	PO address	75 McDougall Street
	Phone	07 46592888
	Fax	07 46592800
	Email	the.principal@fairheigss.eq.edu.au
	Website or Contact Person	http://www.fairheigss.qld.edu.au

Principal's foreword

Introduction

Fairview Heights State School is in the Toowoomba District of Education Queensland. The school was established in 1995 and caters for a diverse range of clientele from varied socio-economic backgrounds. Fairview has a large SEP cohort who are taught and supported by qualified experienced staff. Extension activities for students include chess, Optiminds, NSW testing, German and public speaking competitions, music and sporting activities. Through utilizing public support the school also provides a wood-working lunchtime activity and over the years a fully equipped woodworking shed has been erected and equipped to support our volunteers. The school has a highly developed Behaviour Management Plan with a strong values education focus reinforced by a well-developed Vision plan incorporated into curriculum planning and practice. Our chaplain plays a significant role in supporting students, teachers and parents and is an integral part of our school community.

Future outlook

In 2009, Literacy Blocks extend across all year levels. NAPLAN support for teacher and student learning has been put in place and ongoing professional development in effectively teaching the Essential Learnings and providing quality assessment for learning practice is being undertaken on a regular basis. In Semester Two there will be a focus on the development of a set of student questions related to our Schoolwide Pedagogy Principles to assist students to become effective self-directed learners. These goals are aligned with our vision and supported by both staff and students. Through ongoing technical and pedagogical support of Information Technology, digital whiteboards and new computers are being purchased and integrated into teaching and learning practice. Fortnightly ICT Professional Development is being provided to teachers to support their pedagogical development of ICT integrated practice. Recent professional development around the Key to Literacies Framework and Functional Grammar undertaken by all teaching staff will be incorporated into planning and teaching practice throughout the remainder of 2009.

Our school at a glance

School Profile

Total student enrolments for this school: 461

Year levels offered: Prep – Year 7

Coeducational or single sex: Coeducational

Curriculum offerings

Our distinctive curriculum offerings

- Early Years Curriculum extended from Prep through to Year Three
- Special Education Program focuses on integrated curriculum for our students with physical, visual, hearing and intellectual impairment
- Integration of ICT into classroom activities with computers in the classroom and a bank of computers in the library. Digital whiteboards are also being integrated into teaching and practice.
- Dedicated Literacy Block time is established through all year levels
- German (LOTE)
- Outdoor education visits from qualified trainers and professional sports people
- Life Education
- Arts Council, Hands on Maths, Art and Music Viva programs
- Social Skills Program

Extra curricula activities

- Instrumental Music
- Interschool Sport
- Excursion/Camping program
- Choirs
- Concert Band
- Jump Rope for Heart – Fairview Twirlers
- Parade performances
- Woodworking Lunchtime Program
- Chess and library games
- Speech Competitions
- Optiminds
- School Musical

[How computers are used to assist learning](#) -Classrooms are equipped with computers in each room which students can access for research, writing, editing, publishing and contributing to teacher generated Project Rooms or Blogs. When teachers require all students to have access to computers they are able to book the bank of computers in the library. Teacher and student use of IT and innovative practice is supported by an IT coordinator employed at the school 2 days a week. Through ONE SCHOOL all teachers have access to laptops for learning and preparation of student learning materials. On line chats with authors and students from other schools are set up in the library or within classrooms using a digital whiteboard and the computer bank.

Our school at a glance

Social climate

At Fairview there is a strong emphasis on the building and strengthening of relationships maintained through effective communication between all interested sectors of the community. The Parent Prattle, School Newsletter, Teacher Weekly Information Sheet, external Parent Noticeboard, internal staff noticeboard, intranet and school website keep our school community informed at all times. The school is frequently promoted through The Chronicle's *Newspapers in Education* segment and WIN Television's *School of the Day*. Our Social Skills Program is explicitly taught in a proactive manner (one afternoon a week) and integrated into other KLAs. Our Responsible Behaviour Management Plan is designed to assist students to become self-managing in the playground and classroom so as to improve learning outcomes for all. Students are withdrawn to the Responsible Thinking Room if behaviour is considered unsafe. Negotiation for re-entry occurs after reflection and social skilling assistance is provided. Behaviour expectations are well known by staff, students and parents and relate to our PODS behaviour indicators – **P**ractising safety, **O**verall respect, **D**emonstrating learning and **S**howing responsibility. These indicators directly relate to the school's vision 'Growing Together-Learning Forever' symbolised by the Jacaranda tree which features on the school's logo. The Administration team provide personal and professional support to staff members. Open decision making and a prevailing sense of shared commitment is evident across all staff both teachers and ancillary. Our chaplain provides support to students targeted as having personal and behavioural needs not to mention those who just want to have a chat. Our constant celebration of success and growing relationships across our whole school community makes Fairview a warm and supporting environment in which to teach and learn.

