

Ferny Grove State School

Queensland State School Reporting

2015 School Annual Report



Postal address	Finvoy Street Ferny Grove 4055
Phone	(07) 3550 5333
Fax	(07) 3550 5300
Email	principal@fernycroveseq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Brett Shackleton, Principal

Principal's foreword

Introduction

This report contains an overview of the improvement priorities and performance of Ferny Grove State School in 2015.

School progress towards its goals in 2015

- Schoolwide approach to teaching of writing nearing completion.
- Age Appropriate Pedagogies project fully implemented in Prep as per regional commitment. Our work in this area now forms a key part of the statewide roll out of this project.
- Bright Sparks entrepreneurial project fully implemented.
- SPAG BOL (Student Performing Arts Group. Brighten our Learning) produced two full theatre stage productions in 2015. Over 70 student involved, many staff and parents also engaged.
- Full consultation process for iPad classes implemented with six classes to commence in 2016.

Future outlook

- Curriculum review process to transform curriculum delivery from Prep to year 6.
- Review of How we teach reading and implementation of DRA reading assessment in Years 4-6.
- Continued rollout of age appropriate pedagogies project into year one in 2016.
- Focus on assessment of, for and as learning across the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	807	390	417	25	96%
2014	839	396	443	30	96%
2015	790	385	405	28	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Our school vision is designed to build on a traditions but look towards the future. To this end we have committed to a range of opportunities being provided to our students both inside and outside the classrooms. These include;

- Performing Arts program
- Instrumental and Choral Music Program
- Debating Club
- Interschool Sport
- Kitchen Garden
- Science Club
- BYO IPad classes from Years 1-6
- Bright Sparks Entrepreneurial Program for advanced learners.

All of these are in addition to the Australia Curriculum implemented from Prep to Year 6 with a heavy focus on literacy and numeracy as our core priorities.

Our school services a diverse community including over 120 students who have parents serving in our defence force. Current enrolment is 820 with the prospect of growth as new housing estates open up in Upper Kedron. An enrolment management process will likely be needed within the next 2 years.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	24	24
Year 4 – Year 7 Primary	26	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	11	16	13

Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The Ferny Grove Pedagogical framework included empowerment as our overarching aim. It further states that Empowerment helps individuals take ownership of their lives through choice and autonomy, with an outcome that results in the knowledge of how and the ability to, influence our world.

Every student at Ferny Grove State School has a right to be engaged in a curriculum that develops their skills, knowledge and capabilities needed for active participation in our community. In order to make this possible our work as educators must focus on creating a curriculum plan that is seamless, developmentally appropriate and both horizontally and vertically aligned within and across year levels. We believe this curriculum must meet the following success criteria.

- High levels of teacher engagement and creativity.
- Consistency with our FGSS stated pedagogical principles.
- Focus on deep learning rather than content driven.
- Consistent with ACARA year level standards and elaborations.
- Linked to the real world of our students.
- Built around assessment tasks of rigour and that allow for differentiation.

Extra curricula activities

- 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.
- 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 improve learning

In 2014 Ferny Grove State School completed and published a document called a Pedagogical Framework. This framework is designed to guide our progress towards an aspirational vision of 21st century learning at our school.

Our vision

Empower and Connect learners for Sustainable Futures.

Our core Principles

- Connectedness
- Diversity
- Engagement

- Creativity

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

Ferny Grove State School is committed to investigating and implementing models of BYOT. 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**; and,
- Allow students the opportunity to **display prior knowledge of topics** and thus be co-constructive in their **own learning journey**.

Ferny Grove State School has a strong and emerging commitment to 21st century learning and in particular, the use of ICTs to enhance student engagement and learning.

In 2016 the following large scale ICT reforms and investments will be actioned.

- Trial of 6 BYO iPad classes in Years 1-6
- Full wireless upgrade across all classrooms in our school.
- Upgrade of bandwidth to enable increased traffic across our network.
- Upgrades to our laptop fleet to balance access and connectivity across our whole school.

Our strong commitment to connectedness as an educational principle will see us continue to expand our BYO program in light of parent, teacher and student interest.

At Ferny Grove, students currently have access to a range of digital devices to support their learning, including many iPads that are shared across the school. The iPads have proven to be a very useful tool to support student learning and are the only platform currently allowed in the Ferny Grove State School BYO Program in 2016.

