

Ferny Grove State School

Queensland State School Reporting

2013 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 2013. 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 2013

Ferny Grove State School identified several key priorities for completion in 2013.

Development of a school wide pedagogical framework defining our key principles which will be used to determine how and why we teach the way we do. This was completed and published along with our school values and vision for 2014-16.

Implementation of Australian Curriculum History across Prep-Year 7. This was completed.

Enhanced data focus with teachers to track and monitor student progress in reading and maths. This was fully implemented.

Year level action plans implemented and reported to all staff in October.

Future outlook

Priorities for 2014

Implementation of pedagogical framework throughout the school.

Plan and implement intervention processes for students in prep-year 3 using Great results Guarantee funding.

Implement Prep early Start assessment for all students in prep.

Peer coaching training program for selected teachers.

Action Research projects linked to teacher performance plans.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	833	395	438	95%
2012	851	405	446	96%
2013	807	390	417	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		
	2011	2012	2013
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	26	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	12	6	11
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	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 2013.

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 2013 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. We celebrate positive student behaviour and hold high expectations of all students. Our student peer mediators support younger students in the playground and our Chaplain and our Defence Force Teacher Aides provide alternative lunchtime activities for students who are new to the school supervised games.

Our school at a glance

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	2013
their child is getting a good education at school (S2016)	87%	90%
this is a good school (S2035)	100%	97%
their child likes being at this school* (S2001)	91%	94%
their child feels safe at this school* (S2002)	96%	97%
their child's learning needs are being met at this school* (S2003)	74%	90%
their child is making good progress at this school* (S2004)	87%	87%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	94%
teachers at this school motivate their child to learn* (S2007)	96%	90%
teachers at this school treat students fairly* (S2008)	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%
this school works with them to support their child's learning* (S2010)	86%	94%
this school takes parents' opinions seriously* (S2011)	77%	85%
student behaviour is well managed at this school* (S2012)	87%	90%
this school looks for ways to improve* (S2013)	87%	93%
this school is well maintained* (S2014)	96%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	99%
they like being at their school* (S2036)	95%	98%
they feel safe at their school* (S2037)	97%	98%
their teachers motivate them to learn* (S2038)	97%	94%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%
teachers treat students fairly at their school* (S2041)	91%	88%
they can talk to their teachers about their concerns* (S2042)	93%	82%
their school takes students' opinions seriously* (S2043)	90%	93%

Our school at a glance

student behaviour is well managed at their school* (S2044)	93%	90%
their school looks for ways to improve* (S2045)	96%	94%
their school is well maintained* (S2046)	98%	96%
their school gives them opportunities to do interesting things* (S2047)	97%	96%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		99%
they feel that their school is a safe place in which to work (S2070)		99%
they receive useful feedback about their work at their school (S2071)		86%
students are encouraged to do their best at their school (S2072)		99%
students are treated fairly at their school (S2073)		97%
student behaviour is well managed at their school (S2074)		97%
staff are well supported at their school (S2075)		99%
their school takes staff opinions seriously (S2076)		99%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		97%
their school gives them opportunities to do interesting things (S2079)		96%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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.

As an Independent Public School we have utilised some of our funding to employ a community liaison officer who provides a link between home and school as well as building partnerships with our broader school community.

Reducing the school's environmental footprint

Electricity usage has reduced over time with the installation of additional solar panels.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	228,747	2,117
2011-2012	193,262	2,727
2012-2013	195,532	2,948

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

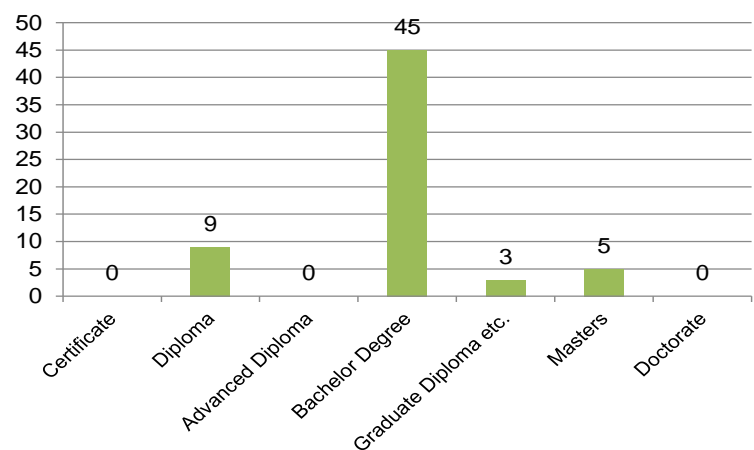
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	62	26	0
Full-time equivalents	50	18	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.	3
Masters	5
Doctorate	0
Total	62



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$25000 .

The major professional development initiatives are as follows:

School wide pedagogical framework development and student progress conversations with teachers. A team of teachers also attended the International Maths educators conference in Melbourne.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

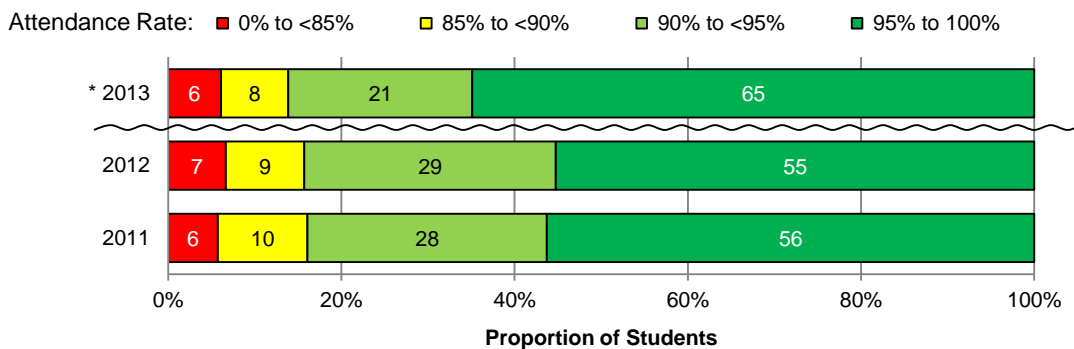
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	95%	96%	96%	96%	95%	94%					
2012	93%	94%	95%	95%	95%	94%	93%					
2013	95%	95%	95%	95%	96%	95%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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/>.

To access our NAPLAN results, 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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.