

Fernvale State School (0170)

Queensland State School Reporting

2012 School Annual Report



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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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Principal's foreword

Introduction

Fernvale State School remained a vibrant school community and attained high levels of achievement in academic, sporting and cultural success in 2012.

The main focus of 2012 was the continual re-building of our school community following the natural disasters in the early part of the 2011 year. The strength and resilience of many of our school community members were unbelievable. The school and its' staff played a vital role in the re-building of our devastated school community.

By year's end a stronger school community was evident. After losing many enrolments due to the need for families to find suitable accommodation in 2011, our numbers continued to grow towards the end of the 2012 school year.

Our staff continued to nurture affected students and community members whilst continuing their journey on preparing for the new Australian Curriculum.

The implementation of the Australian Curriculum was a main focus for all Teaching and Learning activities and Professional Development in 2012.

School progress towards its goals in 2012

In the Year 2012 there were many goals set for Fernvale State School. One of the main goals was to implement the Australian Curriculum. This was successfully achieved for English, Mathematics and Science. Other Australian Curriculum areas were trialled before official implementation. This included elements of the History as deemed appropriate by Teaching Teams.

The Staff continued to work on refining and implementing the School Differentiation Policy. This continues to be a focal point in the delivery of all Teaching and Learning within the implementation of Australian Curriculum.

The Teaching of Reading and associated Professional Development assisted the staff in the journey towards Improving School Performance. The Teaching of Reading will continue to be one of the highest priorities in 2013.

Future outlook

In 2013, the key priorities for Fernvale State School will look to undertake the following:

- Implement the Australian Curriculum

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- Implement a Whole School Pedagogical Framework
- Improved Instructional Leadership through coaching and mentoring of staff
- Improve School Performance (particularly in the Teaching of Reading)

The above Strategic Priorities are in addition to the planned construction of new Administration and Music Blocks plus the Implementation of a new Kindergarten facility on Fernvale School grounds.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	530	237	293	93%
2011	526	244	282	94%
2012	571	260	311	95%

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

Characteristics of the student body:

Fernvale school student population continues to grow mainly due to the growth in real estate developments in the area. Census data would suggest that the area is still considered to be low socio-economic with many families relocating to areas of cheaper rent as compared to that of Brisbane and the Gold Coast. The number of Indigenous students has slowly grown to total 24 students. Of the total student population, males continue to be higher than females.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	22	24
Year 4 – Year 10	28	26	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	7	4	4
Long Suspensions - 6 to 20 days	1	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Fernvale State School continued to offer many of its distinctive offerings throughout 2012. Much work had been undertaken by the staff to differentiate the learning for all students in 2011 and 2012. This will be a key focus again in 2013 to bring about improved student learning outcomes for all students.

Our Social Skilling program continued across the Prep to Year Seven classes to support our defined Values and Beliefs at Fernvale State School.

Fernvale School proudly incorporates the teaching of higher order thinking strategies through our school chess program. Chess has brought many outstanding achievements to our school through a number of local, district and State Chess competitions.

Our students were able to successfully participate in other cultural activities by promoting the Wakakirri Dance festival and achieve high results.

Extra curricula activities

Fernvale State School offered many extra curricula activities for the students of the school community. Great success and value has been attained through the remarkable achievements of many activities namely:

*Smarties Art club and associated art programs

*After school sporting programs

*Choir and Band programs

*Computer clubs

*Our Chess program continued to bring about great success for our students and school.

How Information and Communication Technologies are used to assist learning

Students at Fernvale State School have great opportunity to engage in Information and Communication Technologies. Staff continued to achieve their ICT Certificates throughout 2012. Through the introduction of the Australian Curriculum more resources required a greater understanding and use of digital technologies to implement effective teaching and learning activities. Staff successfully implemented curriculum through the use of data projectors and in 2012 all 23 classrooms including the Special Education Unit had an Interactive Whiteboard installed. The installation of Interactive Whiteboards has brought about tremendous Teaching and Learning opportunities for the Fernvale School Community.

Social climate

Fernvale State School continues to enjoy a safe and supportive school environment. The school climate is an extremely positive one and encourages students (and parents) to be involved in the life of the school in a nurturing manner. Families are valued and are an important element in the learning partnership at Fernvale State School. The school always welcomes parents/family members to join in school activities and parental involvement is always encouraged. This was demonstrated in the way that the school community pulled together after significant flooding in 2011. Our School Chaplain assisted our families and broader school community through the rebuilding phase after this flooding to rebuild both our school and our community spirit in 2011 and 2012.