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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	90%	93%	94%
this is a good school (S2035)	97%	97%	99%
their child likes being at this school (S2001)	94%	93%	99%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child feels safe at this school (S2002)	97%	97%	99%
their child's learning needs are being met at this school (S2003)	90%	91%	94%
their child is making good progress at this school (S2004)	87%	92%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	92%	88%
teachers at this school motivate their child to learn (S2007)	90%	94%	93%
teachers at this school treat students fairly (S2008)	90%	92%	93%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	99%
this school works with them to support their child's learning (S2010)	94%	92%	94%
this school takes parents' opinions seriously (S2011)	85%	84%	90%
student behaviour is well managed at this school (S2012)	90%	92%	96%
this school looks for ways to improve (S2013)	93%	94%	100%
this school is well maintained (S2014)	100%	99%	99%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	100%
they like being at their school (S2036)	98%	98%	97%
they feel safe at their school (S2037)	98%	99%	100%
their teachers motivate them to learn (S2038)	94%	96%	98%
their teachers expect them to do their best (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	92%	99%
teachers treat students fairly at their school (S2041)	88%	90%	93%
they can talk to their teachers about their concerns (S2042)	82%	92%	87%
their school takes students' opinions seriously (S2043)	93%	95%	97%
student behaviour is well managed at their school (S2044)	90%	93%	97%
their school looks for ways to improve (S2045)	94%	98%	100%
their school is well maintained (S2046)	96%	98%	99%
their school gives them opportunities to do interesting things (S2047)	96%	97%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	100%	100%
they feel that their school is a safe place in which to work (S2070)	99%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	100%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	99%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	97%	100%	100%
staff are well supported at their school (S2075)	99%	100%	98%
their school takes staff opinions seriously (S2076)	99%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	100%	98%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Ferry Grove prides itself on teaching students about the importance of community. We actively support charitable causes across our community and have a very active partnership with Barefoot in Africa as we fundraise for our sister school Humani, in Zimbabwe. We believe that students need to be connected to the real world and therefore we act on this belief by demonstrating to them that they can make a difference in the lives of those less fortunate than ourselves. We employ a Community Liaison Officer who is constantly creating mechanisms for our parents to connect with our school. Our tuckshop is renowned for the quality of its food and our Outside School Hours Care Program is rated very highly by students and parents.

We understand that our student population will present with diverse educational needs and that not all learners will meet expected standards at the rate expected. To support the full range of learners we have a team of support teachers who meet weekly to discuss students with diverse and challenging needs and implement actions that deliver support to these students. The team incorporates the following roles.

- Head of Special Education
- Speech language Pathologist
- Guidance Officer
- Support Teacher Literacy and Numeracy.
- Chaplain
- Student Welfare and Engagement Teacher

Reducing the school's environmental footprint

In 2015 we implemented 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
2012-2013	195,532	2,948
2013-2014	199,944	5,407
2014-2015	211,427	6,231

*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.

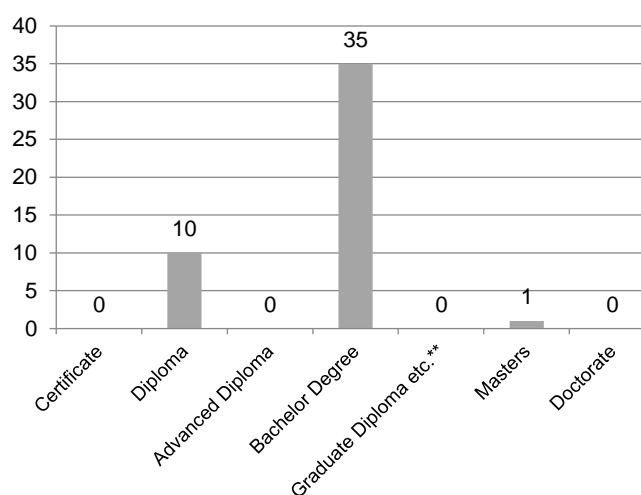
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	33	0
Full-time equivalents	52	21	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	46



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$47000

The major professional development initiatives are as follows:

- Peer coaching for teachers.
- Action Research into writing pedagogy project.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	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 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

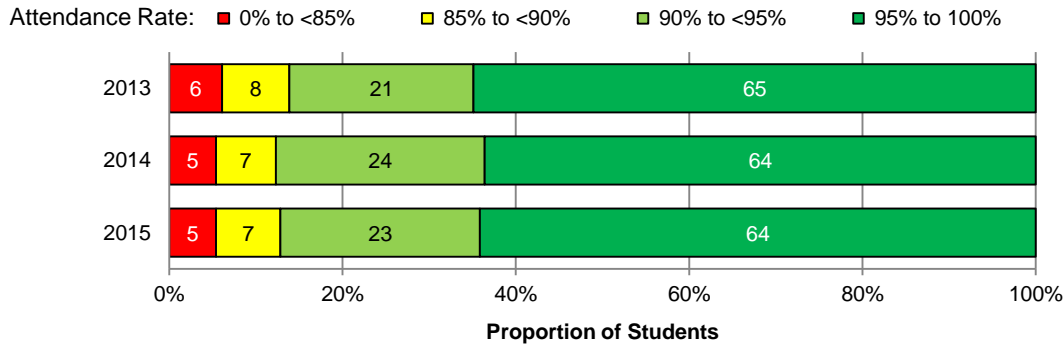
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013	94%	95%	95%	95%	95%	96%	95%
2014	94%	94%	96%	94%	95%	95%	96%
2015	96%	94%	94%	96%	94%	96%	95%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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/>.

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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.