



Year Three

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



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
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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.





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

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

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

SHARED COMMITMENT

RESPONSIBLE IPAD USE

LEARNING SUPERPOWERS

BE READY TO LEARN

HI 5 STRATEGY FOR SOLVING PROBLEMS



School Wide Expectations

Uniform:

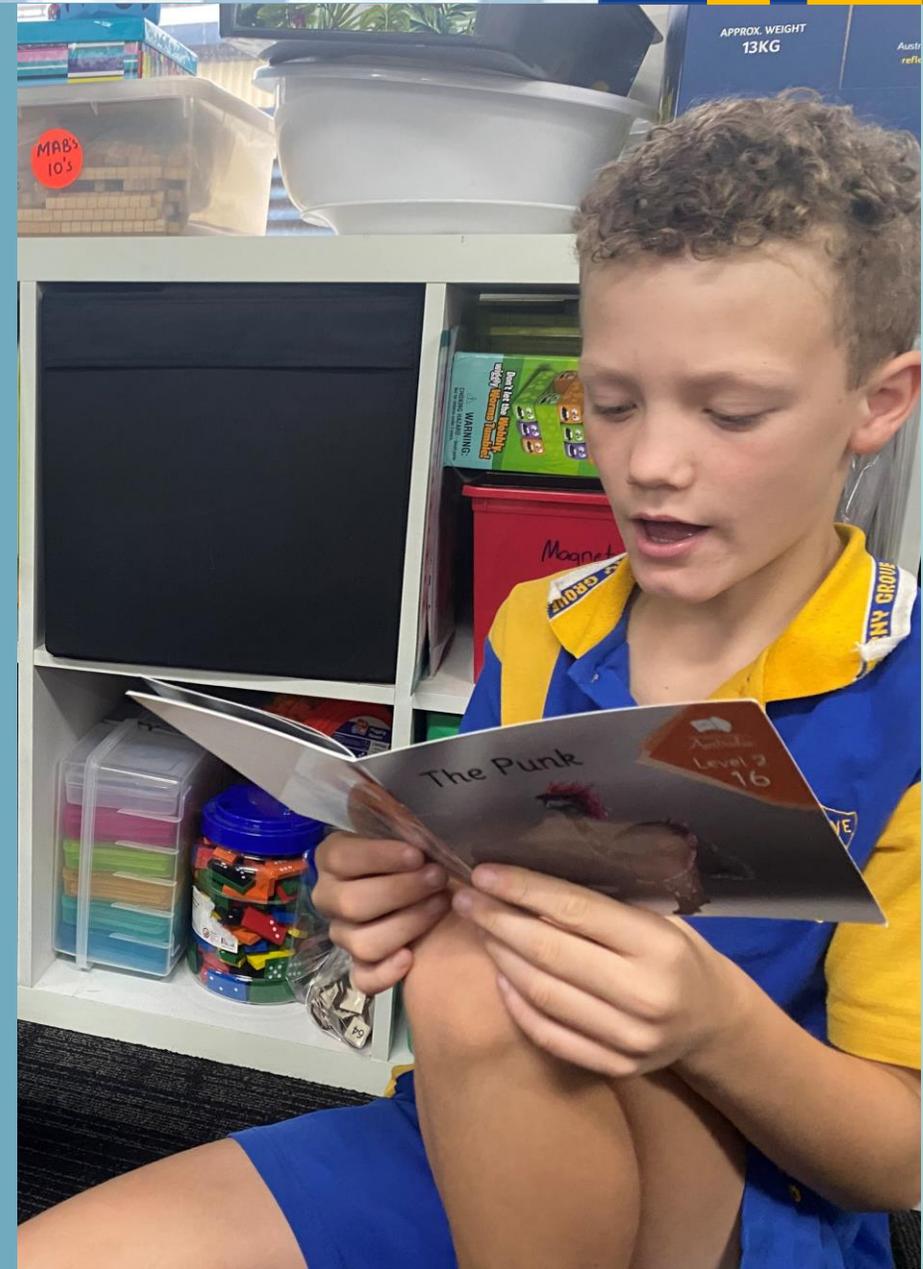
- Blue skirt or shorts
- FGSS Yellow/blue polo shirt
 - White socks
 - Closed in shoes
- Hats are expected outside – no hat, no play



