



Fernvale State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education



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School Overview

Fernvale State School is a co-educational, air-conditioned facility located on the Brisbane Valley Highway at Fernvale. The enrolment is approximately 600 students from Prep to Year Six. Situated in a growing, semi-rural community, these numbers will continue to grow. The school offers a comprehensive chess program during and after school hours. Students regularly participate in intra and inter-school competitions. Fernvale State School is a proud school with high expectations and achievements in academic, sporting and cultural pursuits.

Principal's Foreword

Introduction

In the year 2017, there were many outstanding achievements at Fernvale State School.

This Annual Report will highlight many of the Academic, Sporting and Cultural achievements obtained through the year.

School Progress towards its goals in 2017

In the Year 2017 there were many planned goals for Fernvale State School.

The explicit Improvement Agenda for the school focused on four main school priorities being in the areas of Explicit Instruction, Teaching of Reading, Numeracy, and continued implementation of the Australian Curriculum. An extensive amount of staff professional development occurred particularly in the further development of the Australian Curriculum and Teaching of Reading.

The school engaged leading Education consultants to assist in the Explicit Instruction journey for all Staff and bring about improved learning outcomes for all students.

Future Outlook

In 2018 the school has an explicit improvement agenda to focus on continued improvement of:

- Teaching of Reading and in particular re-aligning Human Resources to support an intensive Reading block
- Explicit Instruction
- Australian Curriculum and implementing the Digital Technologies

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	559	267	292	41	94%
2016	563	276	287	47	93%
2017	553	268	285	42	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The local area is considered to be low socio-economic according to the Census data. The number of Indigenous students continues to rise within our school community. Interestingly the proportion of male students continues to be greater than females. An increase of students verified with a disability has seen a significant growth in our Special Education Unit and staffing to support these students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	22	23
Year 4 – Year 6	26	25	25

Curriculum Delivery

Our Approach to Curriculum Delivery

Fernvale State School implements the Australian Curriculum from Prep to Year Six. A standards based curriculum is implemented through adoption and adapting C2C resources. All curriculum delivery at Fernvale State School is implemented by way of explicit Instruction.

Co-curricular 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
- *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 develop their skills in ICT's to assist teaching and learning. 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 Interactive Whiteboards. All classrooms including the newly constructed buildings all have Interactive Whiteboards and wireless facilities.

Many staff also engaged in the use of ICT devices to self reflect on their practice through videoing themselves.

Fernvale State School has approximately 300 iPads for use across the school. Each classroom teacher was also allocated their own iPad to assist in the self learning process.

Social Climate

Overview

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	100%	97%
this is a good school (S2035)	95%	100%	94%
their child likes being at this school* (S2001)	96%	100%	97%
their child feels safe at this school* (S2002)	93%	100%	84%
their child's learning needs are being met at this school* (S2003)	91%	97%	91%
their child is making good progress at this school* (S2004)	91%	97%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	90%
teachers at this school motivate their child to learn* (S2007)	93%	100%	94%
teachers at this school treat students fairly* (S2008)	93%	97%	84%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	94%
this school works with them to support their child's learning* (S2010)	91%	93%	94%
this school takes parents' opinions seriously* (S2011)	91%	93%	91%
student behaviour is well managed at this school* (S2012)	87%	93%	81%
this school looks for ways to improve* (S2013)	93%	93%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school is well maintained* (S2014)	96%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	99%	100%
they like being at their school* (S2036)	98%	99%	97%
they feel safe at their school* (S2037)	98%	97%	97%
their teachers motivate them to learn* (S2038)	98%	99%	100%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	99%
teachers treat students fairly at their school* (S2041)	95%	94%	97%
they can talk to their teachers about their concerns* (S2042)	94%	93%	91%
their school takes students' opinions seriously* (S2043)	94%	98%	97%
student behaviour is well managed at their school* (S2044)	95%	95%	84%
their school looks for ways to improve* (S2045)	99%	99%	100%
their school is well maintained* (S2046)	98%	99%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	94%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	97%
they receive useful feedback about their work at their school (S2071)	94%	87%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	94%	81%
students are encouraged to do their best at their school (S2072)	98%	100%	97%
students are treated fairly at their school (S2073)	98%	98%	100%
student behaviour is well managed at their school (S2074)	94%	88%	84%
staff are well supported at their school (S2075)	91%	88%	97%
their school takes staff opinions seriously (S2076)	83%	85%	89%
their school looks for ways to improve (S2077)	96%	94%	95%
their school is well maintained (S2078)	94%	96%	87%
their school gives them opportunities to do interesting things (S2079)	89%	92%	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.

Parent and community engagement

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, Tuck shop volunteers, Home Reading, Camp/Excursions program, Chess helpers, Sport Days and a host of other extra curricula activities.

Parents are also highly encouraged and consultation is sought particularly with parents of students requiring Individual Curriculum Plans and special programs for support. Fernvale School believes the relationship between the student, staff and parent is critical in the learning journey.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The Social Skilling program is one such program implemented across the school.

Support is offered by staff to families that may require further support or in need for assistance due to a variety of factors. The school also engaged in a number of student programs and Adopt-A-Cop to help the school community where required.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Often this work is supported by the School Guidance Officer in working closely with students and their families.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	3	10
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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 returns.

In 2017 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.

Students from the older year's classes also assisted in the recycling of food scraps and assisted in the growing and maintaining of vegetable gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	174,106	4,556
2015-2016	172,377	5,756
2016-2017	179,867	6,250

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

GO

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	29	<5
Full-time Equivalent	35	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	26
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 2017 were \$36 274.65

The major professional development initiatives are as follows:

- Explicit Instruction – John Fleming consultancy and attendance at workshops
- Teaching of Reading
- Teacher release for Unit Planning and Case Management of students

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	88%	89%

*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 2017 for all Queensland Primary schools was 93%.

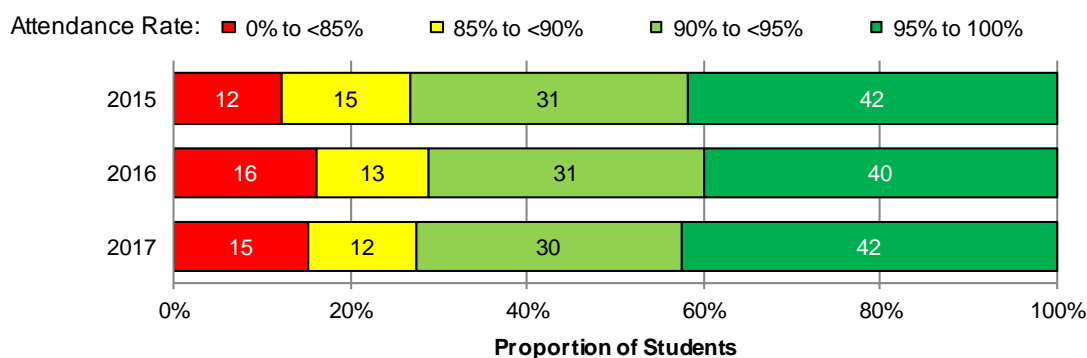
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	92%	91%	92%	93%	93%	93%						
2016	92%	91%	92%	92%	91%	94%	92%						
2017	92%	93%	92%	93%	91%	93%	93%						

*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 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 Fernvale State School rolls are marked twice daily. An SMS system was implemented for same day absence notification.

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

In 2017 we also implemented a "Pan Cake" Breakfast as a reward to students in classes with the highest level of attendance.

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.

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