



Ferny Grove State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

Ferny Grove State School is a highly regarded Independent Public School that has been proudly servicing the students of the Ferny Grove since 1875. The school is easily accessible and conveniently located in the heart of the Ferny Grove suburb. The school boasts attractive and well-maintained grounds and offers modern educational facilities and resources for all students. The staff, parents, students and the wider community are all supportive and encouraging of our school. Our school team strives to give the students of Ferny Grove State School the best possible primary school education.

The vision for the school is: *Empower and Connect learners for Sustainable Futures.*

Our school community believes strongly in developing a strong school and community relationship. Our school values are a reflection of both our school and the community that supports us. Each of these values defines an aspiration we have for our students and creates a united language for all members of our community. The values for the school are:

- Respect
- Responsibility
- Care and Compassion
- Cooperation
- Learning
- Effort

Ferny Grove State School maintains a strong commitment to our core responsibility of educating young people to be literate and numerate citizens of the future. We have high expectations of every student and expect only the very best behaviour at all times. Ours is a community inclusive of all people regardless of income, ethnicity, ability or socio economic status. We are a proud Queensland State School with a desire to make a difference for every child.

Ferny Grove State School believes that our young people need to have experiences that allow them to understand how they can benefit from, as well as make a contribution to community. We actively support both local and international charities and celebrate the capacity of our students to make a difference for others in need.

We believe in a full and rounded education that includes Music, Physical Education, Sport, Languages other than English, Technology and The Arts. All of these along with all areas of the Australian Curriculum in English, Mathematics, Science and History/SOSE ensure our students are taught the full range of key learning areas.

We welcome your participation in our school over many years to come and hope that your time with us is greatly beneficial for your family. This website aims to give you an overview of what we have to offer. I would encourage you to come and chat to us in more detail as well as follow us on Facebook for day-to-day events.

School progress towards its goals in 2018

- Maintained and embedded reading and numeracy strategies to ensure consistent approaches are being utilised in every classroom.
- Developed school wide data tracking tool 'Kid Tracker'.
- Continued systematic curriculum delivery processes through engagement with regional improvement priorities.
- Created a Master Teacher STEM role.
- Completed School Wide Pedagogical Framework review,

Future outlook

- Transform the teaching of writing through consistent teacher practice in purposeful contexts for students.
- Sustain consistent, student centred approaches to the teaching of reading.
- Embed early literacy and numeracy intervention and consistent program delivery in P-3 classrooms.
- Strengthen numeracy capability through consistent problem solving and mental computation strategies Yr3-6.

- Inclusive differentiation practices embedded in classroom planning, informed by data including 'Kid Tracker' tool.
- Deeper understanding of assessment, reporting and moderation processes.
- Develop a HOC STEM role and recruit specialist science teacher P-2.
- Embed the SWP Principles through student language of 'Learning Super Powers'.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	822	841	887
Girls	414	415	423
Boys	408	426	464
Indigenous	33	43	42
Enrolment continuity (Feb. – Nov.)	96%	96%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Ferny Grove SS student body is drawn primarily from the suburbs of Upper Kedron, Keperra and Ferny Grove. The most significant identifiable group is the 140 students who have parents serving in the ADF.

The Ferny Grove State School Special Education Program caters for students with disabilities from Prep to Year 6. We support students with intellectual impairment, autistic spectrum disorder, speech-language impairment, physical impairment, hearing impairment and/or vision impairment.

We have a purpose-built Special Education Unit that includes two classroom spaces and a disabled toilet. However, our students spend the majority of each day in the regular classrooms, accessing the Australian Curriculum, with the support of special education teachers and aides. Students also have access to Education Queensland Advisory Visiting Teachers, occupational therapists, speech-language pathologists and other specialists as required.

At Ferny Grove State School, we believe that every child has the capacity to learn, that all children should have access to a quality education, and that the social-emotional development of the child is just as important as the academic. Within the Special Education Program, our motto is the African proverb, 'It takes a village to raise a child'. We look forward to sharing the journey with you through your child's primary school years.