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.

iPad expectations

iPads are a learning tool and not used as a reward in class

iPads should be fully charged (100%) to begin each day

iPads must be connected to Apple Classroom in class

iPads are kept in bags before and after school

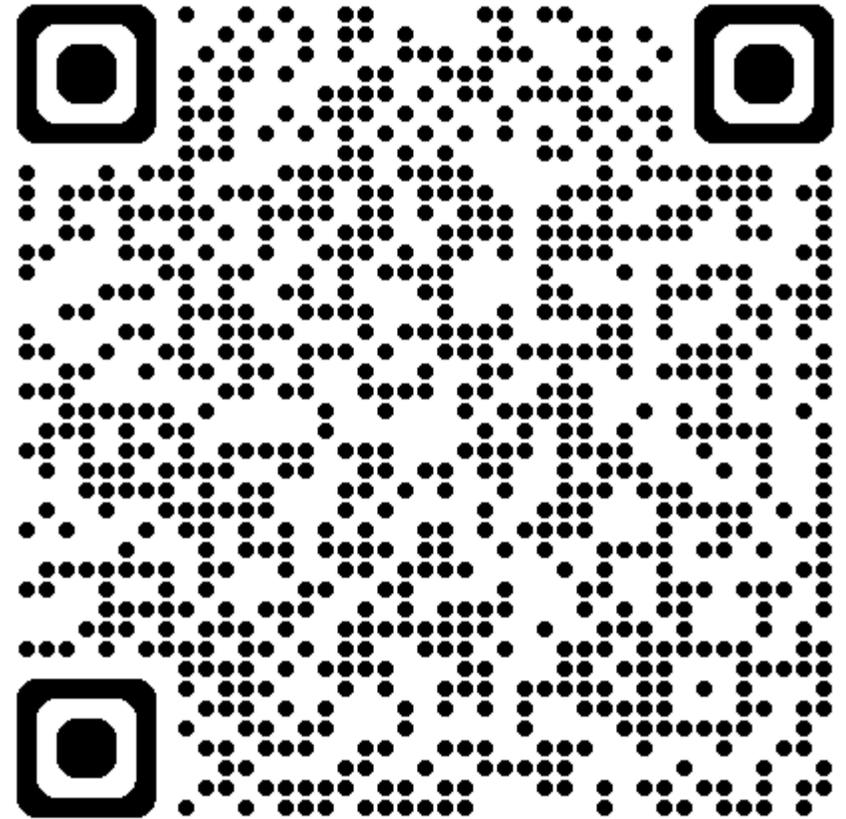
iPad & BYOD Policy

Rationale

Service Requirements

Proper use at school

The Stool Theory – Parent Controls



iPad & BYOD Policy

Rationale

In the 21st century, we are preparing students for a changing world by teaching them 21st century skills. These skills include:

