

# Ferny Grove State High School (2148)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

This report details a sample of achievements and results from Ferny Grove State High School in 2012. As a school committed to excellence and continuous improvement, we welcome the data as a catalyst for ongoing reflection, discussion and futures-planning.

### School progress towards its goals in 2012

At Ferny Grove State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development. In 2012, the school was successful in building on this solid foundation:

- Continued to develop productive partnerships with students, staff, parents and the community to support improved student learning opportunities, deliver high achievement, and promote community confidence and pride in the school's ability to meet the needs of all students and enhance performance.
- Engaged student, staff, parent and community involvement in the QSR and Strategic Planning 2013-2016 processes
- Initiated the introduction of the Australian Curriculum-English, Mathematics and Science and prepared for the implementation of History in 2013.
- Continued to achieve well in NAPLAN program-numeracy was a highlight in 2012.
- Dimensions of Learning was further embedded as or teaching and learning framework.
- All staff undertook the Developing Performance Plan process
- Further embedded digital learning practices including the roll out of our 1 to 1 laptop program to Year 9 and 10.

### Future outlook

Key priorities for 2013 include

- Productive partnerships with school community stakeholders
- Australian Curriculum implementation
- Continuous monitoring of student achievement
- Year 7 to high school transition
- High quality teaching practices
- Consistent classroom pedagogical practices
- Instructional leadership development

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1476	711	765	92%
2011	1412	676	736	95%
2012	1345	657	688	94%

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

Characteristics of the student body:

The student body draws from a predominantly Anglo-Saxon background. The students are well engaged in their educational program and the school enjoys strong parental support for its programs, policies and practices. There is a growing number of International program students originating in the main from Indonesia, Germany and other European countries. There is a significant cohort of students from Australian Defence Force families. Many of these students have parent/s on active duty in overseas campaigns. The school is organized within year level classes. The school endeavours to ensure that class sizes across the school fall within the target range wherever possible. Predominantly students exit school to university or other forms of education and training

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	23	24	24
Year 11 – Year 12	19	19	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	173	118	95
Long Suspensions - 6 to 20 days	25	20	15
Exclusions	4	2	8
Cancellations of Enrolment	12	2	7

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

- Extension Maths, Science, English programs (Yrs 8-10)
- German Immersion Program (Yrs 8-10)
- German Extension (Yrs 10-12)
- Indonesian (Yrs 8-12)
- Agricultural Sciences
- Senior English and Music Extension
- Greater Brisbane Schools Sport

### Extra curricula activities

- Instrumental and Choral Music program
- Debating
- The school participates in a wide range of sports with students being selected to represent their school at Regional, Metropolitan and State levels.
- A genuine care for others is evident through student participation in Kokoda Challenge, Forty Hour Famine, World Vision, Shave for a Cure.
- Student Representative Council
- Junior rotary
- Various leadership and pastoral camps
- Chaplaincy activities
- Work Experience

Various activities arising from curriculum program e.g. Maths Team Challenge

### How Information and Communication Technologies are used to assist learning

In 2012 we introduced our 1 to 1 Laptop Program for students in Years 9-10. This will progressively be implemented across the school enabling all students to participate in this program. A feature of this program is the ability for students to access their school laptop and the internet from home. Student engagement in classes has been a highlight of this initiative with staff and students learning together to make the most of the opportunities provided with this digital learning platform.

Staff continued to work towards improving their understanding of the use of digital pedagogies in their repertoire of teaching. Mentoring and professional development focusing on ICTs was a focus for staff. Faculties incorporated latest technologies into their curriculum programs e.g. Global Information Systems program into SOSE, Revit and Inventor software into Graphics, Physiological monitors in HPE, data logging equipment in Science.

## Social climate

We pride ourselves on establishing a caring, supportive and disciplined environment where students feel valued, safe and are encouraged to pursue their learning to the best of their ability. The form teacher has a key role in supporting the welfare and development of their students. Our additional support team is extensive and includes Year Coordinators, Year level Deputy principals, Guidance Officers, School chaplains, a School Based Youth Health Nurse, a Defence Force Transition Mentor and Youth Support Coordinator.

A structured Pastoral Care program is implemented in Years 8-12. In 2012 a Head of Junior Secondary was appointed to further develop these programs in readiness for the arrival of Year 7 in 2015.

A focus on an improved social climate has helped to ensure that incidences of bullying (including cyber bullying) are minimised. Clearly articulated and reinforced strategies for addressing bullying are in place. Student and parent satisfaction with the social climate of the school is evident in the results of the 2012 School Opinion Surveys.

### From our Students

- 92% say 'Ferry Grove SHS is a good school'

# Our school at a glance

- 93% say 'My schoolwork challenges me to think'
- 97% say 'I feel safe at Ferny Grove SHS'
- 97% say 'I am getting a good education at Ferny Grove SHS'

## From our Parents

- 96% say 'My child is getting a good education at Ferny Grove'
- 100% say 'Teachers are interested in my child's well-being'
- 100% say 'I would recommend Ferny Grove SHS to others'