Find out more about our approach to inclusion here:

[Our Approach to Inclusion](#)
[How our Teachers Work](#)

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	24	24	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	27	26	26	

Curriculum delivery

Our approach to curriculum delivery

The collage displays the school's pedagogical framework. Key elements include:

- Our Vision:** Empower and Connect learners for Sustainable futures.
- Our Values:** respect, responsibility, learning, effort, co-operation, care & compassion.
- Our Principles:**
 - Empowerment:** An overarching aim of the SWP Framework, fundamental to all members of the school community. It develops belief in the ability of all learners to make decisions and solve problems.
 - Connectedness:** A learner's sense of belonging, feeling valued, supported, involved and engaged. Making links to the real world and preparing learners to participate in active, global citizens is central to this principle.
 - Engagement:** Affective, emotional, cognitive, curiosity and interest. It is evident in a learner's willingness, need, desire and compulsion to participate and be successful in the learning process.
 - Diversity:** About recognising and valuing differences; where everyone is respected and appreciated for who they are, and has the opportunity to achieve to be the best they can be.
 - Creativity:** Enhances the capacity of the learner to think and experiment in original, flexible, divergent and innovative ways. Making a difference in our world through creative thought.
 - Sustainability:** A key theme of the FGS school-wide pedagogy. It is the quest for a sustainable future that meets the needs of the present without compromising the capacity of future generations to meet their own needs.

Words matter but only if they align with knowledge and capability to make it possible for those words to be turned into actions. Teachers are in the most powerful position to do this through the provision of timely teacher capability building and support. If inclusion is important and part of our improvement plan then leaders have a responsibility to dedicate time, resources and professional conversations to making it real in schools. We sought to foster not mandate consistent schoolwide practices that have authoritative and achievable frameworks for teachers.

We build teaching quality through collaborative expertise practices with a high effect size on student outcomes. Our systematic approach to developing collaborative inquiry-based professional learning cycles reflects in excellence in differentiation for teachers. Through the annual performance review process, teachers are able to choose the six week pedagogical deepening cycle that aligns with their goal. We know our learners by regularly updating and analysing our Kid Tracker at individual, class, cohort and whole school levels. It informs our year level planning and is used to identify students at risk.

Co-curricular activities

SPAG BOL stands for 'Student Performing Arts Group - Brightening Our Learning'. SPAG BOL PRODUCTIONS rehearses and performs two productions each year with up to 50 students drawn from Years 4 – 6. The group's motto is 'Creativity through Persistence and Resilience' and provides students with opportunities to contribute as an important part of either the Acting Group, Stage Crew or Audio Visual Crew. It fosters teamwork, camaraderie and sense of achievement while teaching students about the various roles and responsibilities of being a part of a stage show.

Learning to play a musical instrument is an immensely satisfying challenge. The ability to play builds friendships across year levels and schools. Playing music brings students together, and immediately a common bond is established, and a sense of belonging realised. This is extremely beneficial when students move to high school.

The aim of the instrumental music program is to give students the opportunity to learn to play and perform in a group situation. Providing ensemble/band experience for students develops their performance skills and extends their knowledge, thus increasing confidence and pride.

Check out our website for more information [here](#):

How information and communication technologies are used to assist learning

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

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 2019.

More information is available here: [BYO iPad Classes](#)

Social climate

Overview

Ferny Grove State School offers a range of support people and programs for students. The following links will tell you more about how they work.

[Responsible Behaviour Plan](#)

[Defence Force Support](#)

[Chaplaincy Program](#)

[Special Needs Action Committee](#)

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	97%	98%
• this is a good school (S2035)	96%	96%	98%
• their child likes being at this school* (S2001)	99%	96%	99%
• their child feels safe at this school* (S2002)	96%	97%	99%
• their child's learning needs are being met at this school* (S2003)	94%	93%	96%
• their child is making good progress at this school* (S2004)	95%	95%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	95%	96%
• teachers at this school motivate their child to learn* (S2007)	93%	97%	98%
• teachers at this school treat students fairly* (S2008)	89%	92%	95%
• they can talk to their child's teachers about their concerns* (S2009)	99%	95%	98%
• this school works with them to support their child's learning* (S2010)	93%	94%	94%
• this school takes parents' opinions seriously* (S2011)	85%	87%	89%
• student behaviour is well managed at this school* (S2012)	91%	93%	90%
• this school looks for ways to improve* (S2013)	98%	96%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	100%	97%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	97%	96%
• they like being at their school* (S2036)	98%	98%	94%
• they feel safe at their school* (S2037)	98%	98%	97%
• their teachers motivate them to learn* (S2038)	99%	97%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	93%
• teachers treat students fairly at their school* (S2041)	98%	98%	92%
• they can talk to their teachers about their concerns* (S2042)	95%	93%	93%
• their school takes students' opinions seriously* (S2043)	95%	91%	92%
• student behaviour is well managed at their school* (S2044)	94%	96%	88%
• their school looks for ways to improve* (S2045)	100%	99%	96%
• their school is well maintained* (S2046)	97%	98%	96%
• their school gives them opportunities to do interesting things* (S2047)	99%	97%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	100%	98%
• 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)	94%	93%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	98%
• student behaviour is well managed at their school (S2074)	99%	98%	94%
• staff are well supported at their school (S2075)	100%	98%	94%
• their school takes staff opinions seriously (S2076)	100%	98%	90%
• their school looks for ways to improve (S2077)	100%	100%	96%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	99%	98%	98%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'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

At Ferny Grove State School we are continually working with staff, parents and students to provide the best possible learning opportunities for all. We know that involving parents in their child's education provides for greater outcomes and increase confidence in the school.