Critical Thinking

Communication

Personal & Social Skills

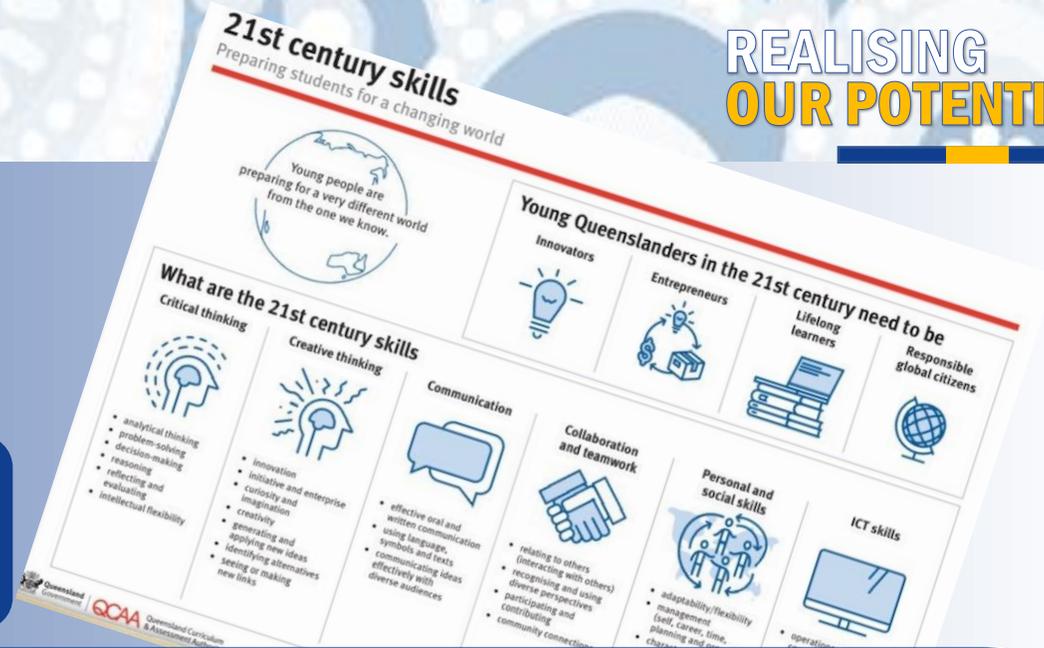
Creative Thinking

Collaboration & teamwork

ICT Skills

Young Queenslanders in the 21st century need to be innovators, entrepreneurs, lifelong learners, and responsible global citizens!

(Qld Government)



iPad & BYOD Policy

Service Requirements

No active VPNs

If using parental controls with screentime, please provide teacher with screentime pin or allow full screentime use during school hours.

Minimum Device requirements utilising the latest operating system (iPadOS):

Device Name	Wi-Fi Model	Cellular (4G) Model
iPad Mini (All Models)	NO	NO
iPad Air 2nd Generation	NOT RECOMMENDED	NOT RECOMMENDED
iPad 1st Generation	NO	NO
iPad 2nd Generation	NO	NO
iPad 3rd Generation	NO	NO
iPad 4th Generation	NO	NO
iPad 5th Generation	NO	NO
iPad 6th Generation	NO	NO
iPad 7th Generation	NO	NO
iPad 8th Generation	YES	YES-NO SIM CARD
iPad 9th Generation	YES	YES-NO SIM CARD
iPad 10th Generation	YES	YES-NO SIM CARD
iPad 11th Generation	YES	YES-NO SIM CARD
iPad Air 3rd Generation and later	YES	YES-NO SIM CARD
iPad Pro (All Models except 12.9-inch 1st & 2 ND Generation)	YES	YES-NO SIM CARD

Please note that if buying a brand-new iPad for Year 3, the ideal model is currently the iPad (11th Gen). Purchase of this model ensures that the life of the device will endure over the 4 years of the BYO program.

*Wi-Fi only (Cellular models allowed, but must have SIM/eSIM removed or deactivated at school)

