



Year 1/2A

**Ferry Grove State School**

*Realising our potential in 2026*

# Acknowledgement of Country

Ferny Grove State School acknowledges the Traditional Custodians of the lands across the Metropolitan Region, where the fresh water flows into the salt water. The blending of these waters signifies that interconnection of all First Nations peoples and the lands where schools and workplaces of this region are situated.

We pay our respects to Elders past and present, who are the keepers of the cultural knowledges, languages and traditions.

*Realising our potential in 2026*



### Student Empowerment Program

Ferry Grove State School has a large Student Empowerment Program (SEP) team. We have an SEP Teacher who works with each year level and highly experienced Teacher Aides. The SEP teacher for each year level will work with the year level team to support the needs of every student.

#### What does this mean?

- Students with disabilities will be case managed by their class teacher with additional support from the year level SEP teacher.
- SEP teachers and Learning Support teachers will work with the class teachers on their year level to establish what student needs there are and what supports are required. Year level data will be used in this process.
- There will be students who will require ongoing intensive and focused teaching or support to access the curriculum or other aspects of school. Other students will require short term focused or intensive teaching.
- The data from the NCCD will support this process.

## What is the NCCD?

- The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year, in August.
- The NCCD is a collection that counts:
  - the number of school students receiving an adjustment or ‘help’ due to disability; and
  - the level of adjustment they are receiving to access education on the same basis as other students.
  - No names or student identifiers are included. The information is used by Australian State and territory governments to improve policies and programs for student with disabilities.

## What support will my child get?

Student needs due to disability are met by many staff across the school: Guidance Officers, Speech Language Pathologists, Occupational Therapist, Physios, Social Workers, Chaplin, Support Teacher Literacy and Numeracy as well as Student Empowerment Program Teachers and Class Teachers.

This will look different for all students because different students need different things at different times.

You have been provided with contact details for your child's class teacher and year level SEP teacher to enable you to communicate with them directly and provide valuable information about your child's needs.

# Session Agenda

-  Realising our potential in 2026
-  Meet the Team
-  FGSS Leadership Team
-  Communication with classroom teacher
-  Every Day Counts
-  Behaviour Matrix & Schoolwide Expectations
-  Back to School Boost
-  iPad Policy
-  Early Years Commitment
-  Teaching and Learning in 2026
-  Homework
-  The Resilience Project [TRP]
-  Student Empowerment Program
-  Key Dates & Events
-  Parent-Teacher Conversations
-  Student Leader Aspirations - 2027

*Realising our potential in 2026*





# REALISING OUR POTENTIAL IN 2026

**Educational Achievement**

**Belonging and Engagement**



Ferry Grove State School  
Finvoy Street, Ferry Grove  
Tel: (07) 3550 5333

Email: [info@ferrygrovess.eq.edu.au](mailto:info@ferrygrovess.eq.edu.au)  
[www.ferrygrovess.eq.edu.au](http://www.ferrygrovess.eq.edu.au)



[www.facebook.com/FerryGroveStateSchool](https://www.facebook.com/FerryGroveStateSchool)

## Ferry Grove SS Leadership Team



*Matthew Meharg*  
[Principal]



*Rhonda Martin*  
[Deputy Principal]  
[Year 4 - Year 6]



*Tom McCartney*  
[Deputy Principal]  
[Prep - Year 3]



*Stacey Day*  
[Head of Student  
Empowerment]

## Communication with Class Teachers

Email is the preferred method of contact if there are any issues.

If there are messages throughout the day please contact the office.

The office will always pass messages on, especially if it is urgent.



## Class Dojo

We use ClassDojo to share photos, videos and brief updates about school. Email is the preferred platform for communication.





Ferry Grove  
Shared Commitment



**AT FERRY GROVE  
WE ALL BELONG!**

WHEN WE:

**RESPECT SELF, OTHERS AND PLACE**

**KEEP LEARNING AND NEVER GIVE UP**

**THINK BEFORE WE DO**



Effort



Cooperation



Learning



Responsibility



Care &  
Compassion



Respect



## Every Day Counts!

Under the law, you must make sure your child attends school on all school days (unless there is a reasonable excuse). Schools must monitor attendance of students and follow up with parents and caregivers any unexplained absences.

If your child does not want to go to school, or is missing school without you knowing, contact your school immediately for assistance and support.

Schools will:

- monitor student attendance
- notify you if your child has an unexplained absence as soon as practicable on the day of your child's absence and continue to follow-up with you as practicable
- use effective teaching strategies to engage your child in learning
- help you with strategies to encourage your child to go to school
- provide support for families.