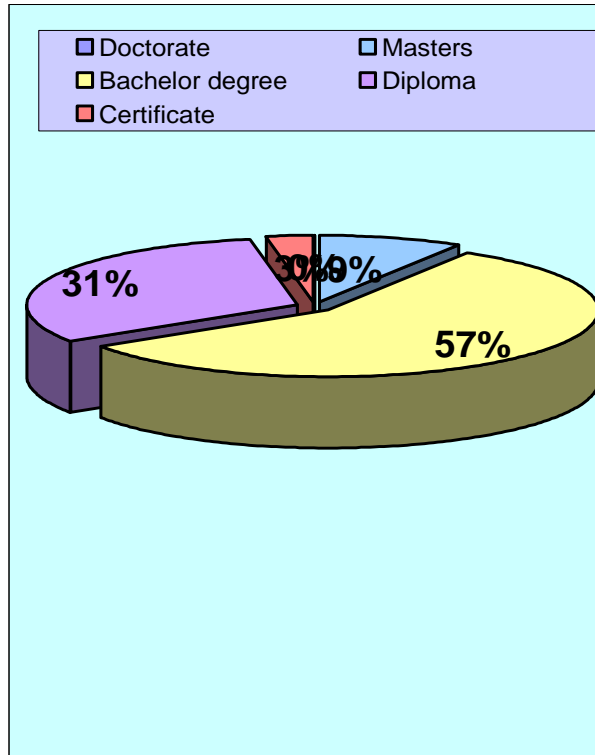
Involving parents in their child's education.

Our parents are an integral part of our school community and are welcomed into our school at every opportunity. Parent helpers provide support in reading and art groups in the early years classrooms. A team of male community volunteers provide a lunchtime woodworking option. Parents and other community members assist with the social skilling program for our year sevens. Parents and extended community members assist with transport and training for extra-curricula activities such as our display skipping team. Invitations are issued for open day celebrations, education week activities, parade performances and concerts. Behaviour Management issues are dealt with as a partnership between school staff, parents and students. All teachers hold parent information sessions and/or interviews at the beginning of the year to establish positive parent relationships. Parents are informed of parade times when academic acknowledgement or positive behaviour certificates are awarded to their child/children.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	20
Diploma	11
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$12518.

- The major professional development initiatives are as follows:
 - The major professional development initiatives required no funding and are as follows:
 - Early years teachers and teacher aides involved in the Key to Literacies and Learning PD run by EQ
 - Essential Learnings and in-service on KLA planning run by Belinda Bowden and Curriculum Coordinator
 - Criteria Task sheet and evaluation in-service run by Curriculum coordinator
 - ICT use and pedagogical practice run by ONE SCHOOL support staff
 - QCATS moderation involvement
- The involvement of the teaching staff in professional development activities during 2008 was 94 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 100 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

Key outcomes

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	366	477	519
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	79 %	81 %
Writing	Average score for the school	368	475	504
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	81 %	84 %
Spelling	Average score for the school	344	450	497
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	77 %	85 %
Grammar and Punctuation	Average score for the school	329	491	494
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	73 %	84 %
Numeracy	Average score for the school	356	448	521
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	79 %	89 %

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	63%
Writing	85%
Number	71%

Performance of our students

Value added

- Continue to raise teacher awareness of student needs through in school 'Essential Skills Tracking'
- Provision of on-going PD time through a flexible timetable on a Thursday which allows teachers to collaborate on curriculum development and pedagogical sharing
- On going commitment to student welfare via the Seasons Program and continued fund raising to maintain our Chaplain support
- Learning Support teacher providing targeted support for students with learning needs not supported through other initiatives
- Continued review of whole school Curriculum Plan ensuring that all Essential Learnings are being covered
- Essentials Spelling program continues to be implemented
- Students who are potentially at risk of disconnecting from learning are supported by the chaplain, male role models in the wood working program and ongoing 'drop in times' with the principal and deputy principal
- Our Social Skills Program continues and as new staff join our school they are inducted into our school culture and provided with an understanding of what our vision, values and schoolwide pedagogical principles entail

Parent, student and teacher satisfaction with the school

Parents, students and staff are pleased with the academic programs and their implementation within the school. Students have a clear understanding of the school vision and values and believe their teachers are good at teaching. However a percentage of students feel that decision making needs to be more visible and shared. This view was not shared by parents who felt that the strategic foundations of the school were strong. Overall, parents expressed high satisfaction with all areas of school operation. Staff expressed concerns over access to IT. Extra staff has been employed specifically to address these issues, new computers installed and more interactive whiteboards purchased. Staff expressed satisfaction in regards to open communication and support given by all members of the school community.