



Fernvale State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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 570 students from Prep to Year Six. Situated in a growing, semi-rural community, these numbers will continue to grow. Fernvale State School is a proud school with high expectations and achievements in academic, sporting and cultural pursuits. Students regularly participate in intra and inter-school competitions.

Principal's Forward

Introduction

In the year 2016, 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 continued hard work in the Teaching of Reading work with staff and student improvement in the area of Literacy. We were also extremely pleased to note that our School Adopt-A-Cop won the prestigious Award of State Adopt-A-Cop of the Year for his tireless work within our school community.

School Progress towards its goals in 2016

In the Year 2016 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.

Future Outlook

The key priorities for Fernvale State School for the future include continued and precise work around Explicit Instruction and the Teaching of Reading.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	597	274	323	27	91%
2015*	559	267	292	41	94%
2016	563	276	287	47	93%

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 2016, 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

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 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.

Phase	AVERAGE CLASS SIZES		
	2014	2015*	2016
Prep – Year 3	23	23	22
Year 4 – Year 7	27	26	25

*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.

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.

In 2016 a significant investment was made in the purchasing of additional iPad's to take the school total to 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	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	93%	91%	100%
this is a good school (S2035)	93%	95%	100%
their child likes being at this school* (S2001)	96%	96%	100%
their child feels safe at this school* (S2002)	96%	93%	100%
their child's learning needs are being met at this school* (S2003)	87%	91%	97%
their child is making good progress at this school* (S2004)	89%	91%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	93%
teachers at this school motivate their child to learn* (S2007)	91%	93%	100%
teachers at this school treat students fairly* (S2008)	89%	93%	97%
they can talk to their child's teachers about their concerns* (S2009)	89%	98%	97%
this school works with them to support their child's learning* (S2010)	87%	91%	93%
this school takes parents' opinions seriously* (S2011)	84%	91%	93%
student behaviour is well managed at this school* (S2012)	89%	87%	93%
this school looks for ways to improve* (S2013)	89%	93%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	98%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	99%
they like being at their school* (S2036)	98%	98%	99%
they feel safe at their school* (S2037)	98%	98%	97%
their teachers motivate them to learn* (S2038)	100%	98%	99%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	99%
teachers treat students fairly at their school* (S2041)	99%	95%	94%
they can talk to their teachers about their concerns* (S2042)	96%	94%	93%
their school takes students' opinions seriously* (S2043)	97%	94%	98%
student behaviour is well managed at their school* (S2044)	97%	95%	95%
their school looks for ways to improve* (S2045)	100%	99%	99%
their school is well maintained* (S2046)	100%	98%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	96%	94%
they feel that their school is a safe place in which to work (S2070)	97%	100%	98%
they receive useful feedback about their work at their school (S2071)	94%	94%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	94%
students are encouraged to do their best at their school (S2072)	97%	98%	100%
students are treated fairly at their school (S2073)	97%	98%	98%
student behaviour is well managed at their school (S2074)	97%	94%	88%
staff are well supported at their school (S2075)	97%	91%	88%
their school takes staff opinions seriously (S2076)	94%	83%	85%
their school looks for ways to improve (S2077)	97%	96%	94%
their school is well maintained (S2078)	97%	94%	96%
their school gives them opportunities to do interesting things (S2079)	97%	89%	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, Tuckshop 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.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	3	3
Long Suspensions – 6 to 20 days	0	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.

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 2016 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
2013-2014	153,872	837
2014-2015	174,106	4,556
2015-2016	172,377	5,756

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	28	<5
Full-time Equivalents	37	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.**	9
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 2016 were \$37 566.67.

The major professional development initiatives are as follows:

- Explicit Instruction – Anita Archer and 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
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%	91%	88%

*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 2016 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
2014	91%	90%	92%	93%	92%	94%	91%	92%					
2015	92%	92%	91%	92%	93%	93%	93%						
2016	92%	91%	92%	92%	91%	94%	92%						

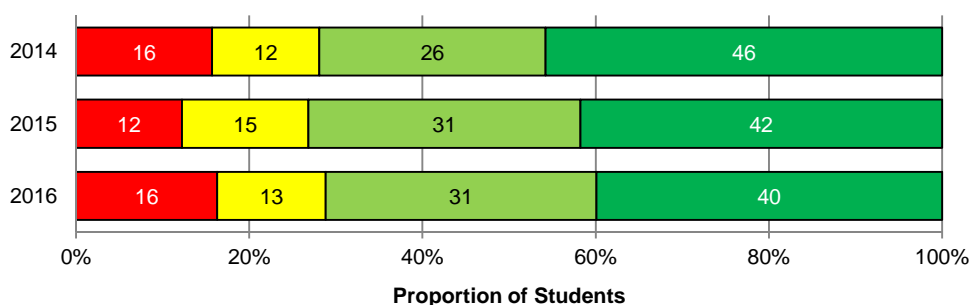
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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. In the latter part of the year an SMS system was implemented for same day absence notification.

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

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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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.