



Ferny Grove State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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School Overview

Ferny Grove State High School provides an exceptional and distinctive educational experience. Our school is founded on strong values of Respect, Learning, Community and Creativity. These values form the basis of our relationships with each other, the way we learn, work and achieve success in a dynamic learning environment.

Our Excellence Programs in German Immersion, Instrumental and Choral Music and Learning Excellence at Ferny (LEAF), our academic excellence programs, exceptional vocational options and a unique Agricultural Studies course together with a wide variety of sporting programs all contribute to the distinctive educational experience at Ferny Grove State High School.

Features of Ferny Grove State High include:

- Academic Excellence - 1 in 4 students typically achieves an OP 1 - 5.
- Over 90% of students applying for tertiary placements receive a university offer
- 100% of graduating students exit with a Queensland Certificate of Education.
- Student leadership culture and pastoral care program
- High expectations of student performance, attendance, uniform and behaviour
- 1 to 1 take-home laptop program
- Award-winning instrumental and choral music program
- Sporting Excellence - member of Greater Brisbane Schools Sport
- State-of-the-Art facilities

The school curriculum is broad, enabling students to engage in studies which are of interest to them, preparing them for further study or employment. Students are encouraged to participate in the many extracurricular activities offered to extend their personal development as active and informed young people, contributing to a healthy and harmonious global society. Set in a beautiful bushland setting just 12 kilometres from the centre of Brisbane city, the school is recognised for its strong traditional values which are embedded in a caring and supportive environment. With a student population of approximately 1800, our school is large enough to offer significant diversity and something for everyone, while ensuring that every student is valued as an individual who is encouraged and supported to "Always Aim High".

Principal's Forward

Introduction

School Progress towards its goals in 2016

At Ferny Grove State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development. In 2016 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 reviewing our 2013-2016 Strategic Plan and developing the 2017-2020 Strategic Plan
- Undertook School Improvement Unit Review and used this information as a key foundation of our 2017-2020 Strategic Plan
- Continued the implementation of the Australian Curriculum
- Continued to achieve well in NAPLAN program
- 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

2017 Explicit Improvement Agenda (EIA)

<ul style="list-style-type: none"> •Years 7/9 Reading, Writing, Numeracy •Improving relative gain for ALL students •Lifting % A/B Achievement 	Targets - Progress towards 2020							
	% Upper Two Bands			% A/B Achievement				
		R	W	N		English	Maths	Science
	Yr 7	35%	20%	35%	Yr 7	47%	40%	55%
Yr 9	40%	20%	40%	Yr 8	45%	40%	55%	
				Yr 9	45%	40%	55%	
				Yr 10	43%	30%	40%	
Strategy Implement an improvement agenda which is adopted by all staff and progresses the school's culture of high achievement.								
Strategic, Annual Implementation, Faculty Action and Professional Development Plans are deliberately aspirational and clearly aligned to school improvement goal.								
Roles and responsibilities are clearly defined, communicated and understood by school leaders, staff, students and parents.								
Use a Growth Mindset approach to help define, build and sustain a culture of high achievement that is enacted by school leaders, staff, student and parents.								
Strategy Implement a consistent approach to improving the literacy and numeracy skills of all students								
Review existing approaches to identify strengths and gaps in delivering significant, measurable growth for all students.								
Develop and implement a whole school approach to embedding the teaching of literacy and numeracy with an enhanced focus on Reading, Writing and Numeracy.								
Strategy Implement a pedagogical framework that is consistently used across the school.								
Review current pedagogical framework for relevance to school improvement.								
Develop an implementation plan to progress adoption of pedagogical framework by all staff.								
Determine most appropriate pedagogical framework to be adopted.								
Strategy Develop a whole school curriculum plan and cycle of review that includes processes and structures that engage teachers in collaborative curriculum discussions, planning and moderation across year levels and departments.								
Review existing curriculum planning, implementation and moderation practices at school and faculty levels.								
Develop and implement whole school Curriculum Plan that defines a consistent approach to curriculum planning, implementation and moderation across faculties and year levels.								
Develop and implement strategies to ensure the successful transition to the new Senior Curriculum and Assessment Model.								
Strategy Ensure school-wide, systematic data reflection processes are embedded by school leaders and staff								
Through consultation with staff review, refine and implement the School Data Plan								
The School Data Plan is to be the 'point of truth' for consistent practice at class, faculty and line management levels.								
Strategy Align programs to build school leader and teacher capacity with the identified priorities of the Explicit Improvement Agenda (EIA) <ul style="list-style-type: none"> • Years 7/9 Reading, Writing, Numeracy • Improving relative gain for ALL students • Lifting % A/B Achievement 								
Develop, articulate and implement a whole school Professional Development Plan drawn from the EIA. <ul style="list-style-type: none"> • Assessment Literacies • Pedagogical Framework • Growth Mindset • Tactical Teaching of Reading • Senior Assessment & Tertiary Entrance (SATE) • SLT Leadership Coaching 								

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1398	680	718	38	95%
2015*	1667	764	903	43	94%
2016	1689	764	925	43	95%

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.

Characteristics of the Student Body

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	24	23
Year 11 – Year 12	19	18	19

*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.

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

Co-curricular 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 Assist Learning

Ferny Grove State High School runs a 1 to 1 Laptop program across Years 7-12, 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 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

Overview

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.

