

Ferny Grove State School

Queensland State School Reporting

2014 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

This report contains an overview of the improvement priorities and performance of Ferny Grove State School in 2014.

School progress towards its goals in 2014

- Year's 4-7 consistent approach to problem solving in Numeracy.
- GRG intervention and extension program for students in P-3.
- Begin to embed School wide pedagogical framework.
- Peer Coaching framework for teachers to support colleagues' pedagogical improvement priorities.

Future outlook

- We aim to develop a whole school approach to the teaching of Writing.
- A review of our Prep philosophy and pedagogy will be conducted.
- Bright Sparks extension program for high performing learners.
- Performing Arts program with emphasis on stage production and performances.
- One to one iPad consultation process to commence.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	851	405	446	96%
2013	807	390	417	96%
2014	839	396	443	96%

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

Characteristics of the student body:

The Ferny Grove State School student body is largely consistent from one year to the next. Our school serves a significant Defence Force community of some 120 students. These students make up the majority of our incoming and outgoing enrolments each year. There is an increasing cultural diversity within our community.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	24
Year 4 – Year 7 Primary	25	26	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	11	16
Long Suspensions - 6 to 20 days	0	2	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Bright Sparks Extension program in Years 5 and 6.
- Ongoing commitment to Sport and physical activity with involvement in interschool sport competitions a highlight of this program.

Extra curricula activities

- Sister School link with Humani School in Africa. Our whole community via our student council supports the community of Humani through fundraising and provision of school materials, medication, lighting etc.
- Outstanding Performing Arts Program with emphasis on stage, music, dance and drama productions.

How Information and Communication Technologies are used to assist learning

Our school is currently exploring our vision for ICT with a view to commencing roll out of a BYP iPad program to enhance student access to technology for learning within classrooms. We will seek to further enhance our Wi-Fi capacity in 2016 and maintain a balance of desk tops, laptops and Interactive Whiteboards.

Social Climate

Student behaviour at Ferny Grove State School is of a very high standard. We seek to focus students and staff on our core values of respect, responsibility, learning, effort, cooperation, care and compassion. These form the basis of our work with students and define the nature of what is expected at our school. The success of this work is evidenced by the fact that 97% of parents report that their child feels safe at school, 99% of students feel safe at school and 100% of staff say that behaviour is well managed at our school.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	87%	90%	93%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school* (S2001)	91%	94%	93%
their child feels safe at this school* (S2002)	96%	97%	97%
their child's learning needs are being met at this school* (S2003)	74%	90%	91%
their child is making good progress at this school* (S2004)	87%	87%	92%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	94%	92%
teachers at this school motivate their child to learn* (S2007)	96%	90%	94%
teachers at this school treat students fairly* (S2008)	87%	90%	92%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	93%
this school works with them to support their child's learning* (S2010)	86%	94%	92%
this school takes parents' opinions seriously* (S2011)	77%	85%	84%
student behaviour is well managed at this school* (S2012)	87%	90%	92%
this school looks for ways to improve* (S2013)	87%	93%	94%
this school is well maintained* (S2014)	96%	100%	99%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	99%	98%
they like being at their school* (S2036)	95%	98%	98%
they feel safe at their school* (S2037)	97%	98%	99%
their teachers motivate them to learn* (S2038)	97%	94%	96%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	92%
teachers treat students fairly at their school* (S2041)	91%	88%	90%
they can talk to their teachers about their concerns* (S2042)	93%	82%	92%
their school takes students' opinions seriously* (S2043)	90%	93%	95%
student behaviour is well managed at their school* (S2044)	93%	90%	93%
their school looks for ways to improve* (S2045)	96%	94%	98%
their school is well maintained* (S2046)	98%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	97%	96%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		99%	100%
they feel that their school is a safe place in which to work (S2070)		99%	100%
they receive useful feedback about their work at their school (S2071)		86%	90%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		97%	100%
staff are well supported at their school (S2075)		99%	100%
their school takes staff opinions seriously (S2076)		99%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		96%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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.

Involving parents in their child's education

Ferny Grove State School employs a Community Liaison Officer to help manage parent engagement in our school. We have many and varied mechanisms for keeping parents informed including a very active and well maintained Facebook page. Class

Parent Representatives meet with one of Deputy Principals four times per year to discuss school priorities and possible improvements.

Reducing the school's environmental footprint

In 2015 we intend to implement a full energy audit across our school to identify improvements we can make in advance of P and C funding for air-conditioning all classrooms over the next 3 years.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	193,262	2,727
2012-2013	195,532	2,948
2013-2014	199,944	5,407

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

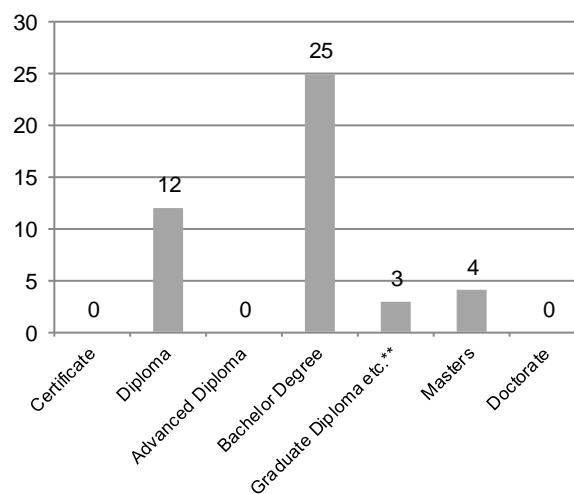
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	64	25	<5
Full-time equivalents	55	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	12
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
Total	44



*Teaching staff includes School Leaders
 **Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$45000

The major professional development initiatives are as follows:

- Peer Coaching for Teachers.
- Problem Solving PD in Years 4-7.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

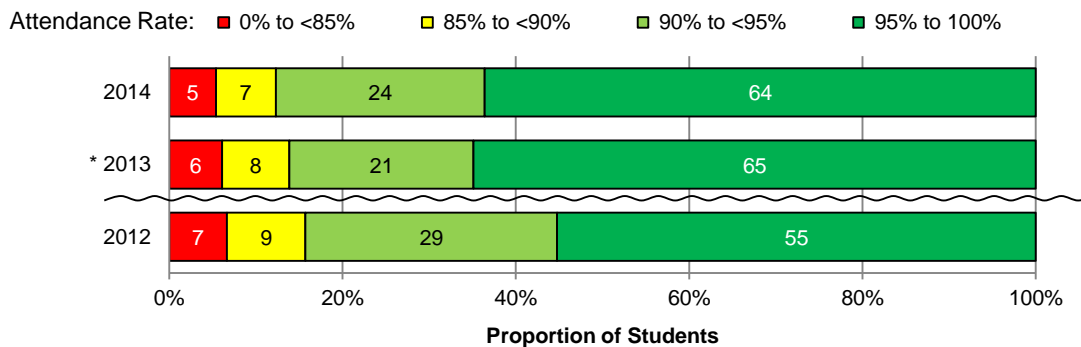
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	94%	95%	95%	95%	94%	93%					
2013	95%	95%	95%	95%	96%	95%	94%					
2014	94%	96%	94%	95%	95%	96%	96%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 twice per day. Students arriving late are sent to the office for a late slip. Repeated unexplained absences are followed up by DPs who then meet with the parents and seek a resolution to the child's lack of regular attendance.

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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Achievement – Closing the Gap

There are insufficient numbers of students to be able to accurately comment on improvements in this area.