

Our school at a glance



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Principal's foreword

Introduction

Fortitude Valley State School in 2012 continued the journey of the Talent Development Programme, which began in 2011. This programme is to support maximizing achievement for students that risk educational underperformance during provision of the standard curriculum. Programmes / Partnerships that encompass the program include; Nudgee Beach Environmental Education Centre, Flipside Circus, Bardon Writer's Camp, QASMT Young Scholars, QACI Young Scholars and the Kidsafe Programme.

The Talent Development Programme has a mental health and wellbeing goal which is to nurture happy, balanced kids. The program is also a tool to support our school to work with parents and carers, health services and the wider community to achieve the goal.

Our school at a glance

School progress towards its goals in 2012	Progress
School Community and Partnerships	
Provide regular communication to parents community of <ul style="list-style-type: none"> the progress towards (and achievement of) student learning goals, effective strategies for helping students achieve their goals, school community initiatives, systemic priorities 	ongoing
<ul style="list-style-type: none"> Develop and implement personalised learning goals, including a <i>Talent Development Programme</i> for each student in conjunction with parents 	completed
Reading	
<ul style="list-style-type: none"> Maintain the consistent whole-of-school approach to the teaching of reading; (vertical timetabling, Reciprocal Reading, QAR Comprehension, Volunteer Programme) 	ongoing
Numeracy	
<ul style="list-style-type: none"> Develop a consistent whole-of-school approach to the teaching of mathematics; (pre- and post-testing with C2Cs, vertical timetabling, supplementary online delivery) 	implemented
Spelling	
<ul style="list-style-type: none"> Maintain a consistent whole-of-school approach to the teaching of spelling; (pre- and post-testing with C2Cs and Words Their Way, vertical timetabling, supplementary online delivery) 	ongoing
Curriculum Planning	
<ul style="list-style-type: none"> Review (at least once per term) C2C unit implementation to determine how effectively we have achieved the intent of the curriculum, and develop efficient strategies for planning and resourcing. 	ongoing
Planning for Improvement	
<ul style="list-style-type: none"> Individual distance travelled student performance data profiles will be the basis of scheduled principal/teacher conversations re: student improvement and effectiveness of teaching program delivery. Identify key pedagogical areas from C2C and NAPLAN that will require targeted training. 	ongoing ongoing
Collaborative Practices	
<ul style="list-style-type: none"> In Term 1 2012, introduce peer to peer teacher observation and feedback of pedagogical practices. 	implemented
Consistent Pedagogical Practice	
<ul style="list-style-type: none"> Prioritising Whole-school C2C Coordination – Teacher release and Teacher Aide PD 	implemented
Evidence-based decision-making	
<ul style="list-style-type: none"> Improved data analysis: use of C2C assessment pieces, use of past NAPLAN and QCAT assessment criteria to help shape learning programme planning and delivery 	implemented
Instructional leadership	
<ul style="list-style-type: none"> Continuation of Instructional Supervision program retaining staff reflective evaluation and admin feedback 	implemented
Developing Workforce Performance	
<ul style="list-style-type: none"> Use the Developing Performance Framework to review development plans with staff to meet school and system priorities 	ongoing

Future outlook

Fortitude Valley State School will continue the drive for improved academic standards with the school community. In conjunction with the high expectations of all members of the school community, the school has made the following priorities the key to its continued success.

In 2013, the aims of the school are to:

- Development of a Pedagogical Framework to be embedded throughout the school
- Development of a Parent and Community Engagement Framework
- Embed processes where staff regularly discuss their teaching with the principal or peers
- Embed the social and emotional learning program, "Play is the Way"
- Encourage parent and staff input into school decision making with FVSS Consultative Committee
- Implement History and English: multi-age C2C, Science: Primary Connections, Maths: Stepping Stones
- Support teachers to provide engaging curriculum and pedagogy to minimise behaviour management

It is envisaged that with these strategic aims, Fortitude Valley State School, will continue to build on the improvement achieved in 2012. We will continue to build momentum towards ensuring that students at our school, are improving academically at a greater rate than their peers, and they are provided with opportunities that are not only equal to those of larger schools, but exceed them.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	27	11	16	73%
2011	37	12	25	74%
2012	57	23	34	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Our student body is changing markedly, as we welcome the predicted demographic change driven by surrounding urban renewal projects, exemplified by the high-quality multi-dwelling accommodation skyscrapers that can be seen in all directions when we look out from the school. Given the small population of the school, this has resulted in a focus on ensuring that everyone in our school promises to work for better learning results for each student, especially through meeting the standards of the new Australian Curriculum.