## Every Day Counts!

### MOST STUDENTS ATTEND SCHOOL EVERY DAY

It's important that children are at school all day, every day 



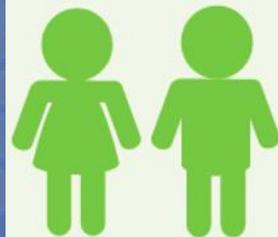
**OK** reasons to stay home from school



sick



natural disasters



It's **NOT OK** to skip school to shop, sleep in, finish an assignment, go on holidays

### EVERY DAY AT SCHOOL COUNTS

Missing even 1 day can make a difference

1 day off school each fortnight

=

Missing more than a year of learning over 12 years



Each day's learning builds on what has been learnt before

Good attendance begins in Prep



It's where good habits begin

# School Wide Expectations

## FERNY GROVE STATE SCHOOL

### Behaviour Matrix

|                | ALL AREAS  | CLASSROOM   | PLAY AREAS   | EATING  | ONLINE   | TOILETS   | J-BLOCK  | EXTRA-CURRICULAR ACTIVITIES  | BEFORE SCHOOL   | AFTER SCHOOL  |
|----------------|--|---|--|---|--|---|--|--|---|---|
| RESPECT SELF   | <ol style="list-style-type: none"> <li>1. Use manners</li> <li>2. Use appropriate school language.</li> <li>3. Follow staff directions.</li> </ol> | <ol style="list-style-type: none"> <li>1. Prepared for learning.</li> <li>2. Engage in all learning.</li> <li>3. Keep Learning and Never Give Up.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Play in the correct areas.</li> <li>2. Make safe choices at all times.</li> <li>3. Play undercover when without a hat.</li> </ol>                            | <ol style="list-style-type: none"> <li>1. SIT. EAT. WAIT</li> <li>2. Sit quietly in the designated eating area.</li> <li>3. Seek permission to leave the area.</li> </ol>     | <ol style="list-style-type: none"> <li>1. Use school approved apps when at school.</li> <li>2. Keep personal and other details private.</li> </ol>   | <ol style="list-style-type: none"> <li>1. IN, DO, WASH, OUT.</li> <li>2. Follow healthy hygiene practises</li> </ol>  | <ol style="list-style-type: none"> <li>1. Collect A 'timeout card' before attending. [No smile face, no chillout]</li> </ol>         | <ol style="list-style-type: none"> <li>1. Having all the appropriate equipment ready for my activity.</li> <li>2. Engage in all activity opportunities.</li> </ol> | <ol style="list-style-type: none"> <li>1. Seated in the designated before school area between 8:10-8:35am.</li> </ol>                                 | <ol style="list-style-type: none"> <li>1. Leave the school grounds as soon as possible.</li> <li>2. Attend OSHC as soon as possible.</li> </ol> |
| RESPECT OTHERS | <ol style="list-style-type: none"> <li>1. Keep my hands, feet and objects to myself.</li> <li>2. Listen to others' opinions.</li> </ol>            | <ol style="list-style-type: none"> <li>1. Follow classroom expectations and routines.</li> <li>2. Sit in SHELL.</li> <li>3. Speak and act with respect.</li> <li>4. Allow others to learn.</li> </ol> | <ol style="list-style-type: none"> <li>1. Use the Ferny Grove 'High-5'.</li> <li>2. Follow staff instructions first time every time.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Eat my own food.</li> <li>2. Allow others to eat their food.</li> <li>3. Talk quietly with my friends.</li> </ol>                   | <ol style="list-style-type: none"> <li>1. Follow <b>ALL</b> expectations of the BYO iPad agreement.</li> <li>2. Leave others' devices alone.</li> <li>3. Communicate digitally with respect.</li> <li>4. Use the Ferny Grove Digital High-5</li> </ol> | <ol style="list-style-type: none"> <li>1. Respect the privacy of others (1 student per cubicle).</li> <li>2. Close the door.</li> <li>3. Flush the toilet.</li> </ol> | <ol style="list-style-type: none"> <li>1. Respect staff and other students.</li> <li>2. Allow others to have their space.</li> </ol> | <ol style="list-style-type: none"> <li>1. On time and at the right place.</li> <li>2. Encourage and allow others to do their best.</li> </ol>                      | <ol style="list-style-type: none"> <li>1. Keep my belongings (i.e. balls and iPads) in my bag.</li> <li>2. I greet my peers and educators.</li> </ol> | <ol style="list-style-type: none"> <li>1. Allows others to leave school.</li> <li>2. Farewell my peers and educators.</li> </ol>                |
| RESPECT PLACE  | <ol style="list-style-type: none"> <li>1. Keep designated area clean and tidy.</li> <li>2. Respect school property</li> </ol>                      | <ol style="list-style-type: none"> <li>3. Keep learning area clean and organised.</li> <li>4. Respect resources and materials</li> </ol>  | <ol style="list-style-type: none"> <li>1. Use items responsibly.</li> <li>2. Use the right equipment for the right area.</li> <li>3. Immediately conclude play when the eating bells rings.</li> </ol> | <ol style="list-style-type: none"> <li>1. Put rubbish in bins when dismissed.</li> <li>2. Use the bins correctly.</li> <li>3. Keep the eating area clean and tidy.</li> </ol> | <ol style="list-style-type: none"> <li>1. Handle IT equipment with care.</li> <li>2. Store devices appropriately when not in use.</li> <li>3. Use the device in the right way, at the right time, in the right place</li> </ol>                        | <ol style="list-style-type: none"> <li>1. Use toilets for intended purposes.</li> <li>2. Keep the toilets clean.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Respect the J-Block property.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Keep the designated area clean and tidy.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Keep the designated area clean and tidy.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Keep the designated area clean and tidy.</li> </ol>   |

