



Fernvale State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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

## School progress towards its goals in 2018

In 2018 the main school goals and improvement agenda were based on the following:

- \*Improve the explicitness of Teaching of Reading
- \*Improve Quality of Explicit Instruction of Teaching in all Learning Areas
- \*Leadership team working more closely with all Teaching Staff to support high quality teaching and improved learning outcomes.

## Future outlook

In 2019 our school is refining an improvement agenda and looking to implement a Playgroup on the school site for the first time ever.

The school improvement agenda will focus on three key elements:

- \*Effective use of Explicit Instruction
- \*Improve the quality of effective Teaching and Learning of Literacy
- \*Developing Teams across the school with a focus on the Health and Well-being for all.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	563	553	580
Girls	276	268	281
Boys	287	285	299
Indigenous	47	42	47
Enrolment continuity (Feb. – Nov.)	93%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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 maintain around 8% of the total school population.

Interestingly the proportion of male students continues to be greater than females.

An increase of students verified with a disability has seen a significant growth in our Special Education Unit and staffing to support these students.

The school has maintained a strong partnership with Mission Australia to support our student and family body of the Fernvale school community.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	21
Year 4 – Year 6	25	25	26

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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

\*Wakakirri – National Story Dance Festival

\*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. A significant upgrade of the school wireless capability occurred in 2018.

Fernvale State School has approximately 300 iPads for use across the school. Each classroom teacher was also allocated their own iPad to assist in the learning process.

Continued upgrading is planned to assist in the upcoming NAPLAN online in 2020.

## 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	97%	97%
• this is a good school (S2035)	100%	94%	100%
• their child likes being at this school* (S2001)	100%	97%	92%
• their child feels safe at this school* (S2002)	100%	84%	92%
• their child's learning needs are being met at this school* (S2003)	97%	91%	94%
• their child is making good progress at this school* (S2004)	97%	97%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	97%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	94%
• teachers at this school treat students fairly* (S2008)	97%	84%	86%
• they can talk to their child's teachers about their concerns* (S2009)	97%	94%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	93%	94%	97%
• this school takes parents' opinions seriously* (S2011)	93%	91%	91%
• student behaviour is well managed at this school* (S2012)	93%	81%	83%
• this school looks for ways to improve* (S2013)	93%	93%	91%
• this school is well maintained* (S2014)	100%	94%	89%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	100%	93%
• they like being at their school* (S2036)	99%	97%	90%
• they feel safe at their school* (S2037)	97%	97%	96%
• their teachers motivate them to learn* (S2038)	99%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	96%
• teachers treat students fairly at their school* (S2041)	94%	97%	90%
• they can talk to their teachers about their concerns* (S2042)	93%	91%	84%
• their school takes students' opinions seriously* (S2043)	98%	97%	91%
• student behaviour is well managed at their school* (S2044)	95%	84%	85%
• their school looks for ways to improve* (S2045)	99%	100%	97%
• their school is well maintained* (S2046)	99%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	98%	99%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	97%	100%
• they receive useful feedback about their work at their school (S2071)	87%	82%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	81%	86%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	98%	100%	94%
• student behaviour is well managed at their school (S2074)	88%	84%	81%
• staff are well supported at their school (S2075)	88%	97%	83%
• their school takes staff opinions seriously (S2076)	85%	89%	79%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	94%	95%	96%
• their school is well maintained (S2078)	96%	87%	91%
• their school gives them opportunities to do interesting things (S2079)	92%	92%	94%

\* 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, Tuck shop 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 education 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. The senior students are also involved in "School Rangers" program where they assist with the younger students in the playground. Senior students also were involved in a before school Buddy Readers program to support peer reading to students across the school.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Often this work is supported by the School Guidance Officer in working closely with students and their families.

The school has also partnered up with Mission Australia and Queensland Health to operate services from the school for the school community. In addition to this Aboriginal and Torres Strait Islander peoples are supported through regular visits by Kambu Health clinic.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	3	10	8
Long suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

In 2018 the school continued to make a conscious effort to improve its' environmental footprint by way of closely monitoring electricity (and in particular use of Air conditioning) and water usage. A reduction in electricity and water usage has been evident.

Students from the older year's classes also assisted in the recycling of food scraps and assisted in the growing and maintaining of vegetable gardens. Salads were used in the Tuckshop harvested from school gardens tended by the students.

#### Years Electricity (kWh) and Water (kL) useage

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	172,377	179,867	178,093
Water (kL)	5,756	6,250	4,705

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	43	28	<5
Full-time equivalents	38	15	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	7
Bachelor degree	31
Diploma	4
Certificate	0

\*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 2018 were \$ 31 967.

This figure is a significant investment to support the staff of Fernvale State School to bring about improved learning outcomes for all students.

The major professional development initiatives are as follows:

- Berry Street Education Model (Trauma Informed)
- Trauma Informed Practices
- Explicit Instruction (John Fleming Consultancy)
- 3a Approach
- Unit Planning for Teachers
- Implementation of Australian Curriculum
- Reading Block
- PANI Arts in the Australian Curriculum
- Essential Skills and Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 93% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	88%	89%	89%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

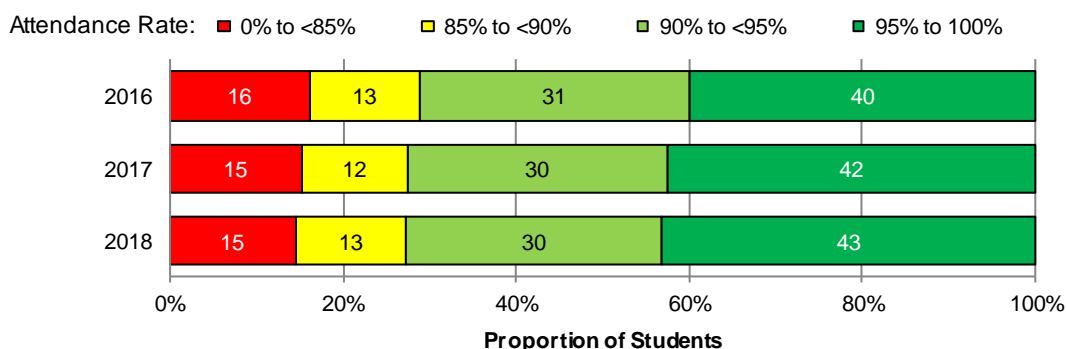
Year level	2016	2017	2018
Prep	92%	92%	92%
Year 1	91%	93%	92%
Year 2	92%	92%	92%
Year 3	92%	93%	92%
Year 4	91%	91%	92%
Year 5	94%	93%	91%
Year 6	92%	93%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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. An SMS system is implemented for same day absence notification.

Sustained absences are followed up with phone calls and/or letters by Administration. Where required our School Adopt-A-Cop may assist also for home follow up check-in for any school truancy.

In 2018 we continued to implement a "Pan Cake" Breakfast as a reward to all students that attained an attendance of 95 per cent or better.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.