

QUEENSLAND STATE SCHOOL REPORTING - 2009

Fernvale State School (0170)

	Postal address	Brisbane Valley Highway Fernvale 4306
	Phone	(07) 5427 1333
	Fax	(07) 5427 1300
	Email	the.principal@fernvaless.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	David F. Raine

Principal's foreword

Introduction

Fernvale State School remained a vibrant school community and attained high levels of achievement across many facets of school life. The school continued to grow throughout 2009.

Our school once again maintained its very high standard in sporting, cultural and academic achievements.

There were many highlights for 2009.

The Accelerated Reader program continued to be very successful.

The level of student achievement across the school on systemic tests and in general across all classes was extremely pleasing.

The satisfaction levels of students, staff and parents as recorded in the School Opinion Survey were once again outstanding.

Another highlight was the announcement of the 3.2 Million dollars worth of works under the Building Education Revolution to construct a new Multipurpose Hall, Resource Centre and sports oval.

Our continued success on the Sporting Fields continued in 2009 with our school being crowned District Athletics Champion School for the ninth year running. Our school also competed in Netball and Soccer in the Ipswich competition. The majority of our teams were crowned Premiers 2009.

Our staff undertook major professional development across many facets to enhance the teaching and learning opportunities for all students of our school.

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School progress towards its goals in 2009

The school made significant progress on many stated goals in 2009.

In particular professional development and training of staff associated with our curriculum renewal was a major highlight. Great progress was made in auditing our units of work and aligning these units with the draft National Curriculum and Essentials.

A significant investment of funds and time was also given to Numeracy and in particular the training in First Steps in Number.

Future outlook

In 2010 and beyond the main strategic priorities at Fernvale State School are to:

- **Implement a differentiated quality curriculum namely:**
 - Review of current units of work
 - Audit of current units against Essentials
 - Review of current standards and targets aligned with key junctures across the years
 - Establishment of revised school curriculum documents
- **Numeracy**
 - Implementation of First Steps in Maths with all staff
- **Maintain a safe and supportive environment**
- **Promote a highly skilled workforce**
- **Implement the BER/NSP program and other facility upgrades**

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: Prep to Year Seven

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
494	227	267	87%

Characteristics of the student body:

Student enrolment has maintained a steady growth throughout the 2009 school year. Growth is expected to continue well into the next few years.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	90%	10%	0%
Year 4 – Year 10	25	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	24	100%	95%	5%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	9
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings - Fernvale State School has continued the Social Skilling program (Make A Difference) for the total school population. This has been greatly co-ordinated by a P-3 representative (Mrs Adsett) and 4-7 (Mrs Sippel). Some fantastic work has been forthcoming through this school based program.

Extra curricula activities - Throughout the 2009 year a great number of extra curricula activities were offered at Fernvale State School. Our most significant and successful program is our Chess program with the incredible support of

Our school at a glance

Mr Coman and Mrs Kalinowski. A number of students have participated and achieved high placings in tournaments across the South Queensland area.

Other opportunities are offered in cultural activities and after school sporting groups held at the school.

How Information and Communication Technologies are used to assist learning

A growing number of staff are increasing their knowledge and accreditation in digital technologies. Classes are using a range of digital technologies to enhance student learning.

Social climate

Fernvale State School has a supportive school community. The social climate is an extremely positive one and encourages students to develop in a nurturing manner. Families are always welcome to join in school activities and parental involvement is always encouraged.

Parent, student and teacher satisfaction with the school

Fernvale State School can be well pleased with the tremendous support that it receives from the school community. Levels of satisfaction as taken through the Departments Opinion survey indicate the outstanding levels of satisfaction.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	90%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	97%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	84%
Percentage of staff members satisfied with morale in the school	91%

Involving parents in their child's education.