**WE ALL BELONG AT FERNY GROVE**

## School Wide Expectations

Students who arrive early are supervised in the tuckshop area from 8:10am. Students are to be seated during this time.

At 8:35am students transition calmly to class. Classroom doors open at 8:40am.

Students who arrive late (after 9:00am) need to collect a late slip from the office.



### Ferry Grove State School

#### School Drop-Off, Lunch Breaks & Pick-Up Procedures

Before School



- Too early to be at school
- Students unsupervised until 8:10

8:10 - 8:40am



- Students can arrive at school
- Students must sit in the under covered areas (tuckshop & toilets)

8:40am



- Bells rings for the start of the day
- Welcomed by teacher
- Learning commences

After 8:40am



- Students arriving after 8:40am need to present to the office window for a 'late slip'

11:00-11:50pm



- 11:00-11:30am - Play time
- 11:30-11:50am - Eating time

1:20-1:50pm



- 1:20-1:35pm - Play time
- 1:35-1:50 - Eating time

2:50pm



- End of school day
- Students released to go home
- No supervision after school

## Before and After School Expectations

Students wait at the tuckshop before school (unless in Run Club – Tues/Thurs)

Technology is packed away in bags before and after school (including iPads & phones)

Students head out to their pick up point or grown up after school



## Classroom Expectations

We respect self, others and place.

We are ready to learn.

We listen and follow instructions.

We keep learning and never give up.

