

Fernvale State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Fernvale State School enrolments continued to grow throughout 2014.

Fernvale State School continued to remain a vibrant school community and seek to attain high levels of achievement in academic, sporting and cultural success in 2014.

The staff undertook an extensive Professional Development program throughout the year on number of strategic areas with the Teaching of Reading and Implementation of the Australian Curriculum continued to be a major focus for all Teaching and Learning activities.

School progress towards its goals in 2014

In the Year 2014, there were many goals set for Fernvale State School.

The Implementation of the Australian Curriculum continued to be a high priority and key focus. English, Mathematics, Science, History and Geography were the focus key learning areas and much time and development and refining school programs occurred.

The main school priority in 2014 was the continued development of the English and Mathematic School Program. In particular the Teaching of Reading handbook was developed and a clear expectation of what is expected at Fernvale SS is now defined.

The Teaching of Reading was the main focus of all Professional Development of all staff in 2014. This journey will continue well into 2015.

Future outlook

The key priorities for Fernvale State School for the future include:

- *Implementation of the Australian Curriculum
- *Improved school performance (particularly in the Teaching of Reading)
- *Implementation of a School Numeracy coach and improved Numeracy levels
- * Improved levels of Explicit Instruction in the delivery of curriculum

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	571	260	311	95%
2013	591	268	323	96%
2014	597	274	323	91%

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 local area. Census data would indicate that the area is considered to be low socio-economic with many families relocating to the areas of cheaper rent as compared to that of Brisbane and the Gold Coast. The number of indigenous students in the school continued to increase as compared to the previous year. In 2014, the total student population indicated that there continued to be more males as compared to females across the school.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	26	26	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	3	7
Long Suspensions - 6 to 20 days	1	2	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings:

Fernvale State School continued to offer many distinctive curriculum offerings.

Our Social Skilling program (Making A Difference "M.A.D" program) continued across the school from Prep to Year Seven. This school based program clearly supported the school's Values and Beliefs.

The chess program at Fernvale State School continued to operate and brought about many outstanding achievements by students in this program in 2014. Teams represented our school at the State Chess Championships.

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 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.

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. Our School Chaplain continues to assist our families and broader school community members where a need exists.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	100%	93%
this is a good school (S2035)	97%	100%	93%
their child likes being at this school* (S2001)	94%	100%	96%
their child feels safe at this school* (S2002)	97%	97%	96%
their child's learning needs are being met at this school* (S2003)	97%	100%	87%
their child is making good progress at this school* (S2004)	97%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	91%
teachers at this school motivate their child to learn* (S2007)	94%	100%	91%
teachers at this school treat students fairly* (S2008)	97%	93%	89%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	89%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	94%	94%	87%
this school takes parents' opinions seriously* (S2011)	89%	97%	84%
student behaviour is well managed at this school* (S2012)	97%	90%	89%
this school looks for ways to improve* (S2013)	97%	100%	89%
this school is well maintained* (S2014)	97%	100%	98%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	100%	100%
they like being at their school* (S2036)	96%	100%	98%
they feel safe at their school* (S2037)	96%	98%	98%
their teachers motivate them to learn* (S2038)	96%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%	100%
teachers treat students fairly at their school* (S2041)	94%	98%	99%
they can talk to their teachers about their concerns* (S2042)	88%	94%	96%
their school takes students' opinions seriously* (S2043)	91%	98%	97%
student behaviour is well managed at their school* (S2044)	90%	98%	97%
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	96%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		97%	94%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		100%	97%
staff are well supported at their school (S2075)		94%	97%
their school takes staff opinions seriously (S2076)		97%	94%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		97%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		100%	97%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 the school's annual utilities return and is reliant on the accuracy of these returns.

In 2014 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	87,744	6,332
2012-2013	122,187	0
2013-2014	153,872	837

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.

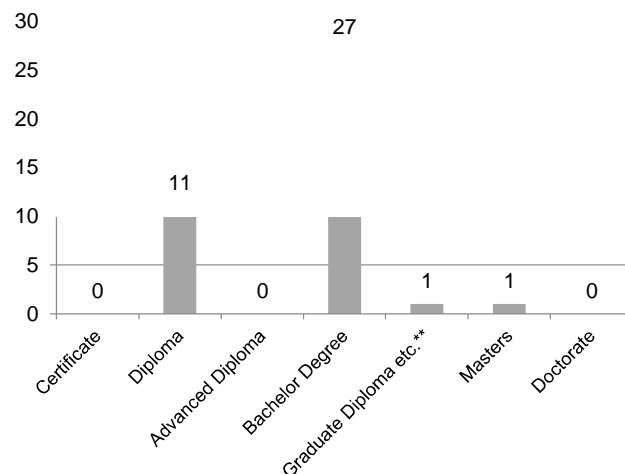
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	40	24	<5
Full-time equivalents	34	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	40



*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 2014 were \$20 832.70.

The major professional development initiatives are as follows:

- Attending a variety of Literacy specific workshops
- Attending Explicit Instruction specific workshops
- Partaking in Teaching of Reading specific workshops
- Other workshops as on offer to meet school or systemic needs

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%

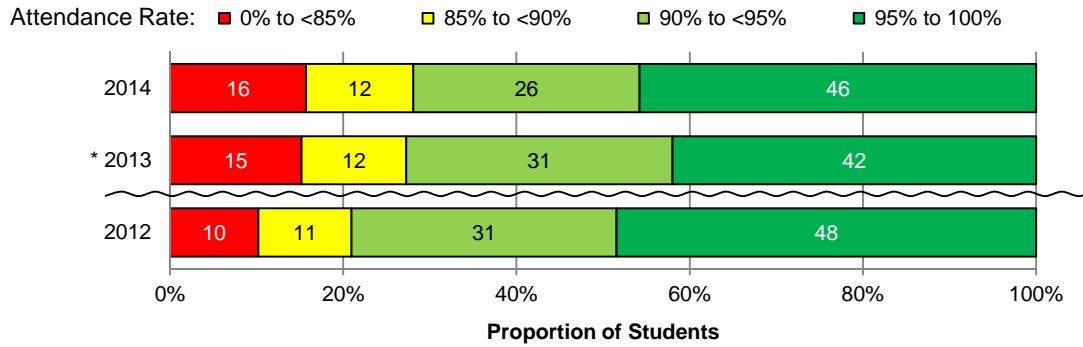
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	93%	93%	93%	94%	94%	92%					
2013	92%	92%	92%	93%	91%	92%	93%					
2014	90%	92%	93%	92%	94%	91%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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.

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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 2014 there were 27 Indigenous students enrolled at Fernvale State School at the time of the August Census return.

The average daily attendance of all Indigenous students at our school in 2014 was 86.2%. In comparison the Non Indigenous daily average attendance for 2014 was 92.1%.