



Fernbrooke 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

Fernbrooke State School is a Prep to year 6 co-educational state primary school located in the eastern suburbs of Ipswich. Our Motto, 'Exceeding Expectations' provides the platform for our way of working. Opened 2017, the school has quickly grown and developed a very multicultural community.

Students with identified special needs benefit from individualised learning programs while enjoying social development and learning alongside their same age peers.

Fernbrooke State School is provided with excellent facilities with all planned stages of construction completed at the end of 2018. Our facilities at the conclusion of 2018 included thirty four well equipped classrooms, multiple green spaces, support services rooms, specialised S.T.E.A.M. spaces, library, tuckshop facility as well as a large well equipped hall.

Students from our school take part in district, regional and state sporting activities including Gala days. Digital Technology, Music, Health and Physical Education, which are conducted by specialist teachers with ICT being embedded in all classrooms.

School progress towards its goals in 2018

This report is designed to provide a summary of the progress made at Fernbrooke State School during 2018 and the direction for 2019 and beyond.

Our 2018 Annual Implementation Plan (AIP) priorities were to establish the foundations of teaching and learning with a priority on reading within a student centred environment with an emphasis on incorporating digital technologies, curriculum review and evidence based feedback. We did this by continually reviewing the 2017 and 2018 data sets generated both from the system and our classrooms, designed and implemented the whole of school focus regarding our 'how to read' documents, aligned support and professional development to support staff shared knowledge and practice, aligned year level meetings to a focus on reading and undertook case management approaches and school moderation to verify and challenge knowledge sets.

In our 2018 AIP also focussed on establishing a staff culture of Induction / Coaching / Mentoring (ICM) across all teaching and non-teaching staff within the school environment. This was necessary to have a focal area on as we were very rapidly growing throughout the year as enrolments dramatically increased. All staff had a mentor and all new staff worked through the ICM handbook with regular meetings. Two school based coaches were trained to undertake coaching within the focal areas of reading and school wide positive behaviour for learning. The coaching model utilised the GROWTH coaching mindset and was aligned with personal development plans.

In our 2018 AIP also focussed on the continuation to embed student support services across the entire school community. This was achieved through shared knowledge, practice and communication, especially with a growing support team and a growing number of identified students. We had an alignment of support services where applicable to the Investing for Success (I4S) agreement with the reading focus and staff professional development in regards to the Disability Standards.

In the third term of 2018, Fernbrooke State School also undertook its first school review. The review report provided a large number of positive affirmations regarding what the school has achieved within the first eighteen months of operation. The review report has also provided recommendation for the next four years to continue the growth of the school. The recommendations from the report have been fully implemented into the school strategic plan which commenced in 2019. This report can be viewed through the school website.

Future outlook

In 2019, our school will be focusing on the first year of implementing the schools strategic plan. Our three focal areas over the next four years will be Reading, Curriculum and Pedagogy.

In 2019 and beyond, the school will also have a focus on the next two stages of building to cater for future growth. It is anticipated in 2019 another four classrooms will be constructed and in 2020, another twelve classrooms will be constructed. This will bring the total capacity of the school to over 1200 students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total		386	744
Girls		190	351
Boys		196	393
Indigenous		16	44
Enrolment continuity (Feb. – Nov.)		90%	89%

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

Fernbrooke State School embraces a culturally diverse range of students. At the time of the school review in the third term of the year, the student population had 748 students. From this Student number, there were 6% of students who identify as Indigenous, 3% of students who have a disability and 13% students identified as EAL/D.

Over the 2018 school year, our school continued to grow significantly drawing students from local, interstate and refugee students.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3		24	27
Year 4 – Year 6		21	27
Year 7 – Year 10			
Year 11 – Year 12			

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

- Literacy Blocks have been established to maximize student learning in reading and writing.
- The Australian Curriculum was utilised through the implementation of Curriculum into the Classroom (C2C). One School functionality has supported teachers with planning and assessment.
- Special Education Program students are included in all school learning opportunities with support from specialist staff.
- Digital Technology, Arts, Instrumental Music and Physical Education specialists provide students with opportunities to develop skills and to represent their school.
- All classrooms have Smartboard interactive whiteboards.
- The school has a purpose built S.T.E.A.M block where arts (including drama and instrumental music) are provided for students.
- The school is fully networked so as technology can be provided for differentiated student programs.
- Fernbrooke State School each term supports staff and students through data monitoring days, student referral days and planning days.