## Parent, student and staff satisfaction with the school

In 2012 parents, students and staff were satisfied with the aspects of the school as reported below. The school community is committed to work together to ensure the environment for learning and working is one that is characterized by mutual respect, trust and the development of strong relationships. School Opinion Survey results as a measure of satisfaction have been steadily improving since 2010.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	95.5%
this is a good school	100.0%
their child likes being at this school*	90.9%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	90.9%
their child is making good progress at this school*	86.4%
teachers at this school expect their child to do his or her best*	95.5%
teachers at this school provide their child with useful feedback about his or her school work*	95.5%
teachers at this school motivate their child to learn*	81.8%
teachers at this school treat students fairly*	95.2%
they can talk to their child's teachers about their concerns*	95.5%
this school works with them to support their child's learning*	95.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	95.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

# Our school at a glance

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	96.6%
they like being at their school*	88.1%
they feel safe at their school*	96.6%
their teachers motivate them to learn*	89.0%
their teachers expect them to do their best*	97.5%
their teachers provide them with useful feedback about their school work*	85.7%
teachers treat students fairly at their school*	84.9%
they can talk to their teachers about their concerns*	78.0%
their school takes students' opinions seriously*	83.1%
student behaviour is well managed at their school*	74.8%
their school looks for ways to improve*	93.3%
their school is well maintained*	91.5%
their school gives them opportunities to do interesting things*	94.0%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	87.3%
with the individual staff morale items	97.1%

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

<sup>#</sup> 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.

# Our school at a glance

## Involving parents in their child's education

Our P&C meets monthly. There are two active sub-committees of the P&C – Languages and Music Support. Four parents are elected to the School Council which plays a key role in setting school direction and meets each term. Parents at Ferny Grove are encouraged to play an active and supporting role in the life of the school.

Communication processes are important in assisting the development of this important partnership. Parent teacher interviews occur twice a year. Parents and teachers regularly communicate in person, by phone or email to discuss on-going student progress.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has a number of staff actively engaged in leading agendas to reduce our environmental impact. Our students and staff are very supportive of measures implemented to reduce energy usage and waste.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	722,392	5,526
2010-2011	709,484	4,654
2011-2012	719,789	5,306

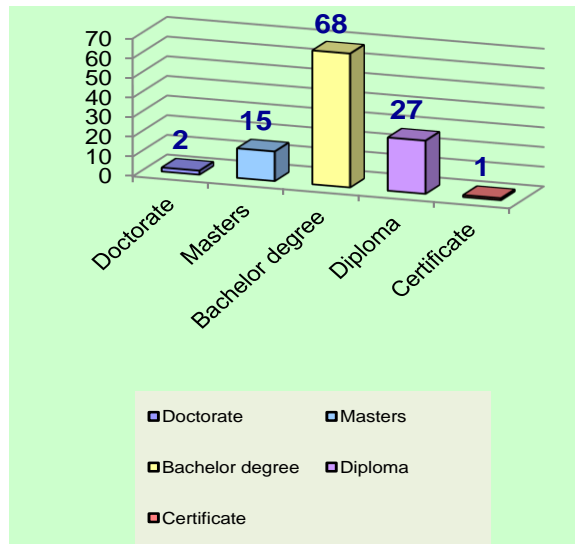
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	121	55	<5
Full-time equivalents	109.4	37.8	<5

## Qualifications of all teachers

Doctorate	2
Masters	15
Bachelor degree	68
Diploma	27
Certificate	1



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$108 135.

The major professional development initiatives are as follows:

Implementation of the Australian Curriculum in English, Mathematics and Science

Dimensions of Learning

ICTS in Teaching and Learning

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.	97.2%	97.7%	97.1%

# Our staff profile

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96.5% 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

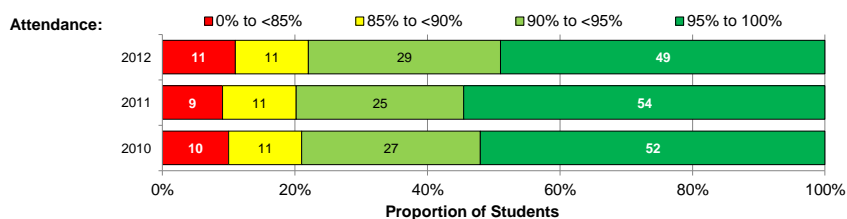
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

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
2010								95%	93%	92%	93%	94%
2011								95%	93%	92%	93%	95%
2012								95%	93%	91%	92%	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.

Rolls are marked electronically at the beginning of each day and at the start of each lesson. An SMS texting system to notify parents of student absences was successfully introduced in 2011.

Early parent contact is made by Year Coordinators and Year Level Deputy Principals to support regular student attendance at school. A network of school-based and external people and programs are implemented as needed to support full engagement of students in their schooling.

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

**Find a school**

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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

The school has dedicated resources to support this important focus area. Retention and attendance rates for ATSI students are similar to non ATSI students. ATSI students are achieving well when compared to the non ATSI students.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	84%	89%
Outcomes for our Year 12 cohorts	2010	2011	2012

# Performance of our students

Number of students receiving a Senior Statement.	274	282	261
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP).	203	195	179
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	60	50	62
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	118	128	188
Number of students awarded an Australian Qualification Framework Certificate II or above.	106	105	108
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	222	240	236
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	80%	75%	78%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%	91%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	92%	94%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25.					
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	42	64	57	37	3
2011	38	59	49	45	4
2012	41	53	45	37	3

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above
2010	34	76	51
2011	63	90	27
2012	147	52	71

As at 2 May 2013. The above values exclude VISA students.

Certificate I in Work Education and Certificate I in Information Technology were offered to students.

# Performance of our students

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The majority of students leaving prior to the completion of Year 12 transition to work or training at TAFE.