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 2016 School Opinion Surveys.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	96%	93%
this is a good school (S2035)	98%	96%	93%
their child likes being at this school* (S2001)	97%	94%	92%
their child feels safe at this school* (S2002)	97%	94%	95%
their child's learning needs are being met at this school* (S2003)	95%	92%	92%
their child is making good progress at this school* (S2004)	94%	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	90%
teachers at this school motivate their child to learn* (S2007)	91%	91%	88%
teachers at this school treat students fairly* (S2008)	89%	92%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	95%	95%
this school works with them to support their child's learning* (S2010)	92%	91%	90%
this school takes parents' opinions seriously* (S2011)	88%	88%	87%
student behaviour is well managed at this school* (S2012)	94%	91%	87%
this school looks for ways to improve* (S2013)	97%	96%	94%
this school is well maintained* (S2014)	98%	98%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	95%	96%
they like being at their school* (S2036)	93%	93%	87%
they feel safe at their school* (S2037)	95%	95%	94%
their teachers motivate them to learn* (S2038)	96%	91%	89%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	89%	91%
teachers treat students fairly at their school* (S2041)	84%	84%	81%

Performance measure			
Percentage of students who agree* that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	75%	80%	86%
their school takes students' opinions seriously* (S2043)	83%	82%	81%
student behaviour is well managed at their school* (S2044)	86%	81%	78%
their school looks for ways to improve* (S2045)	97%	95%	92%
their school is well maintained* (S2046)	91%	89%	89%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	98%	98%
they feel that their school is a safe place in which to work (S2070)	99%	97%	97%
they receive useful feedback about their work at their school (S2071)	90%	88%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	86%	75%
students are encouraged to do their best at their school (S2072)	100%	99%	99%
students are treated fairly at their school (S2073)	99%	98%	99%
student behaviour is well managed at their school (S2074)	97%	96%	96%
staff are well supported at their school (S2075)	92%	82%	86%
their school takes staff opinions seriously (S2076)	90%	75%	83%
their school looks for ways to improve (S2077)	98%	94%	94%
their school is well maintained (S2078)	97%	95%	97%
their school gives them opportunities to do interesting things (S2079)	97%	93%	92%

* 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

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Ferny Grove State High School our Access program provides for this important aspect of developing our young people.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	126	193	148
Long Suspensions – 6 to 20 days	6	8	5
Exclusions	2	9	7
Cancellations of Enrolment	10	10	12

* 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.

Environmental Footprint

Reducing the school's environmental footprint

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		
Years	Electricity kWh	Water kL
2013-2014	507,143	5,202
2014-2015	750,638	4,515
2015-2016	808,884	

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.

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 <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 states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	138	63	<5
Full-time Equivalent	127	47	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	14
Graduate Diploma etc.**	9
Bachelor degree	106
Diploma	10
Certificate	10

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$199 425

The major professional development initiatives are as follows:

- Australian Curriculum
- ICTs for Learning
- QCAA Syllabus implementation
- Leadership Development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	91%

*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014									95%	93%	93%	95%	94%
2015								95%	94%	92%	92%	94%	94%
2016								95%	93%	92%	93%	92%	93%

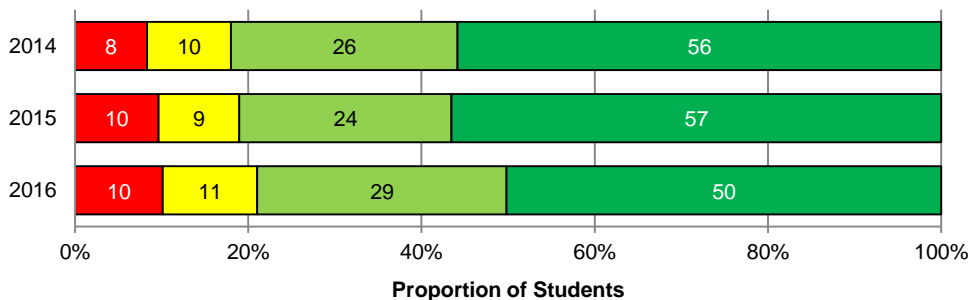
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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 supports high levels of attendance.

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.

NAPLAN

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 states '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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	242	241	249
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	3
Number of students receiving an Overall Position (OP)	149	154	151
Percentage of Indigenous students receiving an Overall Position (OP)	0%	14%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	69	73	61
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	127	139	124
Number of students awarded an Australian Qualification Framework Certificate II or above.	115	125	102
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	226	237	246
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	100%	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.	84%	85%	89%
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.	95%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	25	53	47	24	0
2015	32	49	50	23	0
2016	40	48	46	17	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	4	44	85
2015	13	52	80
2016	18	38	68

As at 3rd February 2017. The above values exclude VISA students.

Certificate I	Certificate II	Certificate III
Cert I in Construction (D2C)	Cert II in Automotive (Heavy Commercial Vehicle)	Cert III in Allied Health Assistance
Cert I in Construction	Cert II in Automotive Mechanical (light vehicle)	Cert III in Beauty Services
Cert I in Plumbing Services	Cert II in Electro-technology (Career Start)	Cert III in Business
	Cert II in Horticulture	Cert III in Business Administration
	Cert II in Hospitality	Cert III in Early Childhood Education & Care Program
	Cert II in Retail (Assistant)	Cert III in Fashion Design
	Cert II Business	Cert III in Hospitality (Operations)
	Cert II Sport and Recreation	Cert III in Information, Digital Media & Technology
	Cert II in Health Options	Cert III in Interior Decoration
	Cert II in Logistics	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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	87%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	62%	100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://fernygroveshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>

Early leavers information

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

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