

Ferny Grove State High School

Queensland State School Reporting

2015 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 2015. 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 2015

At Ferny Grove State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development. In 2015 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 in implementing the third year of the QSR and Strategic Planning 2013-2016 processes
- Continued the implementation of the Australian Curriculum
- Continued to achieve well in NAPLAN program
- Dimensions of Learning were further embedded as our teaching and learning framework
- All staff reviewed their Developing Performance Plans
- Further embedded digital learning practices including our 1 to 1 laptop program across the whole school

Future outlook

Key priorities for 2016 include:

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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1348	643	705	41	95%
2014	1398	680	718	38	95%
2015	1667	764	903	43	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		
	2013	2014	2015
Year 7 Secondary – Year 10	24	24	24
Year 11 – Year 12	18	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	92	126	193
Long Suspensions - 6 to 20 days	17	6	8
Exclusions	8	2	9
Cancellations of Enrolment	1	10	10

* 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

Our distinctive curriculum offerings

- Extension Maths, Science, English programs (Yrs 8-10)
- German Immersion Program (Yrs 7-10)
- German Extension (Yrs 10-12)
- German (Yrs 7-12)
- Indonesian (Yrs 7-12)
- Agricultural Sciences
- English and Music Extension
- Greater Brisbane Schools Sport
- LEAF Program (Learning Excellence at Ferny) Year 7 only

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
- Interact Club
- Various leadership and year level pastoral camps
- Chaplaincy activities
- Various activities arising from curriculum program eg Maths Team Challenge
- Peer Mediation
- Senior Ski Trip
- Greenhearts Club

How Information and Communication Technologies are used to improve learning

In 2012 we introduced our 1 to 1 Laptop Program for students in Years 9-10. This has been progressively implemented across all year levels, 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 continue to work towards improving their understanding of the use of digital pedagogies in their repertoire of teaching. A staff representative from each faculty is now part of the school PACT Team (Pedagogy and Curriculum using Technology Team). This team of staff are provided with intensive professional development in elearning skills. The team then shares their knowledge within their own faculty to progressively build capacity across the whole school staff and to develop curriculum resources using 'The Learning Place'. This has seen a significant increase in the use of elearning strategies by teachers, and the engagement in learning by students.

Social Climate

We pride ourselves on providing 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, Pathways Officer and Youth Support Coordinator.

A structured Pastoral Care program is implemented in Years 7-12. The Head of Junior Secondary will review this program after it's first year of implementation with Year 7 in 2015.

A focus on an improved social climate has helped to ensure that incidences of bullying (including cyber bullying) are minimized. 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 2015 School Opinion Surveys.

From our Students

- 94% say 'Ferry Grove SHS is a good school'
- 95% say 'My schoolwork challenges me to think'
- 95% say 'I feel safe at Ferry Grove SHS'
- 95% say 'I am getting a good education at Ferry Grove SHS'

From our Parents

- 96% say 'My child is getting a good education at Ferry Grove'
- 97% say 'Teachers are interested in my child's well-being'
- 94% say 'I would recommend Ferry Grove SHS to others'

Parent, student and staff satisfaction with the school

In 2015 parents, students and staff were satisfied with the aspects of the school 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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	96%	96%
this is a good school (S2035)	95%	98%	96%
their child likes being at this school (S2001)	95%	97%	94%
their child feels safe at this school (S2002)	95%	97%	94%
their child's learning needs are being met at this school (S2003)	95%	95%	92%
their child is making good progress at this school (S2004)	90%	94%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	93%	92%
teachers at this school motivate their child to learn (S2007)	90%	91%	91%
teachers at this school treat students fairly (S2008)	95%	89%	92%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	100%	94%	95%
this school works with them to support their child's learning (S2010)	100%	92%	91%
this school takes parents' opinions seriously (S2011)	100%	88%	88%
student behaviour is well managed at this school (S2012)	100%	94%	91%
this school looks for ways to improve (S2013)	100%	97%	96%
this school is well maintained (S2014)	100%	98%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	99%	95%
they like being at their school (S2036)	88%	93%	93%
they feel safe at their school (S2037)	91%	95%	95%
their teachers motivate them to learn (S2038)	91%	96%	91%
their teachers expect them to do their best (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	91%	92%	89%
teachers treat students fairly at their school (S2041)	75%	84%	84%
they can talk to their teachers about their concerns (S2042)	76%	75%	80%
their school takes students' opinions seriously (S2043)	78%	83%	82%
student behaviour is well managed at their school (S2044)	75%	86%	81%
their school looks for ways to improve (S2045)	96%	97%	95%
their school is well maintained (S2046)	90%	91%	89%
their school gives them opportunities to do interesting things (S2047)	93%	97%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	99%	98%
they feel that their school is a safe place in which to work (S2070)	97%	99%	97%
they receive useful feedback about their work at their school (S2071)	83%	90%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	90%	86%
students are encouraged to do their best at their school (S2072)	97%	100%	99%
students are treated fairly at their school (S2073)	100%	99%	98%
student behaviour is well managed at their school (S2074)	91%	97%	96%
staff are well supported at their school (S2075)	89%	92%	82%
their school takes staff opinions seriously (S2076)	87%	90%	75%
their school looks for ways to improve (S2077)	97%	98%	94%
their school is well maintained (S2078)	92%	97%	95%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	96%	97%	93%

'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

Our P&C meets monthly. There are three active sub-committees of the P&C – Languages, Music Support and Sport Group. Two 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	728,277	9,829
2013-2014	507,143	5,202
2014-2015	750,638	4,515

*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.