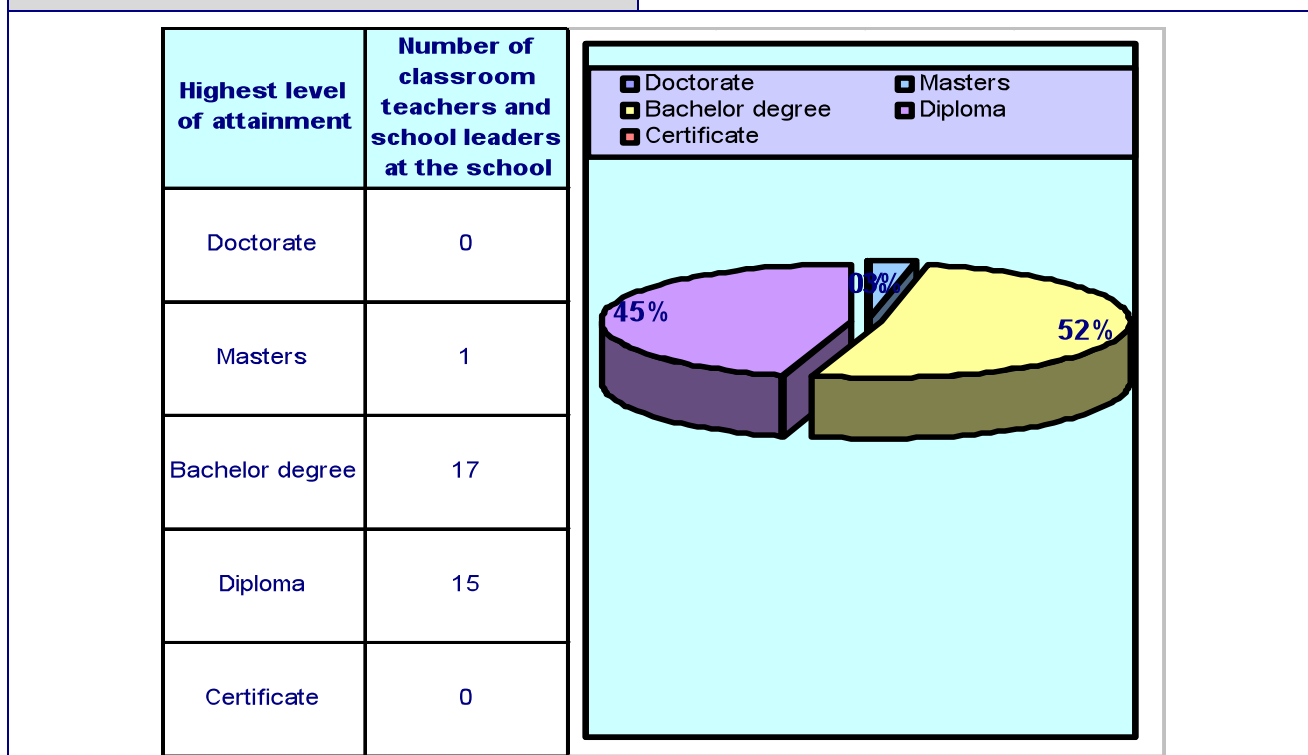
At Fernvale, parents are encouraged to be involved in their education of their children. Numerous opportunities are provided to allow parental involvement. Some opportunities are through P&C involvement, Home Reading, Cultural helpers, Chess program, sports days, swimming lessons to name a few.

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	21	1
Full-time equivalents	30	10	0

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$10 989 plus a substantial number of TRS days to relieve staff to attend workshops/activities.

The major professional development initiatives are as follows: * Training in First Steps in Maths

* Auditing and Aligning units of work

The involvement of the teaching staff in professional development activities during 2009 was 91%.

Average staff attendance

Our staff profile

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 97% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average student attendance for all students at Fernvale SS was 93.14%

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
91%	93%	94%	93%	95%	94%	92%

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.

Fernvale SS rolls are marked twice daily. Teachers phone parents where there is unsatisfactory reason for non-attendance. Sustained absences are followed up with phone calls and or letters by Administration. 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.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	
Reading	Average score for the school in 2009	386	468	536	
	Average score for Australia in 2009	410.8	493.9	541.1	
	For the school the percentage of students at or above the national minimum standard.	2008	89%	92%	93%
		2009	97%	86%	97%
	For the school the percentage of students in the upper two bands	2008	25%	22%	18%
2009		28%	27%	23%	
Writing	Average score for the school in 2009	426	452	532	
	Average score for Australia in 2009	414.5	484.7	532.4	
	For the school the percentage of students at or above the national minimum standard.	2008	95%	94%	91%
		2009	100%	89%	97%
	For the school the percentage of students in the upper two bands	2008	38%	21%	21%
2009		48%	8%	19%	
Spelling	Average score for the school in 2009	382	452	528	
	Average score for Australia in 2009	404.8	487.2	540.0	
	For the school the percentage of students at or above the national minimum standard.	2008	89%	89%	95%
		2009	98%	83%	97%
	For the school the percentage of students in the upper two bands	2008	16%	21%	25%
2009		26%	15%	19%	
Grammar and Punctuation	Average score for the school in 2009	402	468	527	
	Average score for Australia in 2009	419.7	499.7	539.5	
	For the school the percentage of students at or above the national minimum standard.	2008	84%	92%	96%
		2009	95%	89%	98%
	For the school the percentage of students in the upper two bands	2008	16%	27%	25%
2009		43%	19%	16%	
Numeracy	Average score for the school in 2009	379	464	543	
	Average score for Australia in 2009	393.9	486.8	543.6	
	For the school the percentage of students at or	2008	89%	92%	96%

Performance of our students

Domain	Measures	Yr 3	Yr 5	Yr 7	
	above the national minimum standard.	2009	95%	93%	100%
	For the school the percentage of students in the upper two bands	2008	13%	20%	33%
		2009	31%	20%	20%