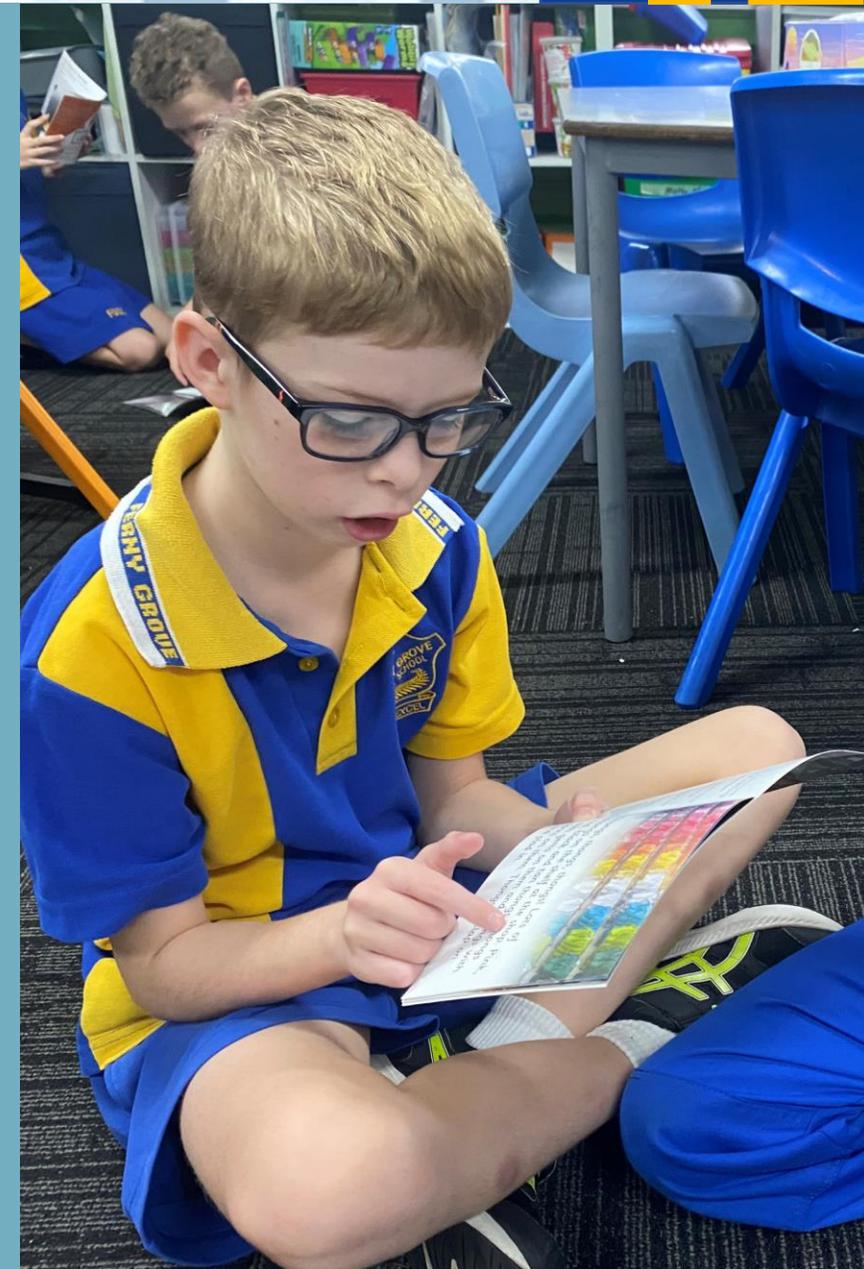
We think before we do.



## School Wide Expectations

### Uniform:

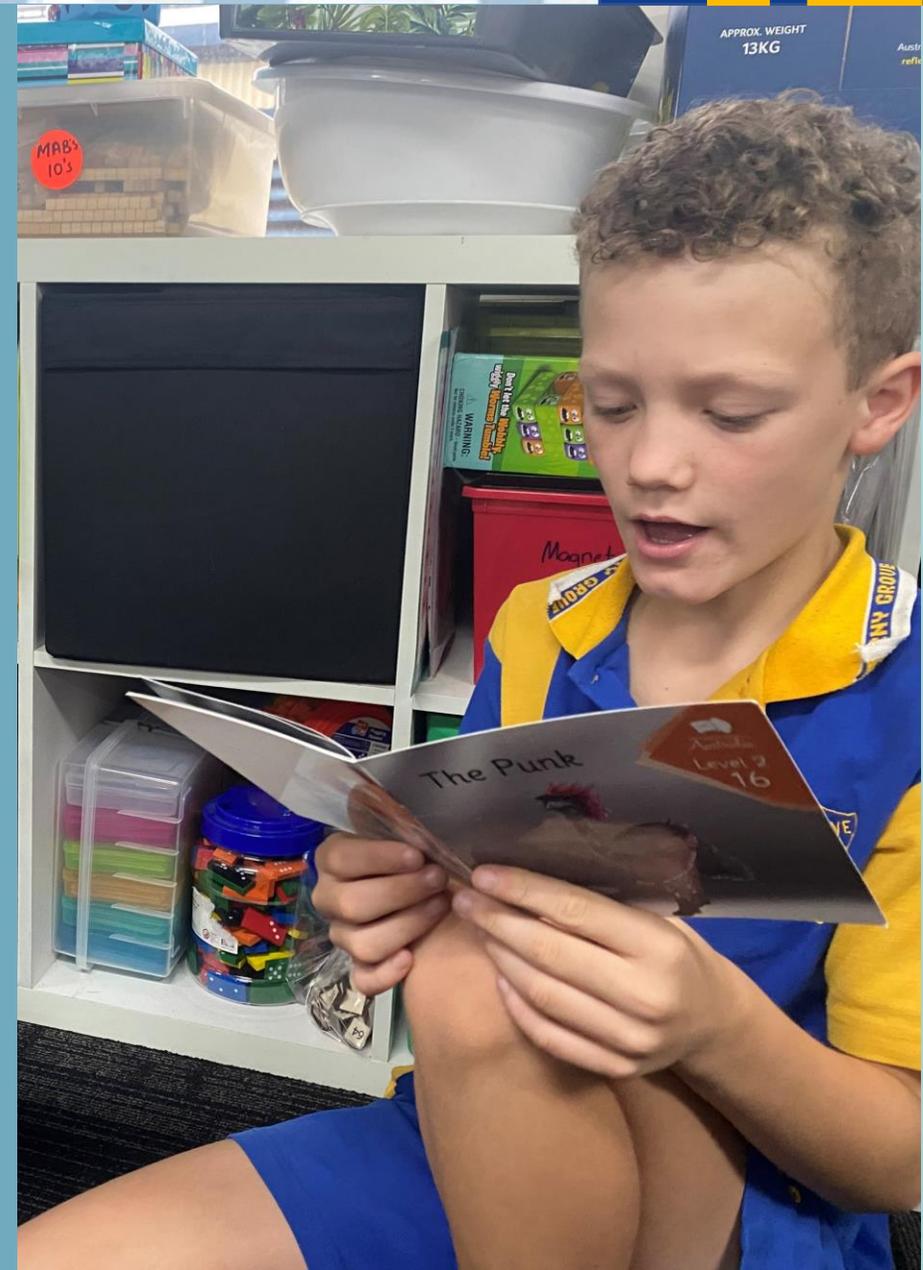
- Blue skirt or shorts
- FGSS Yellow/blue polo shirt
  - White socks
  - Closed in shoes
- Hats are expected outside – no hat, no play



