



Ferny Grove State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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
- 72% 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 and BYOD options available
- Award-winning instrumental and choral music program
- Sporting Excellence

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 1841, 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".

School progress towards its goals in 2018

At Ferny Grove State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development. In 2018 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.
- Created our comprehensive Strategic Plan outlining the school's explicit improvement agenda priorities for 2018 to 2020

- 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 and BYOD program option

Future outlook

Explicit Improvement Agenda Priorities for 2018 to 2020 are:

1. Student Engagement
2. Lifting our Reading, Writing and Numeracy learning outcomes.
3. Implementation of our Pedagogical Framework, “*The Art and Science of Teaching*” (ASOT).
4. Implementation of the new QCE system.

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:

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

We will know we have successfully implemented SATE when:

1. 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

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1689	1741	1756
Girls	764	804	818
Boys	925	937	938
Indigenous	43	43	48
Enrolment continuity (Feb. – Nov.)	95%	95%	95%

Notes:

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

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

Characteristics of the student body

Overview

The 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	24
Year 11 – Year 12	19	18	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 2018 School Opinion Surveys.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	93%	94%
• this is a good school (S2035)	93%	92%	96%
• their child likes being at this school* (S2001)	92%	91%	92%
• their child feels safe at this school* (S2002)	95%	95%	93%
• their child's learning needs are being met at this school* (S2003)	92%	87%	93%
• their child is making good progress at this school* (S2004)	93%	90%	93%
• teachers at this school expect their child to do his or her best* (S2005)	95%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	92%
• teachers at this school motivate their child to learn* (S2007)	88%	89%	90%
• teachers at this school treat students fairly* (S2008)	87%	90%	90%
• they can talk to their child's teachers about their concerns* (S2009)	95%	93%	94%
• this school works with them to support their child's learning* (S2010)	90%	89%	90%
• this school takes parents' opinions seriously* (S2011)	87%	84%	84%
• student behaviour is well managed at this school* (S2012)	87%	85%	83%
• this school looks for ways to improve* (S2013)	94%	94%	96%
• this school is well maintained* (S2014)	96%	96%	94%

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

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	96%	82%
• they like being at their school* (S2036)	87%	89%	80%
• they feel safe at their school* (S2037)	94%	96%	82%
• their teachers motivate them to learn* (S2038)	89%	86%	80%
• their teachers expect them to do their best* (S2039)	97%	96%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	81%
• teachers treat students fairly at their school* (S2041)	81%	78%	63%
• they can talk to their teachers about their concerns* (S2042)	86%	66%	68%
• their school takes students' opinions seriously* (S2043)	81%	66%	68%
• student behaviour is well managed at their school* (S2044)	78%	71%	57%
• their school looks for ways to improve* (S2045)	92%	84%	85%
• their school is well maintained* (S2046)	89%	86%	70%
• their school gives them opportunities to do interesting things* (S2047)	92%	94%	86%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	92%	79%
• they feel that their school is a safe place in which to work (S2070)	97%	91%	93%
• they receive useful feedback about their work at their school (S2071)	86%	80%	73%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	84%	84%
• students are encouraged to do their best at their school (S2072)	99%	95%	96%
• students are treated fairly at their school (S2073)	99%	96%	95%
• student behaviour is well managed at their school (S2074)	96%	75%	81%
• staff are well supported at their school (S2075)	86%	73%	62%
• their school takes staff opinions seriously (S2076)	83%	74%	56%
• their school looks for ways to improve (S2077)	94%	87%	85%
• their school is well maintained (S2078)	97%	93%	91%
• their school gives them opportunities to do interesting things (S2079)	92%	88%	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 education 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	148	172	157
Long suspensions – 11 to 20 days	5	12	3
Exclusions	7	6	2
Cancellations of enrolment	12	12	6

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	808,884	773,794	765,646
Water (kL)		7,723	20,170

Note:

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

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

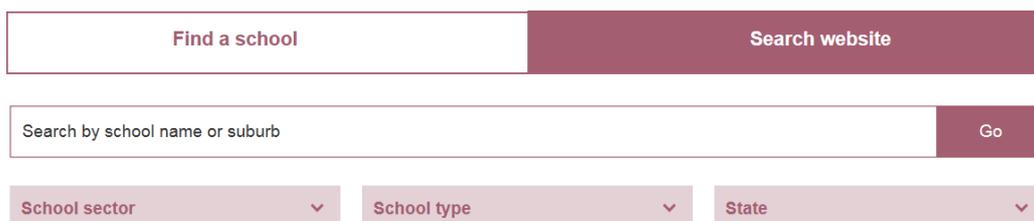
School funding

School income broken down by funding source

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

How to access our income details

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



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



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



Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

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.