iPad & BYOD Policy

Proper use at school



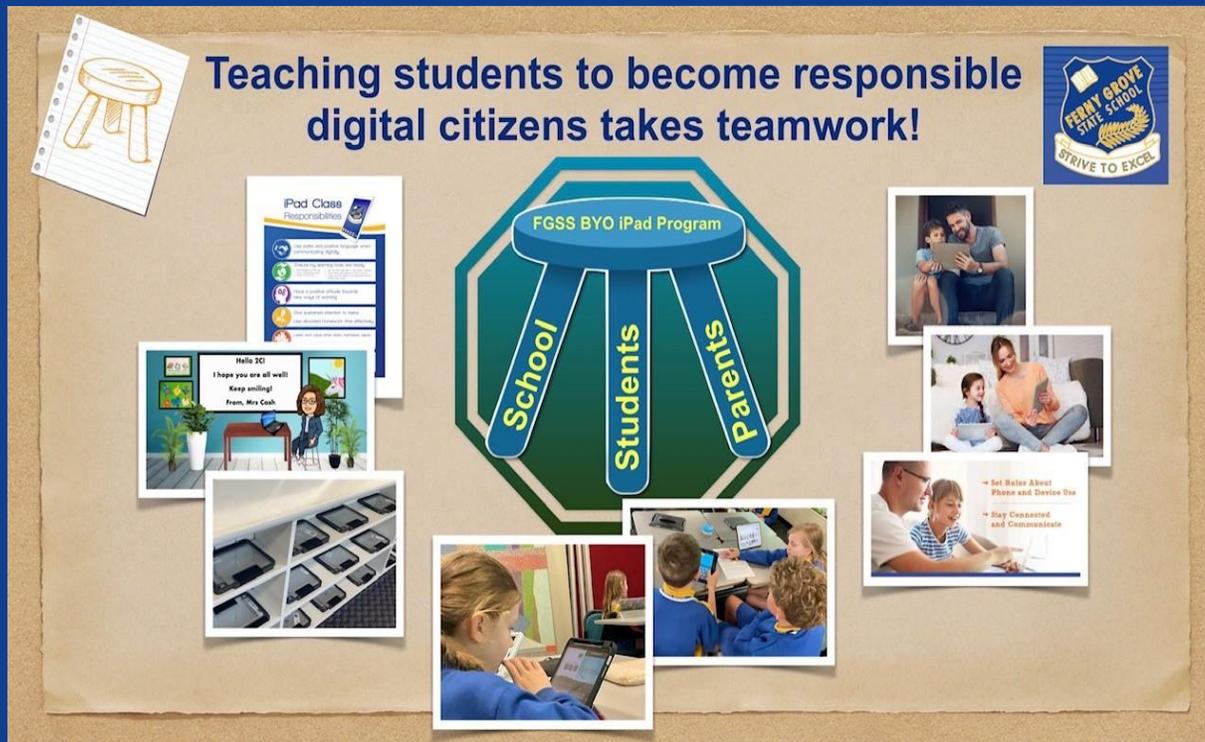
iPad Class Responsibilities



-  Use polite and positive language when communicating
-  Ensure my learning tools are ready
 - Start each day with a 100% charged iPad
 - Close Safari tabs and apps before coming to school
 - Keep iPad safe in bag before and after school
-  Have a positive attitude towards new ways of working
-  Stay focused on set tasks/apps
Listen and follow instructions
-  Listen and value other team members' ideas
Be a dependable team member
-  Use my strengths to help others

iPad & BYOD Policy

The 3-Legged Stool Theory -
let's keep this in balance!



Teaching students to become responsible digital citizens takes teamwork!

