


QUEENSLAND STATE SCHOOL REPORTING - 2010

Fernvale State School (0170)

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Principal's foreword

Introduction

Fernvale State School remained a vibrant school community and attained high levels of achievement in academic, sporting and cultural success in 2010.

There were many highlights for 2010. This report will share some of these and outline to the wider school community our great success in many facets of school life.

Levels of student, parent and staff satisfaction as measured by the School Opinion survey remain high.

The school continued to grow with the the creation of a Special Education Program unit to support such growth in this area of need and addition of a full time teacher to support this.

Our staff continued to attend a host of Professional Development workshops to keep abreast of current teaching trends and strategies. National Curriculum and Step in Maths were a key priority of development in our school.

School progress towards its goals in 2010

Fernvale made good progress towards its goals in 2010.

Much Professional Development and curriculum work was undertaken by staff particularly in awareness and preparing for the implementation of National Curriculum.

A Teaching and Learning Audit was undertaken within the school and areas of improvement required and commendations were taken on board.

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Many new facilities were officially opened including the new Resource Centre, Mulitpurpose Hall and Sports Oval. These additional facilities have been warmly received.

Future outlook

A number of key priorities and activities were considered to be important in looking ahead at Fernvale SS.

Some key priorities are:

- * A differentiated quality curriculum through:-
 - Reviewing current units of work;
 - Audit of units of work and school plans against the National Curriculum
 - Staff Professional Development on Differentiation
 - Implementation of Differentiation Policy
- * Continued implementation and use of First Steps in Maths
- * Rebuilding after the Flood Crisis
- * Advocating for additional School Facilities
- * Implementation of Fernvale SS Performance and Continuing Professional Development Plan with staff

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year Seven

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
530	237	293	85%

Characteristics of the student body:

Student enrolment continued to grow in 2010. By the years end the enrolment was peaking around 550 students. These students background varied with a number of cultural backgrounds. The indigenous population of students has risen with around 4% of the total student population being mainly of Aboriginal background.

Of the total student population, males continued to be higher than females in number.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	82%	18%	0%
Year 4 – Year 10	28	70%	30%	40%	30%
Year 11 – Year 12					
All Classes	25	86%	57%	29%	14%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	7
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our school at a glance

Our distinctive curriculum offerings

Fernvale State School has continued many of its distinctive offerings throughout 2010. Our in school chess and after school program continues to develop and bring great success to our students and school at State Chess Championships and other tournaments. This program has been admirably lead by Mr Coman and supported by Mrs Kalinowski.

Our students are immersed in our whole school Social Skilling Program (MAD – Making A Difference). Mrs Sippel and Mrs Adsett are key drivers to assist this ongoing school based program.

Extra curricula activities

Fernvale State School has proudly offered a number of additional school based activities along with other after school activities for its students.

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. A range of opportunities are available from computer access, use of data projectors, digital cameras and ipod use to name a few.

Staff are working on enhancing their understanding and knowledge of how Information and Communication Technologies can be used to enhance learning. Many staff are regularly undertaking accreditation. A great credit should be given to classroom teacher Mr Roach for his outstanding dedication and work in supporting staff and key role in maintaining the school ICT systems.

Social climate

Fernvale State School has a supportive community. The social climate is an extremely positive one and encourages students to develop in a nurturing manner. Families are valued and are an important element in the learning partnership. The school always welcomes parents/family members to join in school activities and parental involvement is always encouraged.

Parent, student and teacher satisfaction with the school

The levels of satisfaction on a number of measures is generally high at Fernvale State School.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	83%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%

Our school at a glance

Percentage of staff members satisfied with morale in the school

92%

Involving parents in their child's education.

Fernvale 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 P&C, Home Reading, Camp/Excursion helpers, Chess program sports days and a host of other extra curricular activities.

Reducing the school's environmental footprint

Fernvale School attempts to monitor its usage of services closely and report and maintain any faults to prevent any wastage. In 2011 the school will be further working on ways to reduce its environmental footprint by implementing a Sustainable Environmental Management Plan (SEMP)

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$37,546	\$19,368	\$12,773	\$1,610	\$3,662	\$0	\$133	90,930	1,868	0
2009	\$27,994	\$15,762	\$0	\$0	\$1,853	\$0	\$10,379	0	0	0
% change 2009 - 2010	34%	23%	N/A	N/A	98%	N/A	-99%	N/A	N/A	N/A

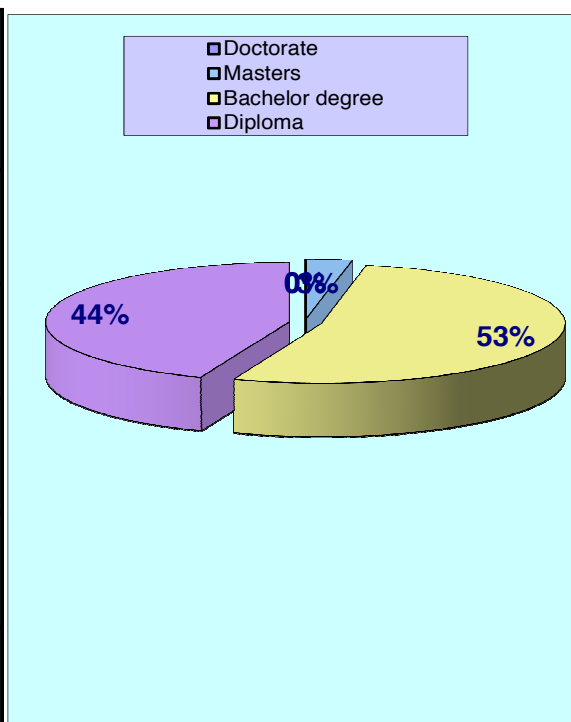
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	34	19	1
Full-time equivalents	29	10	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	18
Diploma	15
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$13148.25

Our staff profile

The major professional development initiatives are as follows:

- * First Step in Maths
- * National Curriculum

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

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

Description of how non-attendance is managed by the school

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.

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.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

At Fernvale State School the education of all students regardless of background is considered as our core business.

In 2010 there were 25 Indigenous students enrolled at Fernvale State School. The average attendance of all Indigenous students at our school in 2010 was 91%. Only three indigenous students had an average attendance of less than 85%. The gap between indigenous and Non indigenous students attendance rate in 2010 was only 1.9% at Fernvale State School. This figure has exceeded the State target for this measure.

Generally speaking the levels of student achievement in English, Mathematics and Science in gaining a “C” or Higher in all 3 subjects were similar between Indigenous and Non Indigenous students in all Year Levels in 2010. In some Year Levels in particular Year 4,5, and 7 the percentage of achievement (in Semester One) was actually recorded in the upper Quartile in State Comparisons.