



# Ferny Grove State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

Postal address:	PO Box 128 Ferny Hills 4055
Phone:	(07) 3550 5777
Fax:	(07) 3550 5700
Email:	principal@fernygroveshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr John Schuh (07) 3550 5777

## 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 95% of students applying for tertiary placements receive a university offer
- 82% of graduating students exit with a recognised VET qualification
- Student leadership culture and pastoral care program High expectations of student performance, attendance, uniform and behaviour
- 1 to 1 take-home laptop program
- 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 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 Foreword

## Introduction

### School Progress towards its goals in 2017

At Ferny Grove State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development. In 2017 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 at National Levels in NAPLAN Literacy and Numeracy testing.
- Further embedded digital learning practices including our 1 to 1 laptop program across the whole school

## Future Outlook

### Explicit Improvement Agenda priorities for 2018 to 2020

1. Lifting our Reading, Writing and Numeracy learning outcomes.
2. Implementation of our Pedagogical Framework, "*The Art and Science of Teaching*" (ASOT).
3. Implementation of the Senior Assessment and Tertiary Entrance (SATE) program.

### Performance Targets

We will know we have successfully lifted our Reading, Writing and Numeracy learning outcomes for every student when:

1. Our Year 7 and Year 9 NAPLAN reading, writing and numeracy outcomes for NMS, MSS and U2B are at or above National averages.
2. Our QCS school means are at or above State average.
3. The percentage of students above a C standard in each subject across each cohort is at least 85 %.
4. The percentage of students above at least a B standard in each subject across each cohort is at least 45 %.

We will know we have successfully implemented our Pedagogical Framework when:

- The language and strategies of ASOT are universally evident within our collegial engagement and feedback cycles for our teaching staff.  
Teaching staff are confident in inviting peers into their classrooms to receive written feedback.

We will know we have successfully implemented SATE when

- Ferny Grove SHS's community is informed and prepared for the 2020 cohort who will exit Year 12 under the SATE system. Evidence will be collected through parent attendance at information evenings, SETP feedback forms from families and staff satisfaction surveys.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1667	764	903	43	94%
<b>2016</b>	1689	764	925	43	95%
<b>2017</b>	1741	804	937	43	95%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

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

## 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	24
Year 11 – Year 12	18	19	18

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

- Extension Mathematics, Science, and English programs (Years 8-10)
- German Immersion Program (Years 7-10)
- German Extension (Years 10-12)
- German (Years 7-12)
- Indonesian (Years 7-12)
- Agricultural Sciences
- English and Music Extension
- LEAF Program (Learning Excellence at Ferny)

### 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.
- Student Representative Council
- Interact Club
- Various leadership and year level 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 at 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 and staff are provided with intensive professional development in e-learning 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 e-learning 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 2017 School Opinion Surveys.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	93%	93%
this is a good school (S2035)	96%	93%	92%
their child likes being at this school* (S2001)	94%	92%	91%
their child feels safe at this school* (S2002)	94%	95%	95%
their child's learning needs are being met at this school* (S2003)	92%	92%	87%
their child is making good progress at this school* (S2004)	93%	93%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	90%
teachers at this school motivate their child to learn* (S2007)	91%	88%	89%
teachers at this school treat students fairly* (S2008)	92%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	91%	90%	89%
this school takes parents' opinions seriously* (S2011)	88%	87%	84%
student behaviour is well managed at this school* (S2012)	91%	87%	85%
this school looks for ways to improve* (S2013)	96%	94%	94%
this school is well maintained* (S2014)	98%	96%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	96%	96%
they like being at their school* (S2036)	93%	87%	89%
they feel safe at their school* (S2037)	95%	94%	96%
their teachers motivate them to learn* (S2038)	91%	89%	86%
their teachers expect them to do their best* (S2039)	98%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	89%	91%	88%
teachers treat students fairly at their school* (S2041)	84%	81%	78%
they can talk to their teachers about their concerns* (S2042)	80%	86%	66%
their school takes students' opinions seriously* (S2043)	82%	81%	66%
student behaviour is well managed at their school* (S2044)	81%	78%	71%
their school looks for ways to improve* (S2045)	95%	92%	84%
their school is well maintained* (S2046)	89%	89%	86%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	98%	92%
they feel that their school is a safe place in which to work (S2070)	97%	97%	91%
they receive useful feedback about their work at their school (S2071)	88%	86%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	75%	84%
students are encouraged to do their best at their school (S2072)	99%	99%	95%
students are treated fairly at their school (S2073)	98%	99%	96%
student behaviour is well managed at their school (S2074)	96%	96%	75%
staff are well supported at their school (S2075)	82%	86%	73%
their school takes staff opinions seriously (S2076)	75%	83%	74%
their school looks for ways to improve (S2077)	94%	94%	87%
their school is well maintained (S2078)	95%	97%	93%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things (S2079)	93%	92%	88%