FGSS BYO iPad Program

School

Students

Parents

FGSS BYO iPad Program

iPad Class Responsibilities

Hello 3C!
I hope you are all well!
Keep smiling!
From, Mrs Cook

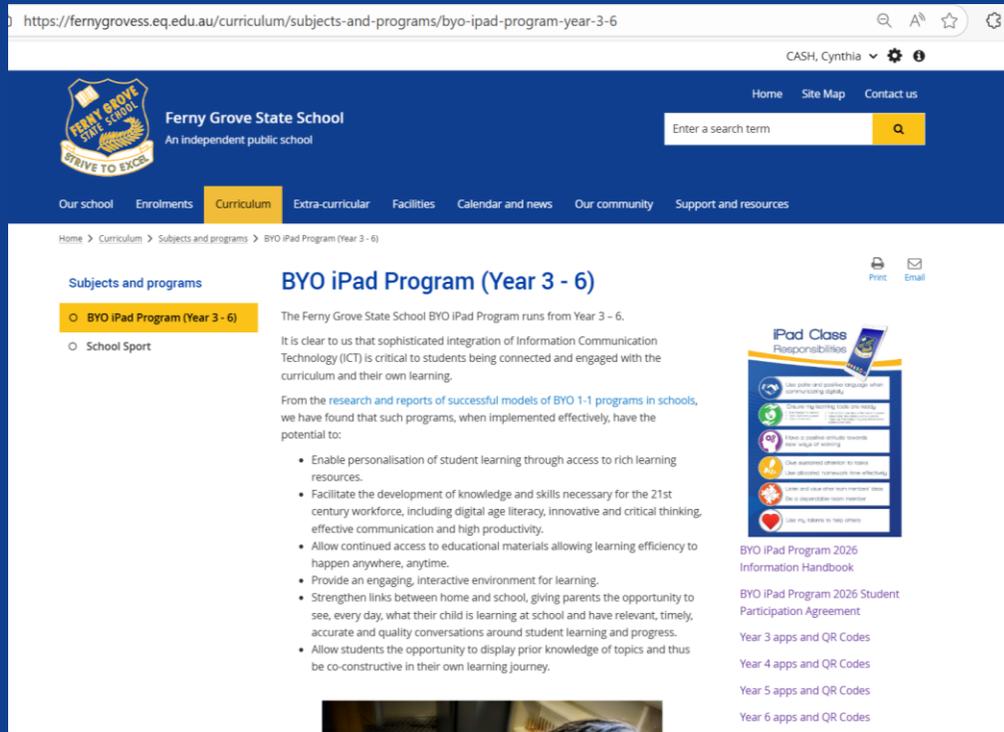
Get Rules About Phone and Device Use

Stay Connected and Communicate



iPad & BYOD Policy

The Stool Theory – Parent Controls

https://ferrygrove.eq.edu.au/curriculum/subjects-and-programs/byo-ipad-program-year-3-6

CASH, Cynthia

Home Site Map Contact us

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Home > Curriculum > Subjects and programs > BYO iPad Program (Year 3 - 6)

Subjects and programs

- BYO iPad Program (Year 3 - 6)
- School Sport

BYO iPad Program (Year 3 - 6)

The Ferry Grove State School BYO iPad Program runs from Year 3 - 6.

It is clear to us that sophisticated integration of Information Communication Technology (ICT) is critical to students being connected and engaged with the curriculum and their own learning.

From the [research and reports of successful models of BYO 1-1 programs in schools](#), we have found that such programs, when implemented effectively, have the potential to:

- Enable personalisation of student learning through access to rich learning resources.
- Facilitate the development of knowledge and skills necessary for the 21st century workforce, including digital age literacy, innovative and critical thinking, effective communication and high productivity.
- Allow continued access to educational materials allowing learning efficiency to happen anywhere, anytime.
- Provide an engaging, interactive environment for learning.
- Strengthen links between home and school, giving parents the opportunity to see, every day, what their child is learning at school and have relevant, timely, accurate and quality conversations around student learning and progress.
- Allow students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey.

iPad Class Responsibilities

- Use apps and online resources to enhance learning capacity.
- Follow the learning code and model.
- Share a positive attitude towards the school of learning.
- Check homework/online to ensure the classroom research time effectively.
- Learn and take other apps necessary for the classroom/online learning.
- Use my, share to help others.

BYO iPad Program 2026 Information Handbook

BYO iPad Program 2026 Student Participation Agreement

- Year 3 apps and QR Codes
- Year 4 apps and QR Codes
- Year 5 apps and QR Codes
- Year 6 apps and QR Codes

Our website includes the BYO iPad Program 2026 Information Handbook, the year level apps lists, the 2026 Student Participation agreement, and a list of parent support resources to support our school community.