### School Wide Expectations

QParents – expected all families are on QParents and forms are completed as soon as possible. Check you have completed the third party consent forms.

State Schools have the policy “away for the day!” All notifications need to be silenced on smart watches. Phones also go away.



## Back to School Boost

From 2026, the Queensland Government will introduce the '*Back to School Boost*', providing \$100 for every primary school student (Prep to Year 6) to help families with school-related costs.

A \$100 credit will be applied to each student's school account, and parents and carers will be able to choose how these funds are used.

Consent forms were sent to all families in week 2, allowing you to nominate where you would like the \$100 credit to be allocated. This may include your child's Student Resource Scheme (SRS) payment (for Prep or Year 1 students), Instrumental Music Program, excursions, incursions, camps, and similar activities.

Please note that the '*Back to School Boost*' cannot be applied to outstanding debts incurred prior to 2026.

## Our Early Years Commitment

Child  
Centered  
Planning

Age  
Appropriate

Connection

Our  
**Early Years**  
Commitments

Curiosity

Growth

Fun

## Learning Areas taught by classroom teachers

English

Maths

Science

HASS

Health



### English Year 1

#### All Terms

- Continue phonics program: Soundwaves
- Phonemic awareness: Heggerty
- Handwriting: Casey The Caterpillar, red and blue lines
- Decodable reading continuing

#### Term 1

- Term 1: Character descriptions (spoken)

#### Term 2

- Term 2: Information texts (written)

#### Term 3

- Term 3: Procedures (spoken)

#### Term 4

- Term 4: Recounts of familiar stories (written)



### English Year 2

#### Term 1

Exploring characters in stories  
Expressing an opinion about a familiar character

Decodable readers – Fluency, expression and comprehension

Spelling

Handwriting

Story Champs

#### Term 2

Researching and creating an information report about a place.

#### Term 3

Creating and presenting a spoken text to express a preference for a place or setting