More than a third of our students were born overseas, and students from every part of the city travel to learn with us because of our dynamic range of education services. Of the student cohort 60% live in apartments or units and 50% are living within a 2km radius of Fortitude Valley State School.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	15	17	17
Year 4 – Year 10	15	20	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	2	9
Long Suspensions - 6 to 20 days	0	1	7

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings

The small school experience is a highly sought-after one, with a high teacher-to-student ratio, and a genuine family feel to the school operations.

The implementation of the Talent Development Programme began in 2011 with the identification of those students who could be eligible for

- curriculum compaction or year-level acceleration
- inclusion in the instrumental music programme
- selection for the proposed Nudgee Beach Environmental Education Centre Science Extension activities
- inclusion in the Flipside Circus physical development programme.

Extra curricula activities

Our school's curriculum philosophy is that if it is a valuable curriculum activity, it needs to be part of our curriculum, not an added extra. There are two drivers for this approach:

1. the demands of transitioning to the Australian Curriculum making extra-curricular staff availability impractical
2. extra curricula activities require economies of scale that small schools just don't have. It is hard to get a team together with only a few children in each year level

So high-impact curriculum excursions and activities make for an enriching experience instead.

How Information and Communication Technologies are used to assist learning

We use a combined 'SmartBoard and laptop' strategy in using computers to promote the integration of information and communications technology into the learning programme. The high ratio of devices to our students means that we can provide many independent and individualised ICT learning opportunities for students. This year each classroom began the IPAD revolution with an introduction of IPADs into both classrooms.

Social climate

The key advantage of our small school is that we have the opportunity to create the safe and supportive environment that many parents are looking for when they enrol their children.

Personalised attention for students and families mean that we offer a programme that attends to many dimensions in a child's life, as well as the academic ones.

Our Responsible Behaviour Plan is followed to let our students and community experience the benefits of achieving high quality interpersonal skills, and the skills of self-discipline and emotional regulation for each child.

Parent, student and staff satisfaction with the school

As parents are aware, when we enrol our children in school, we are not expecting them to end up as a dry statistic; we are expecting that our children will be provided with the best opportunity to develop their potential, we are expecting that our children will develop the knowledge, skills and attitudes for a fulfilling life, and we are expecting that our children will come to terms with school as a transition to coming to terms with what it is to be a productive citizen in society.

This is the true value of schooling – and at Fortitude Valley State School our staff provided students with an experience that is unique. Where else do you find a tiny school in the centre of a city? Where else do you find a tiny school in the centre of the city right next to the State's annual agricultural showcase – the EKKA? We have the best of all worlds – city and country, tradition and innovation, the local and the global. We are a small school with a big heart – we are a community of families from every part of the globe, and the diversity we encompass is reflected in our students when they graduate from our programme. We provide a world of educational value for our students and families, and nothing is more valuable than making a better world for all.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	91.7%
this is a good school	100.0%
their child likes being at this school*	91.7%
their child feels safe at this school*	91.7%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	91.7%
this school looks for ways to improve*	100.0%
this school is well maintained*	83.3%
Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	94.4%
they feel safe at their school*	94.1%
their teachers motivate them to learn*	93.3%
their teachers expect them to do their best*	94.4%
their teachers provide them with useful feedback about their school work*	94.4%
teachers treat students fairly at their school*	88.2%
they can talk to their teachers about their concerns*	88.9%
their school takes students' opinions seriously*	100.0%

Our school at a glance

student behaviour is well managed at their school*	75.0%
their school looks for ways to improve*	93.8%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	93.3%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are encouraged to negotiate with their child's teachers how they would like to support their children's learning at our school.

For some, they are happy with the daily reading session cuddled up on the sofa, the morning rush to get ready for the next exciting day of learning, or the weekly cycle of getting that homework done while the evening meal is cooking.

For others, assisting with group activities in classrooms is a great way to let their children know that mum, dad, or grandma are there to help the teacher keep everything running smoothly, that school is important enough for parents to be a part of the team in many roles, and of course maybe there'll be time for some 1-1 during the break.

Many parents know how appreciated they are when they serve on committees such as the Parents and Citizens Association (third Wednesday of the month), or in developing school community capacity through working for the Talent Development Committee or the Quadrennial School Review Team.

Some parents just want to make sure that the sugar cane, the kale, the basil and the passionfruit in the school garden is being harvested and not just getting munched by happy bugs.

So many things help keep your children engaged, (and staff sane!) that you wouldn't think of at first.

Parents have been of enormous assistance with things like tidying the lunch fridge, fetching balls from low gutters, rebuilding the school's website or promoting the school's features by word-of-mouth over the years. Yes, you know who you all are, and it is deeply appreciated by staff and students alike.