Key Documentation

BYO iPad Program 2026 Information Handbook

BYO iPad Program 2026 Student Participation Agreement

Apps Lists

Year 3 apps and QR Codes

Year 4 apps and QR Codes

Year 5 apps and QR Codes

Year 6 apps and QR Codes

Parent Support

iPad Set-up Support

Below are some helpful external resources to assist with setting up your students iPad

- How to set up 'Apple Family Sharing' (*website instructions*) <https://support.apple.com/en-au/108380>
- How to create a child account with Family Sharing on iPhone or iPad/Apple Support (*video*) <https://youtu.be/8siFNH-brM4>
- How to create an Apple ID for your child (*website instructions*) <https://support.apple.com/en-au/102617>
- Use parental controls on your child's iPhone and iPad (*website instructions*) <https://support.apple.com/en-au/105121>
- Parental Controls (*eSafety Commissioner website instructions and video*) <https://www.esafety.gov.au/parents/issues-and-advice/parental-controls>
- Using Screen time on your iPhone and iPad (*website instructions*) <https://support.apple.com/en-us/108806>

Cyber Safety and Digital Citizenship resources

<https://www.commonsense.org/education/toolkit/family-engagement-resources>

<https://www.esafety.gov.au>

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

Term 1

Book Review – Speaking task

Term 2

Informative text – Reading and writing task

Term 3

Favourite activity – Speaking task

Term 4

Narrative – Writing and reading task



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.



Maths

Term 1

Location
Statistics

Term 2

Number
Mathematical modelling

Term 3

Fractions
Measurement

Term 4

Probability
Number



Science

Term 1

Heat – conduction and insulation

Term 2

Classification of living things

Term 3

Space – Earth, Sun and Moon

Term 4

States of matter – solid, liquid, gas



HASS

Semester 1

History: Celebrations and commemorations

Semester 2

Geography: Australia and its neighbours



The Resilience Project Video

Please enjoy this 2min video

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

We're proud to be partnering with

THE RESILIENCE PROJECT™

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

A photograph showing a diverse group of school children and a male teacher. They are all smiling and giving thumbs up, creating a positive and energetic atmosphere. The children are wearing red and blue school uniforms.

Learn more about The Resilience Project:

theresilienceproject.com.au [@theresilienceproject_](https://www.instagram.com/theresilienceproject_) [/theresilienceproject](https://www.facebook.com/theresilienceproject) [/theresilienceproject](https://www.linkedin.com/company/theresilienceproject)

The Resilience Project

GratITUDE
Empathy
Mindfulness &
Emotional **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.

REALISING OUR POTENTIAL

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

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

ALL OTHERS WILL + SHALL + SHOULD + WILL + SHALL

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.

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:

MENTAL HEALTH SCALE

What moves your mood up the scale?
What moves your mood down the scale?

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

WELLBEING ORBITALS G.E.M. SMARTLY

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>What you'll need:</p> <ul style="list-style-type: none"> Time together as a family Blank pieces of paper <p>What to do:</p> <ol style="list-style-type: none"> Together, as a family, list lives you are grateful for. Encourage each family member to write a letter to one of the people on the list. Discuss why it's so special to someone expressing gratitude. Write the person's name and thought into creases to read many times. Talk about the postcard and how they can strengthen relationships. Ask each other: <ul style="list-style-type: none"> How did you feel? How do you think reading the letter will help? What are other ways people we're grateful to? <p>Hand deliver or post.</p>	<p>What you'll need:</p> <ul style="list-style-type: none"> Time together as a family Blank pieces of paper <p>What to do:</p> <ol style="list-style-type: none"> As a family, discuss a challenge you're facing. Our bodies experience connected to other human beings. For example, we're choosing a plan to follow, dropping a book, or borrowing a book. Have each family member write down what they'd like to do for the person. Write it down and keep it on a noticeboard or the fridge. At the end of the week, family and talk about the act of kindness. This can be something to do as a family weekly challenge. 	<p>What you'll need:</p> <ul style="list-style-type: none"> Time together as a family Blank pieces of paper <p>What to do:</p> <ol style="list-style-type: none"> 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. Reflect on how engaging in these activities can positively impact your mood, especially during times when you're feeling down or flat. 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. Have each family member write or draw their favourite mood changer. 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. 	

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.