Our school at a glance

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and staff at Fernvale State School is deemed as being quite high on a number of Performance measures.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	97.2%
this is a good school	97.2%
their child likes being at this school*	94.4%
their child feels safe at this school*	97.2%
their child's learning needs are being met at this school*	97.2%
their child is making good progress at this school*	97.2%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.4%
teachers at this school motivate their child to learn*	94.4%
teachers at this school treat students fairly*	97.2%
they can talk to their child's teachers about their concerns*	97.2%
this school works with them to support their child's learning*	94.4%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	97.2%
this school looks for ways to improve*	97.2%
this school is well maintained*	97.2%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.2%
they like being at their school*	96.5%
they feel safe at their school*	96.5%
their teachers motivate them to learn*	96.5%

Our school at a glance

their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	97.3%
teachers treat students fairly at their school*	93.9%
they can talk to their teachers about their concerns*	87.7%
their school takes students' opinions seriously*	91.2%
student behaviour is well managed at their school*	90.4%
their school looks for ways to improve*	94.8%
their school is well maintained*	95.7%
their school gives them opportunities to do interesting things*	95.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	98.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Fernvale State School expects and encourages parents/family members to be involved in the education of their children. Numerous opportunities are available for families to be a part of the Fernvale School community. Some examples of these avenues include involvement through the Parent and Citizens Association, Home Reading, Camp/Excursions program, Chess helpers, Sport Days and a host of other extra curricula activities.

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 2012 the school made a conscious effort to improve its' environmental footprint by way of closely monitoring electricity (and in particular use of Air conditioning) and water usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	90,930	1,868
2010-2011	115,472	3,367
2011-2012	87,744	6,332

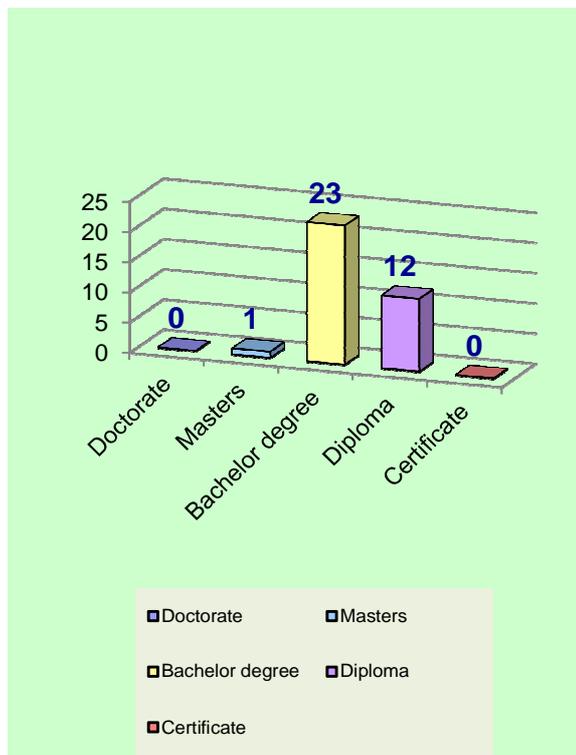
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	20	<5
Full-time equivalents	30.7	10.1	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	23
Diploma	12
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$17 714.

The major professional development initiatives are as follows:

- Implementation of Australian Curriculum

Our staff profile

Teaching of Reading

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	95.8%	96.4%

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 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

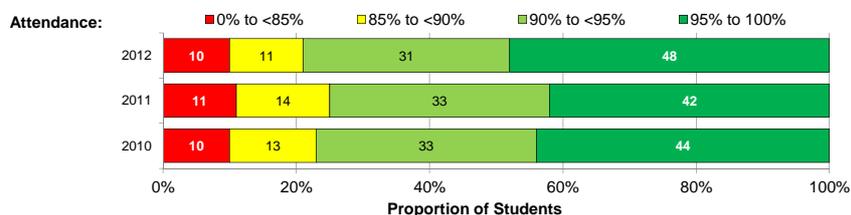
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	91%	94%	92%	94%	94%	93%					
2011	93%	92%	91%	93%	94%	92%	91%					
2012	93%	93%	93%	93%	94%	94%	92%					

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 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.

At Fernvale State School rolls are marked twice daily. Teachers and/or Administration phone parents where there is an unsatisfactory reason or no reason given at all.

Sustained absences are followed up with phone calls and/or letters by Administration.

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/>.

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Achievement – Closing the Gap

At Fernvale State School the education of all students regardless of background is considered as our core business.

In 2012 there were 24 Indigenous students enrolled at Fernvale State School.

The average attendance of all Indigenous students at our school in 2012 was 92.2%. In comparison the Non Indigenous average attendance for 2012 was 93.0%. A 0.8% difference was recorded for the 2012 school year. Only 3 Indigenous students attended less than 85% of the time.