate them to learn* (S2038)	100%	100%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	96%
• teachers treat students fairly at their school* (S2041)	88%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	100%	100%	96%
• their school takes students' opinions seriously* (S2043)	100%	100%	92%
• student behaviour is well managed at their school* (S2044)	88%	100%	92%
• their school looks for ways to improve* (S2045)	100%	100%	92%
• their school is well maintained* (S2046)	100%	100%	96%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	75%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	75%
• they receive useful feedback about their work at their school (S2071)	100%	100%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
• students are encouraged to do their best at their school (S2072)	90%	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%	63%
• their school takes staff opinions seriously (S2076)	100%	100%	63%
• their school looks for ways to improve (S2077)	90%	100%	88%
• their school is well maintained (S2078)	90%	100%	63%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	63%

* 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

Is achieved through engaging partners by:

- An active P & C (Parents and Citizens) committee
- A culture that promotes learning
- FFPSS Vision and Values
- Transition programs into Preparatory and Year six into year seven at the local high school
- Connecting with the broader school community
- Community consultation

Respectful relationships education programs

Our motto 'We Care' is developed through programs such as:

- Positive Behaviour For Learning
- Our home grown 'To The Point' Social Skilling Program
- SU QLD Chaplaincy Program

- The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships and personal safety

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	3	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. 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. 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, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	71,992	73,962	44,241
Water (kL)	424	4,674	462

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	8	0
Full-time equivalents	3	4	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were \$6 705.

The major professional development initiatives are as follows:

- The teaching of Reading with the Reading Hub.
- Leadership Workshops
- CPR courses
- Student Protection
- Code of Conduct
- Ready Reading for teacher aides
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 57% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	91%	87%
Attendance rate for Indigenous** students at this school	87%	87%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

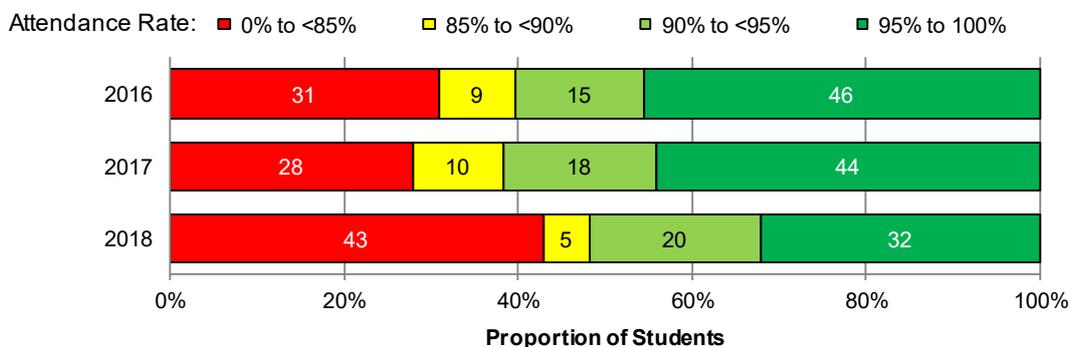
Year level	2016	2017	2018
Prep	92%	92%	94%
Year 1	91%	88%	86%
Year 2	89%	91%	88%
Year 3	86%	87%	91%
Year 4	92%	93%	91%
Year 5	89%	93%	81%
Year 6	86%	93%	81%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 teachers mark the roll twice a day. 9am and 2pm.

Parents are phoned by the school administration office to obtain the reason for absence.

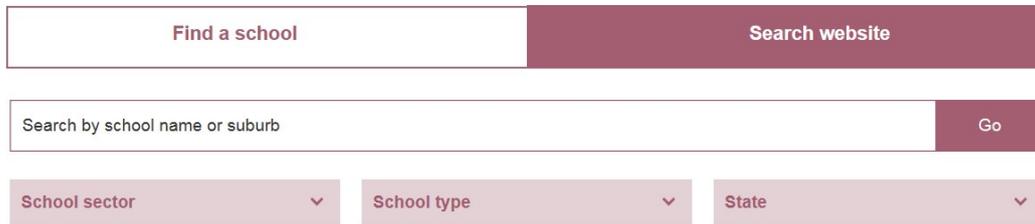
Increasing attendance strategies include; Breakfast Club, Pizza party for students above 90%

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.