Co-curricular activities

- A well organised interschool gala sports program enables our senior students to interact with other local schools. It provides the opportunity for students to represent their school at a district, regional and state teams.
- Cultural Groups performed in school at special events.
- Year 5 and 6 camp widens our students' experiences both educationally and personally.
- A school based one day a week playgroup provided an opportunity for parents with young children to meet and develop relationships prior to their children beginning formal education programs.
- A school based two mornings a week pre prep program provided opportunities for young students to meet and develop relationships prior to starting prep as well as assisting the formation of prep classes.

How information and communication technologies are used to assist learning

- The school approach to Digital Technology is to ensure that on the school site we have all the required hardware and software and not to have a BYOD culture. This will ensure all students have access to digital technologies opportunities in years Prep to year 6.
- The school has several trolleys of IPADS and Laptops which can be relocated to various sites to support student learning within a wireless environment.
- The school accesses the robotic and coding culture through the robotic kits and devices.
- Online learning tools are available for student use at school and at home.
- Students used word processing, publishing, power point, creation of documents and other software to enhance their learning outcomes.
- Safe use of technology and cyber safety are integral to student learning.
- A trial class of year 5 students accessed Redbank State High School to integrate their inquiry learning into manual arts, the arts and computer aided design technologies.

Social climate

Overview

Fernbrooke State School's goal is to provide a high quality curriculum and a positive social climate that enables each student to maximise their achievement. Our school has a focus on students' individual development with a view to developing lifelong learners, active citizens and positive relationships.

The school follows the SWPBL (School Wide Positive Behaviour for Learning) model which involves weekly lessons that explicitly teach students consistent expectations of behaviour to be followed in all areas of the school. This model has contributed to a positive and settled student body.

The school also explicitly teaches 'Second Step' which is a social / emotional learning program which explicitly teaches students consistent expectations around the skills for learning, empathy, emotional management and social problem solving.

Fernbrooke State School says 'No to Bullying'. When identified, all reports of bullying are taken seriously and investigated by staff. If necessary, a Safe Students' Action Plan is developed in collaboration with parents / families. This plan is a collaborative approach supporting students to modify inappropriate behaviour and build resiliency, confidence and positive relationships. This process is monitored and reviewed for success or ongoing support.

Parents and families are made aware of our weekly behaviour focus lessons and encouraged to support the weekly lessons through school visuals, newsletters and the school's Face Book page.

Students with additional social and emotional or behavioural needs can be referred to Student Services which may include the provision of a support team to ensure co-ordinated support is provided. This support may include Stakeholder Meetings, Escalation Response Plans, Behaviour Support Plans, Prevent Teach Reinforce Plans, Risk Management Plans, Cognitive assessments, attendance at the targeted Learning Centre, and extensive, substantial and supplementary adjustments to curriculum, environment and pedagogy.

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)		95%	98%
• this is a good school (S2035)		95%	93%
• their child likes being at this school* (S2001)		100%	98%
• their child feels safe at this school* (S2002)		95%	89%
• their child's learning needs are being met at this school* (S2003)		95%	98%
• their child is making good progress at this school* (S2004)		95%	98%
• teachers at this school expect their child to do his or her best* (S2005)		100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		93%	93%
• teachers at this school motivate their child to learn* (S2007)		100%	96%
• teachers at this school treat students fairly* (S2008)		98%	91%
• they can talk to their child's teachers about their concerns* (S2009)		100%	93%
• this school works with them to support their child's learning* (S2010)		97%	93%
• this school takes parents' opinions seriously* (S2011)		97%	93%
• student behaviour is well managed at this school* (S2012)		87%	82%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)		98%	89%
• this school is well maintained* (S2014)		100%	100%

* 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)		94%	96%
• they like being at their school* (S2036)		98%	93%
• they feel safe at their school* (S2037)		94%	92%
• their teachers motivate them to learn* (S2038)		98%	98%
• their teachers expect them to do their best* (S2039)		99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)		97%	95%
• teachers treat students fairly at their school* (S2041)		98%	88%
• they can talk to their teachers about their concerns* (S2042)		96%	90%
• their school takes students' opinions seriously* (S2043)		90%	84%
• student behaviour is well managed at their school* (S2044)		93%	81%
• their school looks for ways to improve* (S2045)		100%	96%
• their school is well maintained* (S2046)		98%	90%
• their school gives them opportunities to do interesting things* (S2047)		99%	95%

