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|----------------|--|
| Postal address | Finvoy Street Ferry Grove 4055   |
| Phone          | (07) 3550 5333   |
| Fax            | (07) 3550 5300   |
| Email          | the.principal@ferngrovss.eq.edu.au   |
| Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> . |
| Contact Person | Brett Shackleton   |

#### Principal's foreword

##### Introduction

It is with great pride that I publish the following School Annual Report for 2011. At Ferry Grove State School, we warmly welcome new students and their families, inviting them to participate fully in all aspects of our school's educational program. Working together, teachers, students and parents strive to achieve the goals for the year ahead, maximising the very best outcomes for all learners.

Our school programs are based on four pillars: Academic, Physical, Social and Cultural – to give all students an opportunity for a rounded education. Our core program is focused on The Australian Curriculum. Students are encouraged to guide, lead and act responsibly, and to support each other.

I recommend you peruse Ferry Grove State School's 2011 Annual Report and welcome enquiries and visits to our school.

This report contains an overview of the achievements and challenges at Ferry Grove State School over the last year. It will outline a range of data sources that when viewed collectively will present a picture of school performance during this time. A number of key actions have been implemented in the last 12 months to improve student learning and maximise achievement.

##### School progress towards its goals in 2011

Ferry Grove State School has developed and implemented a school wide approach to the teaching of reading. Our literacy coach and learning support team have supported teachers to implement our approach with a particular focus on students with a learning difficulty. All teachers have commenced our performance development process and have 12 month plans in place. Our teachers were prepared for implementation of the Australian Curriculum in 2012 and are aware of the implications for their teaching

##### Future outlook

2012 will be all about implementation of the Australian Curriculum via C2C units in English, mathematics and Science. We will seek to integrate the changes into our developing school wide teaching framework and focus on the use of student performance data to guide teaching practice.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

| Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2011 – Nov 2011) |
|-----------------|-------|------|--|
| 833             | 395   | 438  | 95%  |

Characteristics of the student body:

The Ferny Grove State School student body reflects the community of Ferny Grove and is largely drawn from mid to high socio economic backgrounds with minimal cultural diversity. The school does cater for a significant number of students from defence force families who currently represent approximately 18% of our enrolment. Although largely of European descent, our student population is becoming gradually more diverse as new families enrol.

Class sizes – Proportion of school classes achieving class size targets in 2011

| Phase             | Average Class Size |
|-------------------|--------------------|
| Prep – Year 3     | 22.7               |
| Year 4 – Year 10  | 26.3               |
| Year 11 – Year 12 |                    |
| All Classes       | 24.3               |

School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |
|---------------------------------|--------------------|
| Short Suspensions - 1 to 5 days | 4                  |
| Long Suspensions - 6 to 20 days | 0                  |
| Exclusions                      | 0                  |
| Cancellations of Enrolment      | 0                  |

### Curriculum offerings

#### Our distinctive curriculum offerings

All teachers in years 4-7 are trained Rock and Water facilitators. Rock and Water is a program designed to build the capacity of young people to stand up for themselves, recognize difficult situations and be able to handle potentially risky problems.

The Ferny Grove music program is a highlight of the school curriculum. A large number of students are involved in both choral and instrumental programs and perform regularly on parade and in competitions. Their learning culminates in Expressive Arts Week activities and a major school concert.

#### Extra curricula activities

Interschool sport involves over 200 students every Friday afternoon with organised competitions involving other schools in the district.

Instrumental and Choral music programs involve over 150 students along with a range of volunteers and teachers who coordinate, fundraise and lead the programs

#### How Information and Communication Technologies are used to assist learning

ICTs are integrated into all classroom activities and are recognised as valuable tools for learning.

Interactive Whiteboards have been installed in a significant number of rooms.

A number of teaching blocks have access to wireless environments and the P and C have committed significant funding to technology upgrades in 2012.

### Social climate

Ferny Grove State School believes strongly in developing well rounded students with solid academic, social and emotional skills. We have a Chaplain who helps students respond to social and emotional challenges including friendship and bullying issues. Our student satisfaction surveys reflect our emphasis on balanced, holistic approach to student welfare.