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 confidentiality**, the '**less than 5**' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	146	75	6
Full-time equivalents	135	56	6

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications	
Doctorate	3	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	14	
Graduate Diploma etc.*	9	
Bachelor degree	106	
Diploma	7	
Certificate	7	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$163,909.65.

The major professional development initiatives are as follows:

- Essential skills of classroom management
- Classroom profiling for teachers and engagement strategies
- Literacy and numeracy
- The art and science of teaching as a pedagogical framework

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%. Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	91%
Attendance rate for Indigenous** students at this school	91%	88%	90%

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

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

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

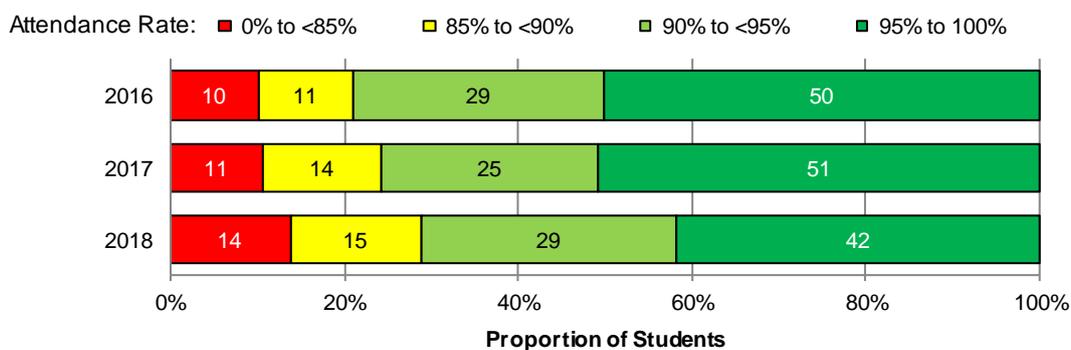
Year level	2016	2017	2018
Year 7	95%	94%	92%
Year 8	93%	93%	92%
Year 9	92%	92%	91%
Year 10	93%	90%	90%
Year 11	92%	93%	91%
Year 12	93%	93%	92%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

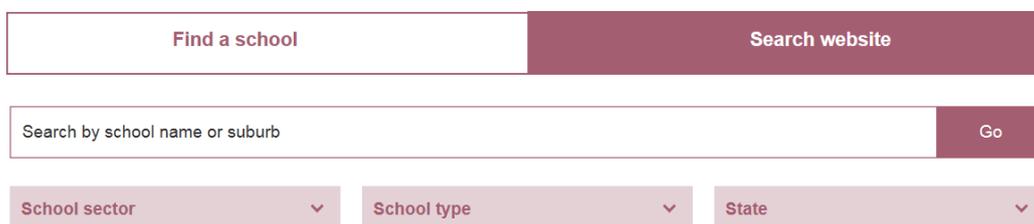
Each parent contact is made by Year Coordinators and Year Level Deputy Principals to support regular student attendance at school. A network of school-based and external people and programs are implemented as needed to support full engagement of students in their schooling.

NAPLAN

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

How to access our NAPLAN results

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



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



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



Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	249	271	256
Number of students awarded a QCIA	3	4	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	246	266	251
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	86%
Number of students who received an OP	151	160	174
Percentage of Indigenous students who received an OP	33%	0%	29%
Number of students awarded one or more VET qualifications (including SAT)	124	167	151
Number of students awarded a VET Certificate II or above	102	155	139
Number of students who were completing/continuing a SAT	61	69	84
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	89%	86%	88%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	98%	98%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	40	30	37
6-10	48	49	60
11-15	46	58	56
16-20	17	23	20
21-25	0	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	18	8	17
Certificate II	38	76	65
Certificate III or above	68	99	89

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	95%	87%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	56%	70%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at

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