Ferny Grove State High School
Queensland State School Reporting
2014 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 2014. 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 2014

At Ferny Grove State High School, a strong emphasis is placed on academic achievement complimented by sporting, cultural and citizenship development. In 2014, 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 second 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 or teaching and learning framework.
- All staff reviewed their Developing Performance Plans
- Further embedded digital learning practices including the roll out of our 1 to 1 laptop program.

Future outlook

Key priorities for 2015 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**

Year levels offered in 2014:   **Year 8 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1345	657	688	94%
2013	1348	643	705	95%
2014	1398	680	718	95%

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 organised 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

	Average Class Size		
Phase	2012	2013	2014
Year 8 Secondary – Year 10	24	24	24
Year 11 – Year 12	20	18	19

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	95	92	126
Long Suspensions - 6 to 20 days	15	17	6
Exclusions#	8	8	2
Cancellations of Enrolment	7	1	10

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings

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

Extra-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
- Junior Rotary
- Various leadership and pastoral camps
- Chaplaincy activities
- Various activities arising from curriculum program e.g. Maths Team Challenge

How Information and Communication Technologies are used to assist learning

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

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

Social Climate

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

A structured Pastoral Care program is implemented in Years 8-12. A key focus of the Head of Junior Secondary has been to further develop these programs in readiness for the arrival of Year 7 in 2015.

A focus on an improved social climate has helped to ensure that incidences of bullying (including cyber bullying) are minimised. Clearly articulated and reinforced strategies for addressing bullying are in pace. Student and parent satisfaction with the social climate of the school is evident in the results of the 2014 School Opinion Surveys.

From our Students

- 90% say 'Ferny Grove SHS is a good school'
- 93% say 'My schoolwork challenges me to think'
- 91% say 'I feel safe at Ferny Grove SHS'
- 93% say 'I am getting a good education at Ferny Grove SHS'

From our Parents
- 95% say 'My child is getting a good education at Ferny Grove'
- 100% say 'Teachers are interested in my child's well-being'
- 95% say 'I would recommend Ferny Grove SHS to others'
-

Parent, student and staff satisfaction with the school

In 2014 parents, students and staff were satisfied with the aspects of the school as reported below. The school community is committed to work together to ensure the environment for learning and working is one that is characterized by mutual respect, trust and the development of strong relationships. School Opinion Survey results as a measure of satisfaction have been steadily improving since 2010.

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	95%	96%
this is a good school (S2035)	100%	95%	98%
their child likes being at this school* (S2001)	91%	95%	97%
their child feels safe at this school* (S2002)	100%	95%	97%
their child's learning needs are being met at this school* (S2003)	91%	95%	95%
their child is making good progress at this school* (S2004)	86%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	90%	93%
teachers at this school motivate their child to learn* (S2007)	82%	90%	91%
teachers at this school treat students fairly* (S2008)	95%	95%	89%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	94%
this school works with them to support their child's learning* (S2010)	95%	100%	92%
this school takes parents' opinions seriously* (S2011)	100%	100%	88%
student behaviour is well managed at this school* (S2012)	95%	100%	94%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	100%	100%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	93%	99%
they like being at their school* (S2036)	88%	88%	93%
they feel safe at their school* (S2037)	97%	91%	95%
their teachers motivate them to learn* (S2038)	89%	91%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	91%	92%
teachers treat students fairly at their school* (S2041)	85%	75%	84%
they can talk to their teachers about their concerns* (S2042)	78%	76%	75%
their school takes students' opinions seriously* (S2043)	83%	78%	83%
student behaviour is well managed at their school* (S2044)	75%	75%	86%
their school looks for ways to improve* (S2045)	93%	96%	97%
their school is well maintained* (S2046)	92%	90%	91%
their school gives them opportunities to do interesting things* (S2047)	94%	93%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	99%
they feel that their school is a safe place in which to work (S2070)		97%	99%
they receive useful feedback about their work at their school (S2071)		83%	90%
students are encouraged to do their best at their school (S2072)		97%	100%
students are treated fairly at their school (S2073)		100%	99%
student behaviour is well managed at their school (S2074)		91%	97%
staff are well supported at their school (S2075)		89%	92%
their school takes staff opinions seriously (S2076)		87%	90%
their school looks for ways to improve (S2077)		97%	98%
their school is well maintained (S2078)		92%	97%
their school gives them opportunities to do interesting things (S2079)		96%	97%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

Queensland
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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
2011-2012	719,789	5,306
2012-2013	728,277	9,829
2013-2014	507,143	5,202

