

Ferny Grove State School (0227)

Queensland State School Reporting

2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The Annual School Report provides information on the overall performance of Ferny Grove State School across a range of measures in 2012. This report contains an overview of the achievements and challenges at Ferny 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 2012

Ferny Grove State School made significant progress towards our goals in 2012. Major reforms included;

Full implementation of Australian Curriculum in Mathematics, English and Science.

Implementation of Education Queensland C2C units of Australian Curriculum.

Identification and publication of school values. These values will be discussed further in 2013.

Initial trial of student performance conversations involving year level teacher and administrators. These will be enhanced in 2013 and will occur in term 1 and beginning of term 4.

Future outlook

In 2013 **Ferny Grove State School has identified a small number of key improvement priorities across the school including;**

The development of a school pedagogical framework that will highlight the agreed approaches to teaching as determined by our teaching staff. We will implement a process used in many schools across Australia and developed by the University of Southern Queensland.

The development and implementation of a parent engagement framework to be coordinated by our newly employed community liaison officer.

Negotiated action research projects in every year level focused on improved teaching and learning for students.

Twice yearly student performance days with all year levels and all teachers.

Implementation of Australian Curriculum History key learning Area.

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	867	421	446	95%
2011	833	395	438	95%
2012	851	405	446	96%

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

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 increasing 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	23	23
Year 4 – Year 10	25	26	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	3	12	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Our school at a glance

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

As a result of significant investment in both hardware and teacher professional development over the last 12 months our school is now very well positioned in this area. Our P and C funded us for the purchase of many additional interactive whiteboards for years 3, 4, 5, 6 and 7. A new trolley filled with 30 I pads has been purchased and is now used extensively by teachers and students in the lower school. We have also upgraded our bandwidth to increase data access speeds across the school. Our Teacher Librarian is coaching teachers in the most effective ways of integrating technology into their teaching program. Our school Facebook page is now widely used by parents and an upgraded webpage was developed in 2012.

Social climate

Ferny Grove State School has an integrated approach to the promotion of good behaviour and values. In 2012 we identified our core values of respect, care, compassion cooperation, effort and learning. We actively create opportunities for students to learn about these values through action. In 2012 we developed a sister school relationship with an underprivileged school in Zimbabwe which has resulted in very specific fundraising for the students of Humani school. We also support local charities such as homeless youth shelters, Leukaemia foundation and our local chaplaincy group. Student behaviour is excellent and contributes greatly to a positive school climate.

Parent, student and staff satisfaction with the school

Satisfaction levels are very high across all surveyed groups in our community with comprehensive support for the notion of Ferny Grove State School as a good school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	87.0%
this is a good school	100.0%
their child likes being at this school*	91.3%
their child feels safe at this school*	95.7%
their child's learning needs are being met at this school*	73.9%
their child is making good progress at this school*	87.0%
teachers at this school expect their child to do his or her best*	91.3%

Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work*	86.4%
teachers at this school motivate their child to learn*	95.7%
teachers at this school treat students fairly*	87.0%
they can talk to their child's teachers about their concerns*	95.7%
this school works with them to support their child's learning*	86.4%
this school takes parents' opinions seriously*	77.3%
student behaviour is well managed at this school*	87.0%
this school looks for ways to improve*	87.0%
this school is well maintained*	95.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.7%
they like being at their school*	95.0%
they feel safe at their school*	96.7%
their teachers motivate them to learn*	96.7%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	95.0%
teachers treat students fairly at their school*	90.8%
they can talk to their teachers about their concerns*	93.3%
their school takes students' opinions seriously*	90.0%
student behaviour is well managed at their school*	92.5%
their school looks for ways to improve*	95.8%
their school is well maintained*	98.3%
their school gives them opportunities to do interesting things*	97.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.6%
with the individual staff morale items	98.8%

Our school at a glance

* 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.

Involving parents in their child's education

Parents are active partners in their child's education. At Ferny 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.

Additional solar electricity panels were installed in 2012 ensuring an overall reduction in electricity use when compared to the previous year.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	183,930	2,260
2010-2011	228,747	2,117
2011-2012	193,262	2,727

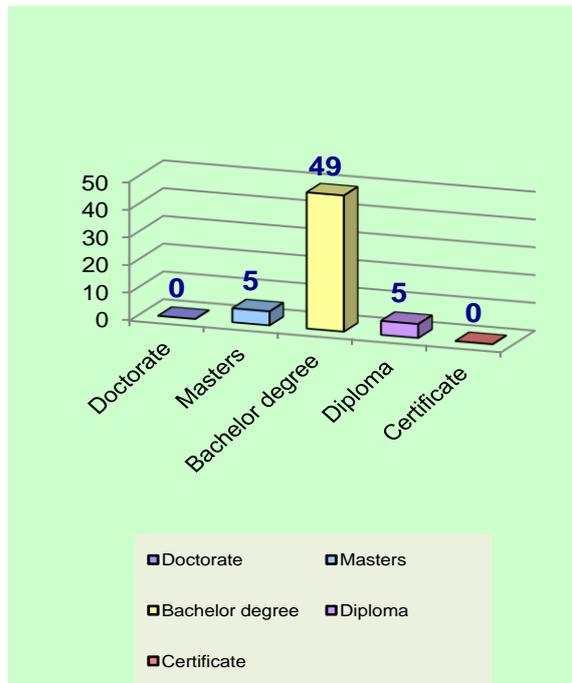
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	64	26	0
Full-time equivalents	53.9	18	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	49
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$27955.

The major professional development initiatives are as follows:

Australian Curriculum Implementation plan for English, Mathematics and Science.

Student performance conversations using data to inform judgement.

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.	95.6%	96.5%	96%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.4% 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 e

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

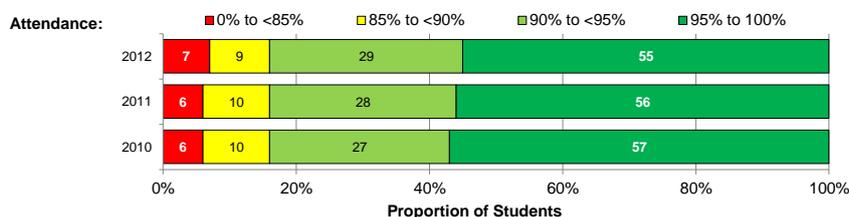
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	94%	95%	94%	95%	94%	95%	95%
2011	95%	95%	96%	96%	96%	95%	94%
2012	93%	94%	95%	95%	95%	94%	93%

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 before 9am in the morning and again after second break in the afternoon. We are currently introducing electronic roll marking via One School. Extended unexplained absences are followed up by a member of the admin team. Parents are contacted and asked to explain the reason for extended numbers of absences. A plan for more regular attendance is created and student attendance is then monitored regularly.

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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Performance of our students

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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

It is difficult to measure cohort improvement in our Closing the Gap report due to the very small number of indigenous students in each year level.