Each year we analyse our school opinion survey data through collaboration with staff and plan for future improvements in terms of how we can engage with our parents and the community. Our 2018 School Opinion Data shows that our staff, students and parents are aiming to work together to ensure that we give our students the best possible opportunity to be successful. In 2019 and beyond, we endeavour to work to improve these standards as they help to create an excellent school culture to maximise the learning and achievement opportunities for every child, every day.

At Ferny Grove State School we believe that our success is dependent upon our relationship with our parents. We ensure that parents feel welcome in our school and are an integral part of their child's education. In order to maximise parental input, we offer many and varied opportunities for parents to be actively involved. We invite parents to parent/teacher interviews biannually (Term 1 and 3) and provide written reports at the end of each semester to keep parents informed about their child's progress. We engage parents in less formal ways through culminating days, school parades, morning tea events, parent helpers, P&C, parent education sessions as well as updating parents fortnightly in our newsletter. Finally, we have consultation processes with parents and outside agencies so that adjustments can be made to assist students with diverse needs to access and participate fully at school. All of these strategies help to build and maintain strong relationships with our parent body.

In regards to students with diverse learning needs, our school consults with parents on a regular basis providing an avenue to partner in their child's learning and regularly discuss their child's individual learning program.

Respectful relationships education programs

Ferny Grove State School was one of the initial trial schools for Education Queensland's Respectful Relationships Curriculum. We are also Queensland's first accredited White Ribbon school with a commitment to reducing the level of men's violence towards women. We do this through an emphasis on respectful words and actions, challenging gender stereotypes and talking about the issue of family violence with our community. Find out more here.

[White Ribbon](#)

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	28	20	12
Long suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Ferny Grove was a member of the Queensland Government energy reduction program in 2018. A range of initiatives were introduced included energy efficient lighting upgrades, temperature control and managed usage of air conditioning, hall lighting upgrades and climate warriors program for students. The student council coordinated recycling and composting initiatives.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	209,697	208,022	186,684
Water (kL)	2,476	6,371	3,714

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	62	36	0
Full-time equivalents	57	23	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	13	
Graduate Diploma etc.*	10	
Bachelor degree	37	
Diploma	2	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$110 982.27

The major professional development initiatives are as follows:

- Planning days
- Literacy professional development including DRA & PM training and analysis
- Whole school approach to writing
- Phonemic awareness
- Collaborative professional learning groups
- Peer coaching

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	92%	88%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

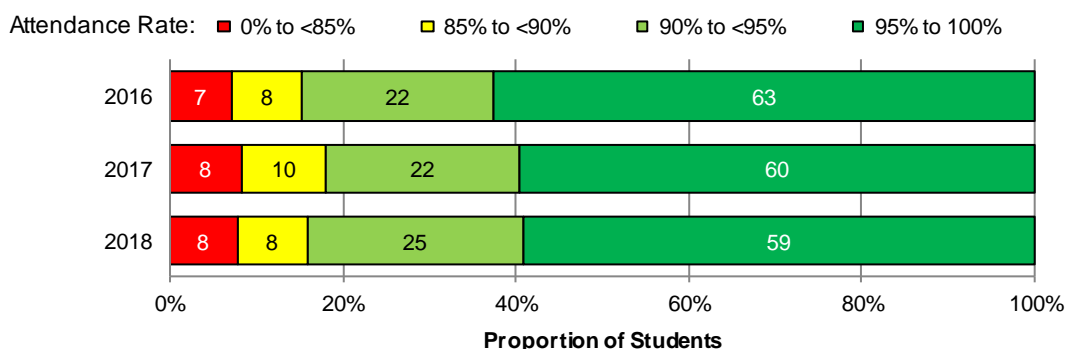
Year level	2016	2017	2018
Prep	94%	93%	94%
Year 1	96%	93%	93%
Year 2	94%	94%	94%
Year 3	95%	94%	95%
Year 4	96%	94%	93%
Year 5	93%	95%	95%
Year 6	95%	94%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Ferny Grove has traditionally recorded high levels of attendance. We apply a range of monitoring tools and respond by talking to parents when there is an unexpected reduction in attendance. A same day absence notification system is in place for all students.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.