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	126	50	<5
Full-time equivalents	112	36	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	0
Advanced Diploma	5
Bachelor Degree	99
Graduate Diploma etc.**	9
Masters	12
Doctorate	1
Total	**126**
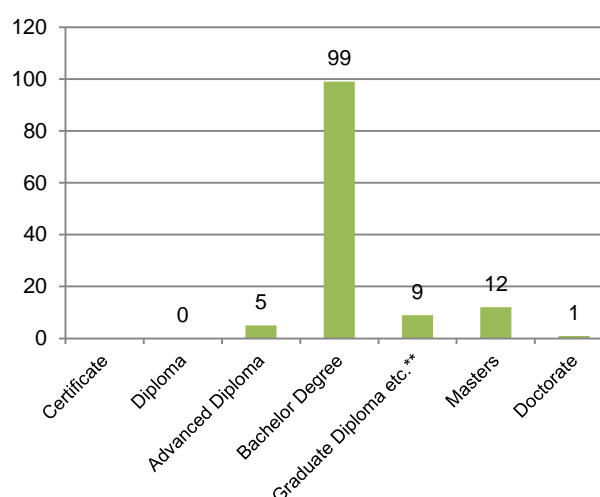
*Teaching staff includes School Leaders

**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 2014 were $104, 620

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014

The overall attendance rate for the students at this school (shown as a percentage).   93%   93%   94%

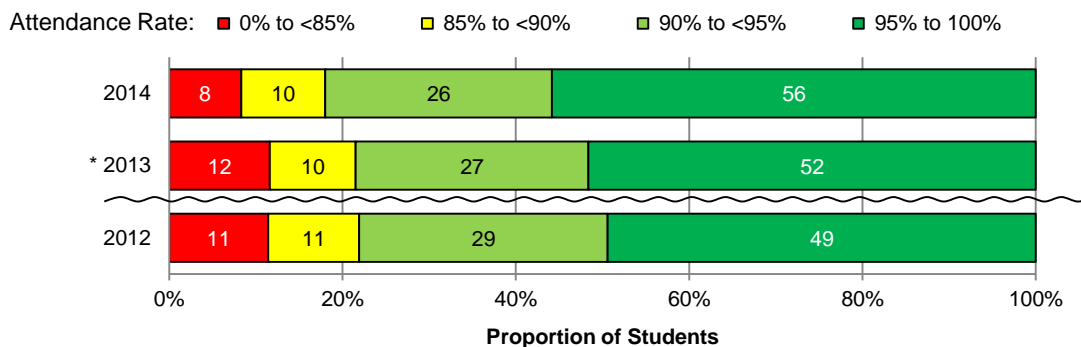The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								95%	93%	91%	92%	93%
2013								94%	94%	92%	93%	93%
2014								95%	93%	93%	95%	94%

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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	8	10	26	56
* 2013	12	10	27	52
2012	11	11	29	49

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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.**

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Search by suburb, town or postcode

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

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

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	89%	90%	92%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	261	227	242
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	179	156	149
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	62	40	69
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	188	212	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	108	110	112
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	236	208	226
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.	78%	92%	84%
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%	97%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	97%	96%

As at 19 February 2015. 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
2012	41	53	45	37	3
2013	34	55	55	12	0
2014	25	53	47	24	0

As at 19 February 2015. 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
2012	147	52	71
2013	202	66	64
2014	4	40	85

As at 19 February 2015. 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 Engineering (Metal Fabrication)	Cert II in Automotive Mechanical	Cert III in Aquatics
Cert I in Plumbing Services	Cert II in Automotive Mechanical (HCV)	Cert III in Beauty Services
	Cert II in Electro-technology	Cert III in Business
	Cert II in Electro-technology (Career Start)	Cert III in Business Administration
	Cert II in Hairdressing	Cert III in Children's Services
	Cert II in Horticulture	Cert III in Hospitality (Commercial Cookery)
	Cert II in Hospitality (Cooking Around the World)	Cert III in Disability Services
	Cert II in Hospitality/Cert III in Events	Cert III in Early Childhood Education & Care Program
	Cert II in Warehousing Operations	Cert III in Fashion Design
	Cert II in Retail (Assistant)	Cert III in Hospitality (Operations)
	Cert II in Business	Cert III in Information, Digital Media & Technology
	Cert II Sport and Recreation	Cert III in Interior Decoration
	Cert II in Animal Studies	Cert III in Media
		Cert III in Performing Arts
		Cert III in Retail (Supervisor)
		Cert III in Retail Assistant/Supervisor
		Cert III in Retail Operations
		Cert III in Tourism
		Cert III Fitness
		Cert III Accounts Administration

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 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