#### Term 4

Creating a narrative using a familiar character  
Reading comprehension

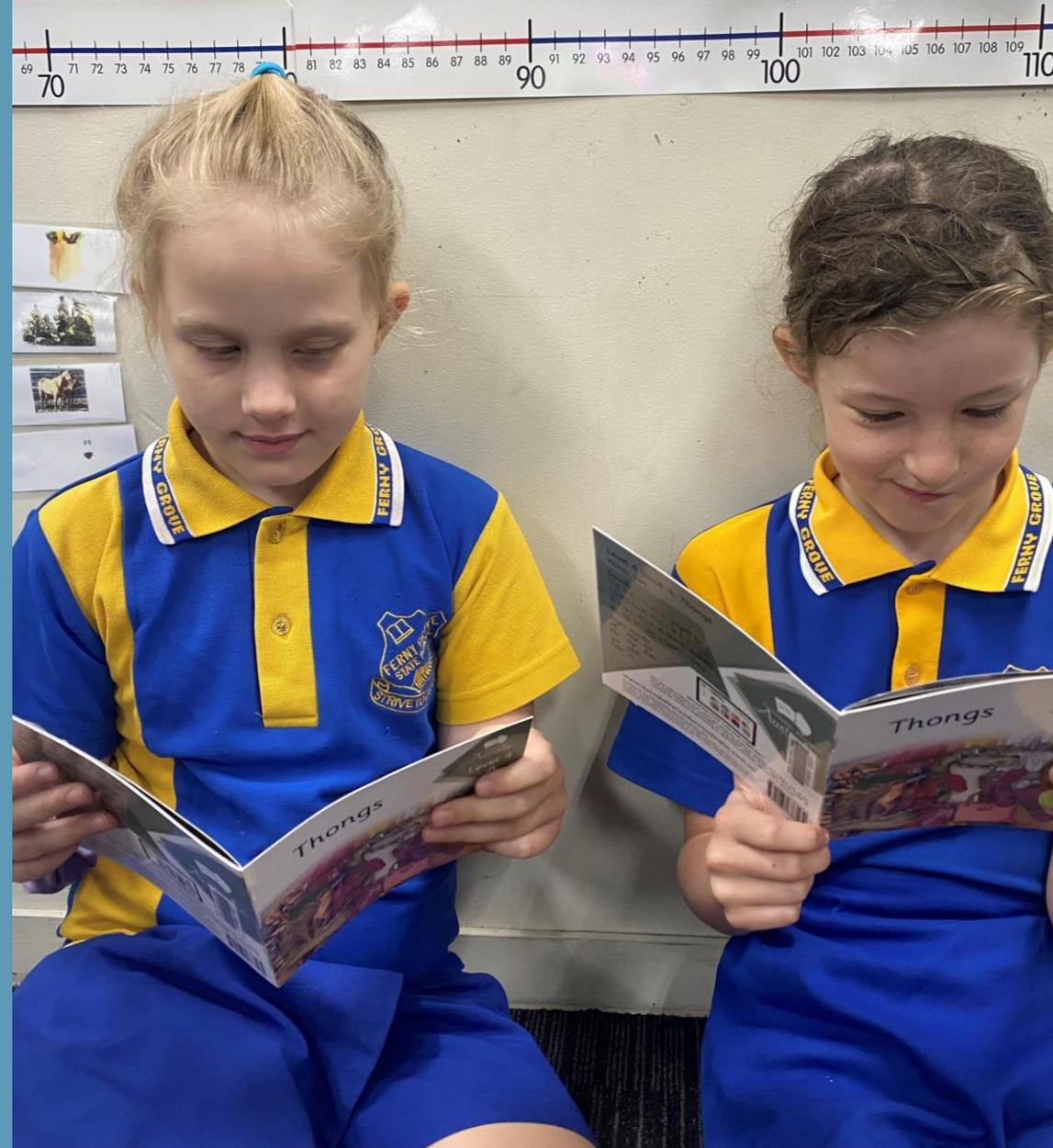


## Reading

Reading and literacy are important skills we are teaching your students daily.

Students are all screened to identify their individual needs.

Teaching is differentiated to address these needs.



## Reading

TETRAS (The Explicit Teaching of Reading and Spelling) 4 sessions per week.

Paired reading daily

Decodable Readers Australia (DRA)



## Maths Year 1

### Year 1

- Number to 120 including:
  - name, quantity, ordering, partitioning, place value
- Skip counting in 2, 5 and 10 and repeating patterns
- Addition and subtraction to 20.
- Grouping and sharing
- Compare and order objects and events with length, mass, capacity and duration
- Measure length with informal units.
- Compare and classify shapes
- Give and follow directions
- Collect and display data



## Maths Year 2

Collecting and interpreting data

Evaluating data

Locating features and using maps

Read, write and order numbers up to 1000

Skip counting

Addition and subtraction problems

Use calendars to identify dates and determine the number of days between events

Recognise and read time (hour, half-hour and quarter-hour) on an analog clock

### Term 3

Solving multiplication problems and choosing strategies

Measuring and comparing objects and shapes

Comparing, classifying and describing shapes

Fractions of a shape and a

### Term 4

Learning multiplication facts for twos

Using place value to break apart and regroup numbers for calculations

Continuing and creating increasing and decreasing



## Science Year 1

### Term 1

#### Earth and Space Sciences

- Observable changes in the sky and landscape.

### Term 2

#### Biological Sciences

- Living things have a variety of external features.
- Living things live in different places where their needs are met.