* 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)		100%	97%
• they feel that their school is a safe place in which to work (S2070)		100%	91%
• they receive useful feedback about their work at their school (S2071)		90%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)		88%	91%
• students are encouraged to do their best at their school (S2072)		100%	97%
• students are treated fairly at their school (S2073)		95%	97%
• student behaviour is well managed at their school (S2074)		95%	94%
• staff are well supported at their school (S2075)		90%	91%
• their school takes staff opinions seriously (S2076)		95%	94%
• their school looks for ways to improve (S2077)		95%	94%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)		100%	97%
• their school gives them opportunities to do interesting things (S2079)		95%	97%

* 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

Parents / caregivers are encouraged to be partners in their child/children's education at Fernbrooke State School. In 2018, our Community partnerships included the introduction of significant communication and participation processes including:

- The Community Hub program which provides for English lessons, sewing groups, mother support sessions as well as language and cultural links into the school.
- The school playgroup program
- The school pre prep program
- A school Facebook page and on line newsletter
- Online booking for parent-teacher interviews
- Whole school parent-teacher interview process
- Parents / carers are also welcome to be active members of the P&C and to participate in school activities. Our school Tuckshop is run by the P&C and welcomes volunteers to support its daily operation.
- Meet and Greet Sessions.
- Leaders Investiture Ceremony.
- Informal/formal regular parent/teacher contact instigated by the parent or teacher.
- Open Classrooms
- Community Cultural Gatherings
- Regular communication by way of School Newsletters, Class Newsletters and Facebook.
- Whole School Parades.
- Athletics Carnivals and Cross Country.
- ANZAC Day Commemoration.
- Annual End of Year Concert.
- Graduation ceremony and disco

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through specific SWPBL and Second Step lessons, students are encouraged to recognise, react and report when they, or others, are unsafe. Students and families can also access the school Guidance Officer for support.

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		14	40
Long suspensions – 11 to 20 days		0	0
Exclusions		0	0
Cancellations of enrolment		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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			150,993
Water (kL)			

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	45	23	<5
Full-time equivalents	44	16	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	45	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$30000.

The major professional development initiatives are as follows:

- Coaching in reading
- Coaching in school wide positive behaviour for learning
- Mentoring beginning teachers
- Mandatory training programs
- School Wide Positive Behaviour for Learning professional development
- SBMAQ Conference
- Peer reviewer training
- Regional designed and delivered professional development
- Cultural Awareness training
- First Aid

The proportion of the teaching staff involved in professional development activities during 2018 was 90%

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.		97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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		93%	91%
Attendance rate for Indigenous** students at this school		88%	85%

* 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		91%	90%
Year 1		94%	90%
Year 2		92%	91%
Year 3		92%	92%
Year 4		93%	91%
Year 5		95%	91%
Year 6		93%	93%

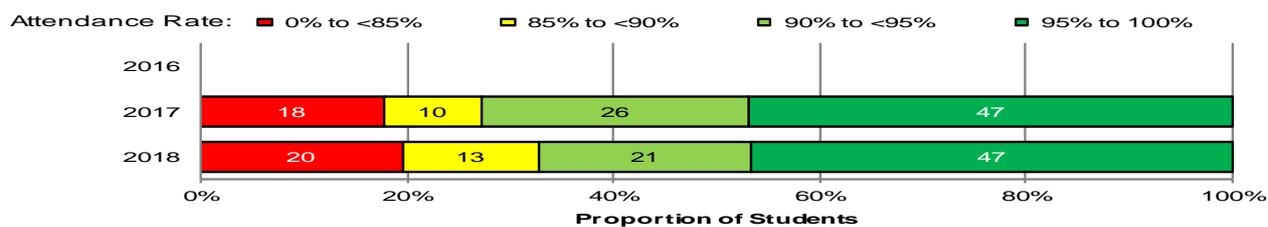
Year level	2016	2017	2018
Year 7		n/a	n/a
Year 8		n/a	n/a
Year 9		n/a	n/a
Year 10		n/a	n/a
Year 11		n/a	n/a
Year 12		n/a	n/a

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.

Class rolls are marked twice daily at 8.45am and again at 1.30pm with a SMS text message sent to students who are absent on the day. The attendance team meet regularly to identify strategies for managing student attendance as well as monitoring individual student data. Students are identified within three tiers of support. Parents / caregivers are contacted immediately to discuss student attendance. School teams work proactively with families to support improved attendance outcomes for individual students. Regular contact is made with parents including home visits when phone or email contact is not successful.

Messages regarding school attendance are shared through the school newsletter, Facebook page and website. These messages are also shared on assembly. School year level data sets are shared weekly on the board at school entry.

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.