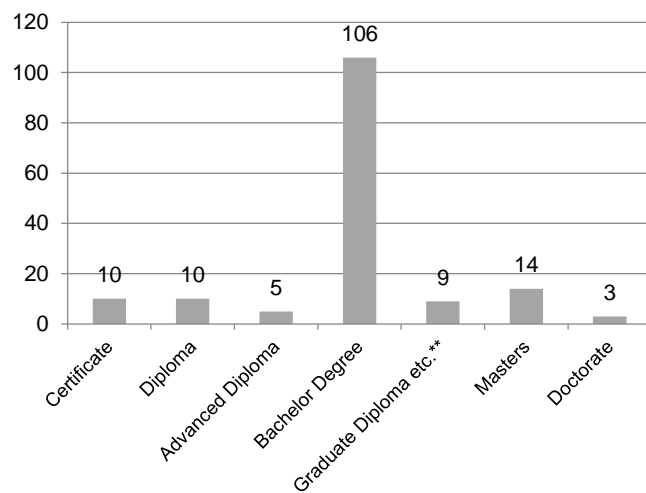
Our staff profile**Staff composition, including Indigenous staff**

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	137	61	<5
Full-time equivalents	124	45	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	5
Bachelor Degree	106
Graduate Diploma etc.**	9
Masters	14
Doctorate	3
Total	157



*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 \$91,782

The major professional development initiatives are as follows:

- Australian Curriculum
- Dimensions of Learning (Pedagogy)
- Leadership Development
- Technology

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.	97%	97%	98%

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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	91%	87%

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 Secondary schools was 90%.

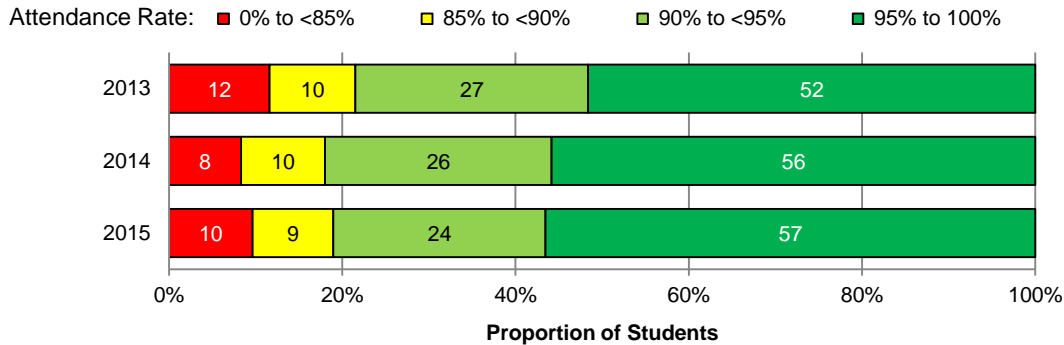
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									94%	94%	92%	93%	93%
2014									95%	93%	93%	95%	94%
2015								95%	94%	92%	92%	94%	94%

*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.

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/>.

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

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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	92%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	120%	80%	62%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	227	242	241
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	1
Number of students receiving an Overall Position (OP)	156	149	154
Percentage of Indigenous students receiving an Overall Position (OP)	40%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	69	73
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	212	127	136
Number of students awarded an Australian Qualification Framework Certificate II or above.	110	115	122
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	208	226	237
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	67%	100%
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.	92%	84%	85%
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.	97%	95%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	96%	97%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	34	55	55	12	0
2014	25	53	47	24	0
2015	32	49	50	23	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	202	66	63
2014	4	44	85
2015	13	49	80

Certificate I

Cert I in Construction (D2C)

Cert I in Construction

Cert I in Plumbing Services

Certificate II

Cert II in Automotive (Heavy Commercial Vehicle)

Cert II in Automotive Mechanical (light vehicle)

Cert II in Electro-technology (Career Start)

Cert II in Horticulture

Cert II in Hospitality

Cert II in Retail (Assistant)

Cert II Business

Cert II Sport and Recreation

Cert II in Health Options

Cert II in Logistics

Certificate III

Cert III in Allied Health Assistance

Cert III in Beauty Services

Cert III in Business

Cert III in Business Administration

Cert III in Early Childhood Education & Care Program

Cert III in Fashion Design

Cert III in Hospitality (Operations)

Cert III in Information, Digital Media & Technology

Cert III in Interior Decoration

Cert III in Media

Cert III in Performing Arts

Cert III in Tourism

Cert III in Animal Studies

Cert III in Carpentry

Cert III in Commercial Cookery

Cert III in Film & TV

Cert III in Plumbing

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school 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.