### Term 3

#### Chemical Sciences

- Everyday materials can be physically changed in a variety of ways.

### Term 4

#### Physical Sciences

- Light and sound are produced by a range of sources and can be sensed.



## Science Year 2

### Term 1

#### Investigating Earth's resources

Students explore the water cycle and ways to conserving Earth's resources e.g., water, soil, minerals and oil.

### Term 2

#### Investigating lifecycles and living things (Ocean Life Incursion)

Students explore how living things grow.  
Students observe, ask question about and describe changes in living things.

### Term 3

#### Investigating properties of materials

Students explore combining materials for a purpose.  
Students draw, label and make an object. They then predict and test the water resistance of their object.

### Term 4

#### Investigating forces

Students identify the forces they use in their daily lives to play and work and live.  
They observe and discuss the effects of gravity and how forces work in water, air and on the ground.



## HASS Year 1

### Semester 1: Geography

We work towards answering these inquiry questions:  
What are the different features of places?  
How can we care for places?  
How have the features of places changed?

### Semester 2: History

We work towards answer these inquiry questions:  
How has family life changed or remained the same over time?  
How can we show that the present is different from or similar to the past?  
How do we describe the sequence of time?



## HASS Year 2

### Term 1

#### Geography: Examining familiar places

Exploring divisions of the world e.g., continents, oceans, lines of latitude.

Interpret geographical information to draw conclusions

Explain direction and location using examples of features of places.

### Term 2

### Term 3

#### History: History in their community

Students explore, recognise and appreciate the history of their community.

Students examine artefacts from the past and consider why they should be preserved.

Students examine the impact of technology on people's lives and understand that people lived differently in the past .

### Term 4



## Health Year

### 1

#### Term 1

The Resilience Project.  
Describing identities and emotional responses, self regulation strategies, exploring and identifying personal qualities

#### Term 2

#### Term 3

The Resilience Project.  
Exploring health information and making healthy choices.

#### Term 4



## Health Year 2

### Term 1

#### The Resilience Project

Applying protective behaviours and help-seeking strategies.  
(Developing relationships, safe and unsafe situations and staying safe online).

### Term 2

### Term 3

#### The Resilience Project

Investigating health messages and making choices using health information ( Being Safe with household items. E.g. Poisons, cleaning products, medication).

### Term 4



### Homework

Homework: DRA and mathletics login codes and spelling lists. Spelling lists will be sent home at the beginning of each term.

We understand some students have other after school activities. If some activities can't be completed, we highly recommend daily reading aloud.



## The Resilience Project Video

Please enjoy this 2min video

<https://vimeo.com/1124702592/bf8fa700fd?fl=pl&fe=sh>

A promotional graphic for The Resilience Project. It features a teal background with white text. Below the text is a photograph of a smiling male teacher surrounded by a group of diverse school children in a classroom setting. The children are giving thumbs up and smiling. At the bottom, there are social media icons for The Resilience Project (RP), Instagram, Facebook, and LinkedIn, along with their respective website and social media handles.

We're proud to be  
partnering with

**THE RESILIENCE PROJECT™**

in **2026** to build a resilient  
school community.

Learn more about The Resilience Project:

[theresilienceproject.com.au](https://theresilienceproject.com.au) @theresilienceproject\_ /theresilienceproject /theresilienceproject

## The Resilience Project

**G**ratITUDE  
**E**mpathy  
**M**indfulness &  
**E**motional **L**iteracy



## Students

Explicit teaching and opportunities for regular practise



Lessons: 1 hour per week



Student Journal.



Regular practise of wellbeing strategies.



### Impact

- Promote wellbeing and enhance resilience.
- Toolbox of everyday wellbeing habits and strategies.
- Stronger relationships.
- Improved behaviour.
- Flow on effect for academic outcomes/performance.

**LESSON 13** **EMOTIONS ARE MESSENGERS**

**Picture this!**  
Everyone communicates in a different way. Look at the pictures below. How good are you at looking and listening to the messages around you?

What can you see?

What message is this plant trying to tell us?

If you saw a plant like this, what would you do and why?

**RESILIENCE PROJECT**

## REALISING OUR POTENTIAL

**LESSON 1** **WHAT IS RESILIENCE? (AND HOW TO GET MORE OF IT)**

ALL OTHERS WILL + SMALL + SMALL + SMALL + SMALL

Resilience is a culmination of many skills that allow us to overcome adversity and achieve successes in our lives. Building your resilience will help you to bounce back more quickly from difficult life events. The best way to build resilience is to develop habits you can do every day that are good for your mental health. This will create a strong foundation for your wellbeing and allow you to cope better when things aren't going so well.