\* 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 four active sub-committees of the P&C – Languages, Agriculture, Sport & Music Support Groups. 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 SHS 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	2015	2016	2017
Short Suspensions – 1 to 10 days	193	148	172
Long Suspensions – 11 to 20 days	8	5	12
Exclusions	9	7	6
Cancellations of Enrolment	10	12	12

## Environmental Footprint

### Reducing the school's environmental footprint

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

In 2018 Ferny Grove SHS has been included in the Advancing Clean Energy Schools (ACES) program. This program is an investment to install solar and energy efficiency measures across our school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	750,638	4,515
2015-2016	808,884	
2016-2017	773,794	7,723



## ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
-------	--------------------	-------------

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

School name

Suburb, town or postcode

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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

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.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	144	70	<5
Full-time Equivalent	132	51	<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 2017 were \$94 345.

The major professional development initiatives are as follows:

- Art and Science of Teaching
- Student Management
- E-Learning
- Reading and Writing
- Numeracy.

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	91%	88%

\*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 2017 for all Queensland Secondary schools was 90%.

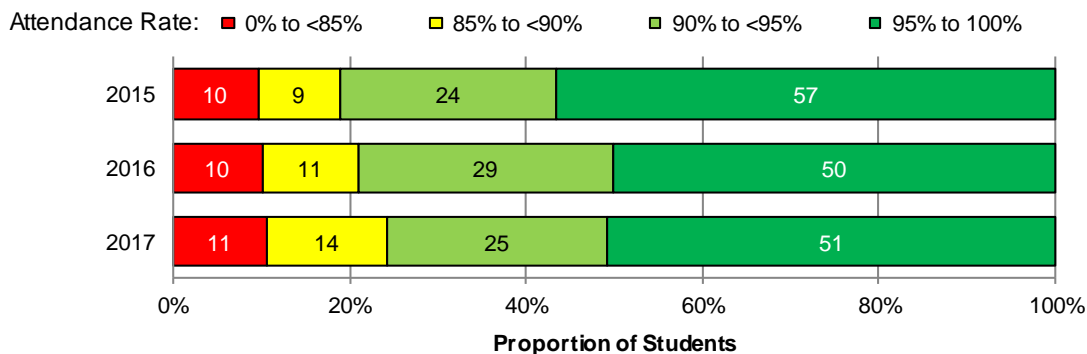
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								95%	94%	92%	92%	94%	94%
2016								95%	93%	92%	93%	92%	93%
2017								94%	93%	92%	90%	93%	93%

\*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:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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.

Each 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

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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

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.

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	241	249	271	
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	4	
Number of students receiving an Overall Position (OP)	154	151	160	
Percentage of Indigenous students receiving an Overall Position (OP)	14%	33%	0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	73	61	69	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	139	124	167	
Number of students awarded an Australian Qualification Framework Certificate II or above.	125	102	155	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	237	246	266	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	85%	89%	86%	

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
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.	99%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	98%	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
2015	32	49	50	23	0
2016	40	48	46	17	0
2017	30	49	58	23	0

As at 14th February 2018. 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
2015	13	52	80
2016	18	38	68
2017	8	76	99

As at 14th February 2018. The above values exclude VISA students.

Please write a brief description of the types of VET qualifications completed by your students. Leave this blank if there were no VET qualifications completed by students in your school in 2017.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	95%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	62%	100%	56%

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.fernygroveshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.a.spx>

## 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.

Predominately students who left Ferny Grove SHS either:

1. Entered full-time employment
2. Commenced an apprenticeship
3. Moved house and enrolled at another school (both intra and inter-state)
4. Defence Force parents were re-assigned.

## Conclusion

Through our commitment to develop engaging curriculum opportunities and partnerships for our students in developing the 21<sup>st</sup> century Skills for their employability, Ferny Grove SHS will continue to be the first choice for secondary education in this community.