Reducing the school's environmental footprint

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

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Electricity Usage: The increase in electricity use can be linked directly to the combination of three infrastructure changes at the Fortitude Valley State School site.

1. Air-conditioning installation in the junior classroom. Temperature moderation brings with it a commensurate increase in the number of useful learning hours in the extremes of Queensland's climate. No-one can work at their best in overheated or freezing conditions, least of all children.

2. The new electronic sign. And an important addition this has been to raising the profile of the school. One important factor in placing the school on the map for our local community.

3. The purchase and use of a dryer. The importance of keeping hand towels and soiled clothes clean (Yes, with the advent of Prep, we have an increase in small children having occasional accidents) to maximise infection control.

Water Usage: Obviously, the water result below is not accurate. Plumbing maintenance has made a difference, and the encouragement of all to get the cleaner to sweep instead of hosing hard surfaces has been key to improved water management.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	48,126	852
2010-2011	76,376	0
2011-2012	30,991	379

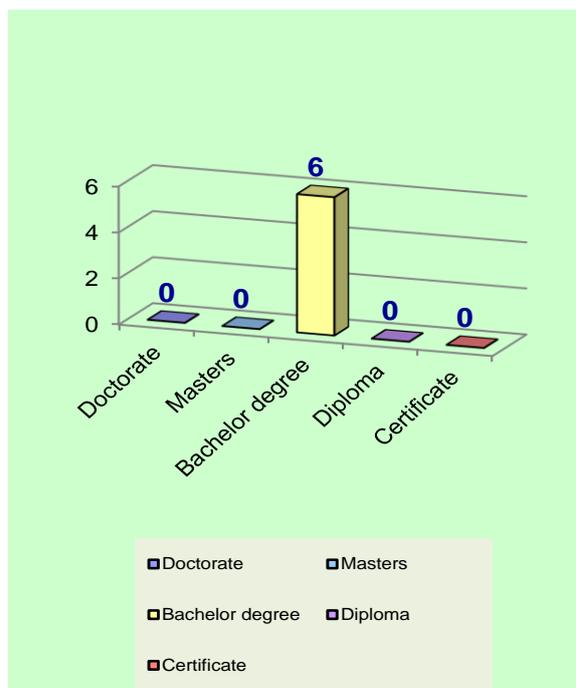
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time equivalents	2.9	2.8	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	6
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$922.35.

The major professional development initiatives are as follows:

- Principal framework development
- Curriculum development including C2C and Australian Curriculum
- Data profiling of students and initiatives for differentiation, behaviour management
- Flipside Circus activities and risk management

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	96.4%	93.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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

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 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 given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

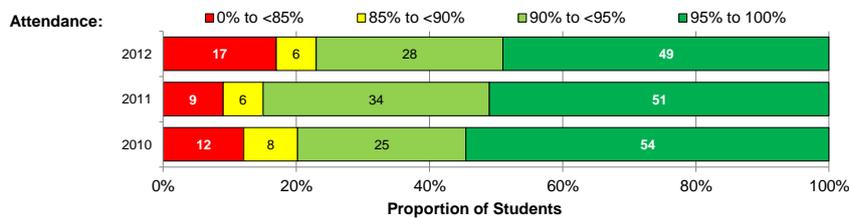
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	91%	92%	89%	97%	93%	97%	92%
2011	95%	94%	95%	97%	83%	98%	94%
2012	85%	88%	88%	90%	DW	88%	98%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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.

Class rolls are marked daily by teaching staff. The standard OneSchool schedule of explanations is used on the rolls.

Parents phone, text, or email email a reason to the teacher or school front-of-desk on the day if there is a student absence, sign students in and out at the front office if there is a late starter or early leaver, or send a written message (or report in person) the following day if there is a short absence for some reason.

Should non-attendance be an issue, (regular patterns, or extended absences with no explanation from parents and caregivers) staff discuss it with the Principal first, and the Principal follows up by contacting parents for an explanation. The carrot is always preferable to the stick, and making school a rewarding and relevant place for students is a key to ongoing attendance and participation.

Persistent non-attendance leads to further offers of assistance for parents from the school to encourage improved attendance. If there is no significant change in attendance patterns, a meeting with the parent is called to try to address the school's side of the problem with a direct support programme for the child, and information for the parent on responsibilities. If support offers are rejected, or there is no significant change in attendance patterns, formal notification processes via written correspondence may begin after this point, and these processes can lead to serious penalties for parents from the police and social services following up their duty to intervene in instances of inadequate parenting.

Performance of our students

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 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

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

Data Withheld – cohorts are so small that the students could be identified by publishing it.