88% of students report that they get a good education at FGSS

91% report that teachers help them do their best.

90% report feeling safe at our school.

90% report that FGSS is a good school.

88% of parents report that FGSS is a good school.

### Parent, student and teacher satisfaction with the school

Ferry Grove State School maintains a high degree of satisfaction across all client groups. Our school is seen as a hub of learning within our community. The parent group prioritises community based events as well as fundraising events. Formal and informal feedback from our community is very positive. Staff morale is very high with strong support for the degree of respect demonstrated by staff, community and students.

| Performance measure   | Result 2011 |
|---|-------------|
| Percentage of parents/caregivers satisfied that their child is getting a good education at school   | 70%         |
| Percentage of students satisfied that they are getting a good education at school   | 88%         |
| Percentage of parents/caregivers satisfied with their child's school  | 88%         |
| Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 74%         |
| Percentage of staff members satisfied with morale in the school   | 90%         |

DW – Data withheld

#### Involving parents in their child's education

Parents are active partners in their child's education. At Ferry Grove we encourage open parent teacher communication primarily through our class parent rep process. One parent representative from each class meets with one of Deputy Principals every month to share information and seek feedback on school policy and implementation of policy. Our Special Education program has developed a very close relationship with parents of students with disabilities to ensure the needs of each student are met to the best of our ability.

#### Reducing the school's environmental footprint

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

The installation of solar electricity panels in 2011 have reduced our environmental footprint. Our intention in 2012 is to further enhance provision of solar panels in this area. The electricity usage date presented below is not accurate as a result of incorrect billing in 2010 which led to an artificially high bill in 2011 when compared to 2010. This has now been rectified.

Environmental footprint indicators, 2010-2011

|                  | Electricity<br>KwH | Water<br>KL |
|------------------|--------------------|-------------|
| 2011             | 228,747            | 2,117       |
| 2010             | 183,930            | 2,260       |
| % change 10 - 11 | 24%                | -6%         |



## Our staff profile

### Staff composition, including Indigenous staff

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts            | 60             | 22                 | 0                |
| Full-time equivalents | 51             | 16                 | 0                |

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$44800.

#### The major professional development initiatives are as follows:

Literacy coaching

Year level planning and training.

Reading pedagogy sessions for all teachers.

First Steps Number training for all new staff

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

#### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

#### Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

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

Key student outcomes

Student attendance - 2011

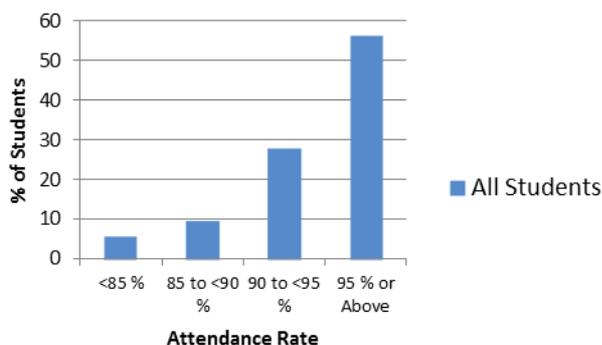
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.  
 The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|--------|--------|--------|--------|--------|--------|--------|
| 95%    | 95%    | 96%    | 96%    | 96%    | 95%    | 94%    |

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.

Attendance roll s are marked at the beginning of each day and again after lunch break. Teachers report patters of non attendance to DPs after attempting to seek explanation from parents. Admin then follow up with parents after three days continuous absence

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/>.

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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

Attendance rates for indigenous students were at 92% compared to non-indigenous attendance rates of 95%. 71% of indigenous students are attending at a rate greater than 90%. The performance profile for year 3 indigenous students in 2011 was very difficult to form judgements because the data is based on the performance of only four students. It does however indicate that this cohort were much closer to the performance of non-indigenous students than others in Metropolitan Region and across the state. In Numeracy the gap was identical to that of Metro region.