

# Fernvale State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	Brisbane Valley Highway Fernvale 4306
Phone	(07) 5427 1333
Fax	(07) 5427 1300
Email	principal@fernvaless.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Principal – David F. Raine

## Principal's foreword

### Introduction

In the year 2015, 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.

One of the highlights was the awarding of a Highly Commended in the Education Queensland Showcase Awards for the our Teaching of Reading work with staff and student improvement in the area of Literacy.

### School progress towards its goals in 2015

In the Year 2015 there were many planned goals for Fernvale State School.

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

### Future outlook

The key priorities for Fernvale State School for the future include continued work on:

- \*Improved Teaching of Reading
- \* Improved levels of Explicit Instruction in the delivery of Australian Curriculum

## 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	591	268	323	34	96%
2014	597	274	323	27	91%
2015	559	267	292	41	94%

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:

Fernvale school student population continues to grow after the loss of Year Seven students to High School. A new release of Housing developments will continue to see future enrolment growth in the long term. 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.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	26	27	26

\*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	3	7	3
Long Suspensions - 6 to 20 days	2	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

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.

## 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 improve 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.

In 2015 a significant investment was made in the implementation of an iPad policy and program within the school.

## 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.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	93%	91%
this is a good school (S2035)	100%	93%	95%
their child likes being at this school (S2001)	100%	96%	96%
their child feels safe at this school (S2002)	97%	96%	93%
their child's learning needs are being met at this school (S2003)	100%	87%	91%
their child is making good progress at this school (S2004)	100%	89%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	91%	93%
teachers at this school motivate their child to learn (S2007)	100%	91%	93%
teachers at this school treat students fairly (S2008)	93%	89%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	89%	98%
this school works with them to support their child's learning (S2010)	94%	87%	91%
this school takes parents' opinions seriously (S2011)	97%	84%	91%
student behaviour is well managed at this school (S2012)	90%	89%	87%
this school looks for ways to improve (S2013)	100%	89%	93%
this school is well maintained (S2014)	100%	98%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school (S2036)	100%	98%	98%
they feel safe at their school (S2037)	98%	98%	98%
their teachers motivate them to learn (S2038)	100%	100%	98%
their teachers expect them to do their best (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	99%
teachers treat students fairly at their school (S2041)	98%	99%	95%
they can talk to their teachers about their concerns (S2042)	94%	96%	94%
their school takes students' opinions seriously (S2043)	98%	97%	94%
student behaviour is well managed at their school (S2044)	98%	97%	95%
their school looks for ways to improve (S2045)	100%	100%	99%
their school is well maintained (S2046)	97%	100%	98%
their school gives them opportunities to do interesting things (S2047)	100%	100%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	96%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	97%	94%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	91%	90%
students are encouraged to do their best at their school (S2072)	100%	97%	98%
students are treated fairly at their school (S2073)	100%	97%	98%
student behaviour is well managed at their school (S2074)	100%	97%	94%
staff are well supported at their school (S2075)	94%	97%	91%
their school takes staff opinions seriously (S2076)	97%	94%	83%
their school looks for ways to improve (S2077)	100%	97%	96%
their school is well maintained (S2078)	97%	97%	94%
their school gives them opportunities to do interesting things (S2079)	100%	97%	89%

# '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, 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 2015 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		
Years	Electricity kWh	Water kL
2012-2013	122,187	0
2013-2014	153,872	837
2014-2015	174,106	4,556

\*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.

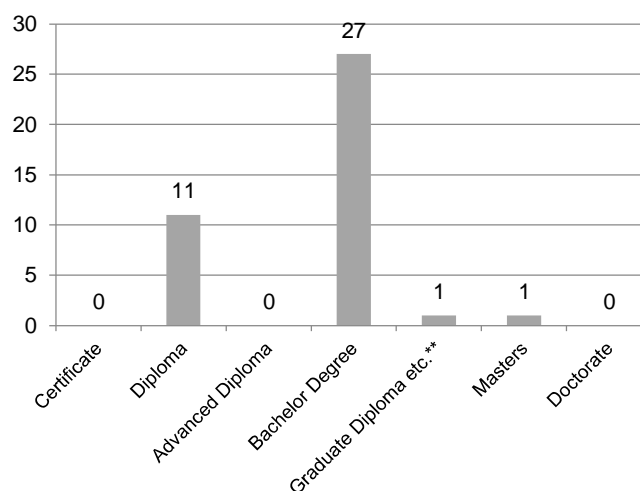
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	40	26	<5
Full-time equivalents	35	13	<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
<b>Total</b>	<b>40</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 \$23 566.

The major professional development initiatives are as follows:

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

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### 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 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

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).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	91%

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%.

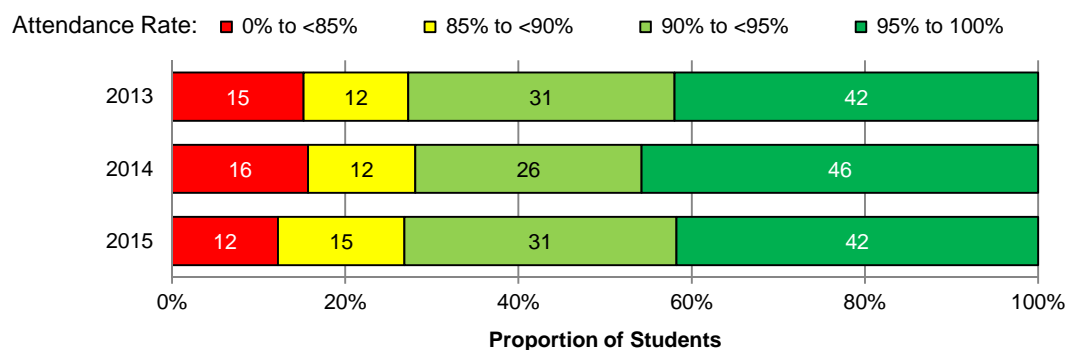
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	92%	92%	92%	93%	91%	92%	93%					
2014	91%	90%	92%	93%	92%	94%	91%	92%					
2015	92%	92%	91%	92%	93%	93%	93%						

\*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 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.

A summary of end of term attendance is tracked for each child and is sent home.

### 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

School name

Suburb, town or postcode

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.

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