NAPLAN

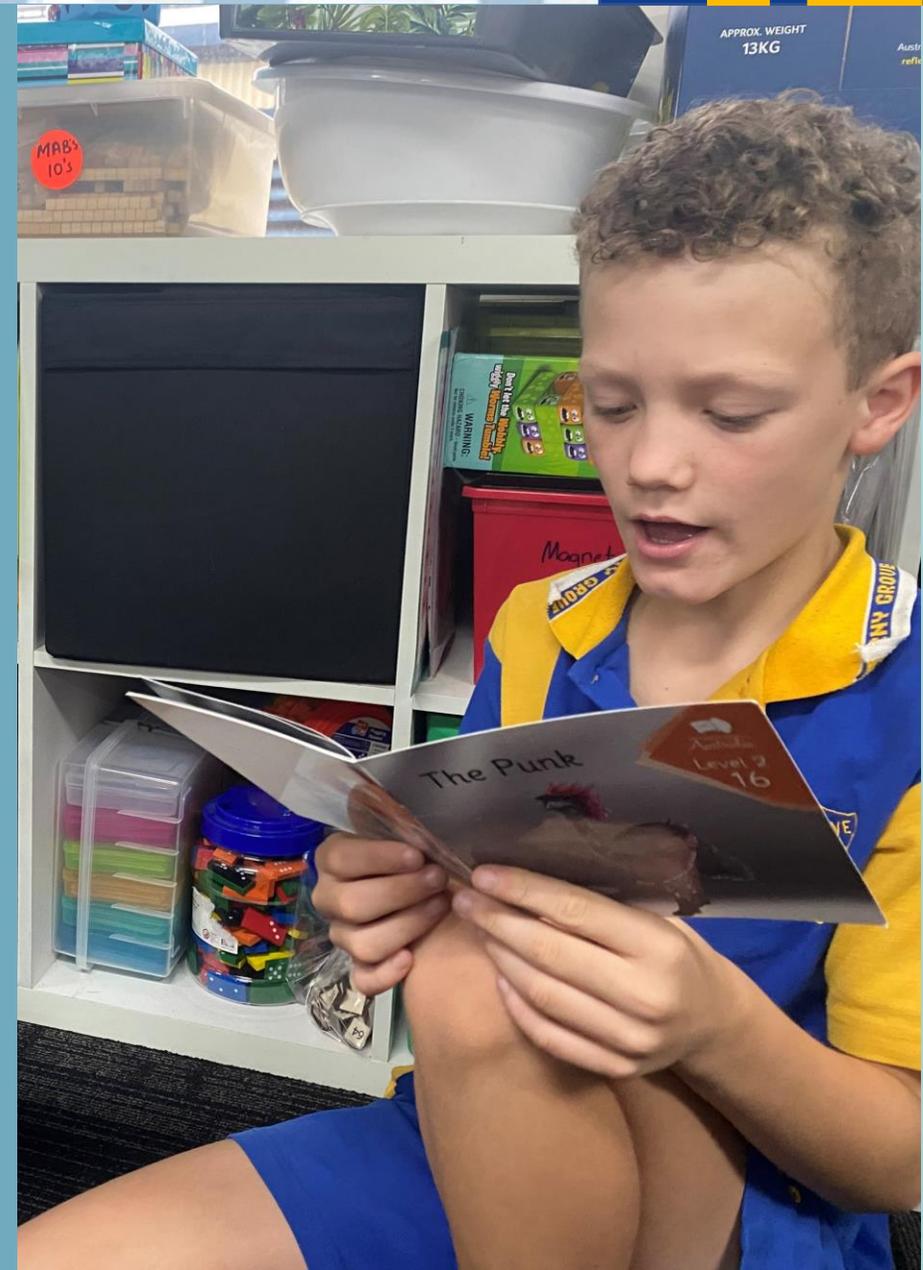
11 – 17 March 2026

Not compatible with iPad Mini
[Please discuss with classroom teacher]

Morning Session over 4 days

Must have working headphones

More details to come very soon





Ferry Grove State School

REALISING
OUR POTENTIAL

Thanks for your attendance!