**MENTAL HEALTH SCALE**

What moves your mood up the scale?

What moves your mood down the scale?

**The Resilience Project**

TRP: Think about a challenging time in your life... What happened?  
ME:

TRP: How were you feeling?  
ME:

TRP: What did you do to get through this time?  
ME:

TRP: Did you seek help and support? Who supported you?  
ME:

TRP: How do you feel about the time now?  
ME:

**RESILIENCE PROJECT**

**Grounding Practice**

Four things you feel

Five things you see

Three things you hear

Two things you smell

One thing you taste

**RESILIENCE PROJECT**

**G.E.M.**  
GRATITUDE  
EMPATHY  
MINDFULNESS

What are three things that **went well** for you today?

**RESILIENCE PROJECT**

## Family Hub

Supporting wellbeing and resilience at home

- ✓ A suite of **digital content** to build wellbeing and resilience at home.
- ✓ **Practical tips, routines and activities** to build wellbeing habits.
- ✓ Information about the **evidence-based principles**.



| Gratitude  | Empathy  | Mindfulness  | Emotional Literacy   |
|--|--|--|--|
| <p><b>What you'll need:</b></p> <ul style="list-style-type: none"> <li>Time together as a family</li> <li>Blank pieces of paper</li> </ul> <p><b>What to do:</b></p> <ol style="list-style-type: none"> <li>Together, as a family, list lives you are grateful for.</li> <li>Encourage each family member to write a letter to one of the people on the list.</li> <li>Discuss why it's so special to someone expressing gratitude. Write the person's name and thought into creases to read many times.</li> <li>Talk about the postcard and how they can strengthen relationships. Ask each other:             <ul style="list-style-type: none"> <li>How did you feel?</li> <li>How do you think reading the letter will help?</li> <li>What are other people we're grateful for?</li> </ul> </li> </ol> <p>Hand deliver or post.</p> | <p><b>What you'll need:</b></p> <ul style="list-style-type: none"> <li>Time together as a family</li> <li>Blank pieces of paper</li> </ul> <p><b>What to do:</b></p> <ol style="list-style-type: none"> <li>As a family, discuss a challenge you're facing. Our bodies experience connected to other human beings. For example, we can choose a plan to follow, dropping a book or a pen.</li> <li>Have each family member write down what they'd like to do for the week. Write it down and keep it on a noticeboard or the fridge.</li> <li>At the end of the week, family and talk about the act of kindness.</li> <li>This can be something to do as a family weekly challenge.</li> </ol> | <p><b>What you'll need:</b></p> <ul style="list-style-type: none"> <li>Time together as a family</li> <li>Blank pieces of paper</li> </ul> <p><b>What to do:</b></p> <ol style="list-style-type: none"> <li>As a family, discuss a challenge you're facing. Our bodies experience connected to other human beings. For example, we can choose a plan to follow, dropping a book or a pen.</li> <li>Have each family member write down what they'd like to do for the week. Write it down and keep it on a noticeboard or the fridge.</li> <li>At the end of the week, family and talk about the act of kindness.</li> <li>This can be something to do as a family weekly challenge.</li> </ol> | <p><b>What you'll need:</b></p> <ul style="list-style-type: none"> <li>Pieces of paper.</li> <li>Pencils or pens.</li> </ul> <p><b>What to do:</b></p> <ol style="list-style-type: none"> <li>As a family, discuss the things in your lives that bring you joy, make you smile, and contribute to your happiness. Think about activities such as laughing, bike riding, dancing, reading or colouring in as examples that can uplift your spirits.</li> <li>Reflect on how engaging in these activities can positively impact your mood, especially during times when you're feeling down or flat.</li> <li>Share with each other four specific things that consistently bring you happiness. Discuss how these can serve as tools to improve your mood when you're feeling sad, angry, frustrated, annoyed or upset.</li> <li>Have each family member write or draw their favourite mood changer.</li> <li>Choose a spot in your home to display these mood changers. They can serve as visual reminders and prompts to engage in activities that promote emotional wellbeing.</li> </ol> |

## Student Empowerment Program

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What does this mean?

- Students with disabilities will be case managed by their class teacher with additional support from the year level SEP teacher.
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Ferry Grove State School

REALISING  
OUR POTENTIAL

Thanks for your attendance!