



Ferny Hills State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Ferny Hills State School has maintained a proud tradition of providing quality education to students in our local area over the last forty years. Our school vision captures the essence of what we stand for which is Active Minds, Active Bodies, Celebrating the Ferny Way. Our way involves a commitment to ensuring our students are safe, literate, numerate and aware of the social responsibilities that come with being part of our community. Ferny Hills offers a balanced curriculum from Prep to Year 6 with priority given to literacy and numeracy in addition to digital learning, the arts and physical health and wellbeing.

Our facilities are of outstanding quality with many classes occupying large spaces with access to excellent learning spaces. Our chaplain supports the social and emotional needs of our families and parents are active members of our school community. Most importantly, our staff are dedicated and skilled in the delivery of our curriculum with a desire to set high expectations within a relaxed and enjoyable learning environment.

School progress towards its goals in 2018

The Quadrennial School Review and the Ferny Hills State School Strategic Plan 2016-2019 provided the focus and key priorities for the school in 2018.

Our 2018 Explicit School Improvement Agenda was:

- Improvement in Reading - Embedding the Gradual Release of Responsibility Model & 1 hour uninterrupted Reading Blocks.
- Development of a Whole School Curriculum Plan utilising OneNote as our Digital Curriculum Platform (Focus on English and Maths)
- Refining data collection and analysis processes
- Continued improvement and enhancement of the Response to Targeted Reading Intervention
- Continuation of the implementation of the Australian Curriculum in English, Mathematics, Science & HASS through Professional Development and Moderation Activities
- Continued implementation of a whole school pedagogical, coaching and feedback framework
- Continued implementation of the Performance Development Framework across all staff members.
- Improving student attendance to meet school and regional targets

Future outlook

Our Explicit Improvement Agenda for 2019 and beyond will focus on the following Key Priorities Areas:

- Collaboratively develop and implement a whole-school curriculum plan that outlines a clear process for effective planning, teaching and assessment of learning to ensure the best learning outcomes for students.
- Ensure that teaching staff collaboratively plan and implement English & Maths Whole School Curriculum which clearly articulates teaching & learning sequences & has direct alignment with Australian Curriculum and Assessment Tasks.
- Continue to embed a Balanced Reading Program which is common & consistent across the school. The core components of this include:
 - WALT & WILF (Learning & Success Criteria for Reading)
 - Explicit Teaching Model for Reading (based on the Gradual Release of Responsibility Model: "I do, We do, You do.")
- Provide Professional Development Opportunities for teachers in the Explicit Teaching of Reading which is clearly aligned to the Gradual Release of Responsibility Model and our Pedagogical Framework
- Continue to use systematically collected reading data to inform and monitor whole-school programs, interventions, initiatives, and targets for continual improvement in student learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2018	2018
Total	346	361	343
Girls	168	169	173
Boys	178	192	170
Indigenous	16	11	10
Enrolment continuity (Feb. – Nov.)	95%	95%	94%

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 Ferny Hills State School student body reflects the community of Ferny Hills and is largely drawn from mid socio economic backgrounds with minimal cultural diversity. Greater emphasis in recent years has been on school catchment zones. The catchment area of Ferny Hills State School is the smallest in our local area. Significantly more children attend the school than live in our catchment. Over 60% of our students live outside our catchment. Our student population is becoming gradually more diverse as new families enrol. The majority of students leaving Ferny Hills State School leave to secondary educational at Ferny Grove State High School.

Average class sizes

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

Phase of schooling	2016	2018	2018
Prep – Year 3	20	22	23
Year 4 – Year 6	25	24	23
Year 7 – Year 10			
Year 11 – Year 12			

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

The school uses new Australian Curriculum and processes are in place to support our staff in the adoption of a nation-wide cohesive curriculum with collaborative planning meetings and year level overviews published each term.

Teachers implement structured numeracy and literacy instruction in all year levels each day of the week. Our program strives to match the quality of teaching to the standard of work required for each year level. Students who need more time to embed literacy and numeracy are provided with **in-class intervention** to support their improvement. Details of regular and meaningful assessments are detailed in an assessment overview with staff utilising the assessments to inform teaching and report upon learning.

Feedback is provided to staff through formal and informal observations conducted by the Leadership team and through Focused Observations. Reading goals for all students are evident in every classroom and are regularly updated and communicated to parents.

A camping program is provided to students in years 5-6 that allows our students to be engaged in challenging leadership and physical activity.

All Prep students are screened for language readiness within the first term each year. All Prep students were provided with a hearing and vision screener. The Prep program will continue developing the Age Appropriate Pedagogies in Prep and the Early Years of schooling. Developed in association with Griffith University, research supports using age-appropriate pedagogies in the early years of schooling is important in supporting children to be actively engaged, creative and successful learners.

Students requiring additional support are then provided with additional instruction for the first semester.

The school has embedded Case Management processes based upon Lyn Sharratt's 14 Parameters program where all teachers have a dedicated time during which they can bring students forward in a group consultation meeting. A clear and specific recommendation is decided on and recorded. The classroom teacher agrees to practise deliberately the chosen strategy in his or her classroom for at least six weeks and with continued support of colleagues present on a "reach out/go to" basis until the next meeting.

The Explicit Improvement Agenda for 2018 was a focus on improving reading instruction & hence reading standards for all students.

Co-curricular activities

Our school music program is a significant group of students involved in bands, ensembles and choirs. Our music program provides real and meaningful performance opportunities for our students. The dedication and commitment of our teachers to this project is outstanding. Our 2018 year resulted in outstanding results for our Choirs and Concert Band with our groups regularly receiving Silver awards and Gold awards.

Our interschool sporting program involves all students from years 4-6 and allows students to be actively participating in organised physical activity for 30 weeks every year.

Other opportunities include:

- Student leadership development activities with local schools;
- Year level support and extension programs;
- National mathematics competitions;
- Lunch time activities;
- Community art competitions;
- Inter-School Sports Program for Years 4-6 in the NorthWest District Sports
- Community participation activities e.g. Under Eights days, Sports Days and Student Discos,
- Music extension program and performing arts activities including:
 - instrumental Program (includes lessons in Strings, Woodwind, Brass and Percussion);
 - concert Band;
 - string ensemble;
 - inter-school music competitions and;
 - school choir.

How information and communication technologies are used to assist learning

Information technology is an increasingly important feature of our curriculum offerings at Ferny Hills State School. Technology is seen as a tool to enhance literacy and numeracy outcomes for students by opening up learning to the endless opportunities provided online and through other tools such as ipads, laptops, digital cameras, podcasts, online classrooms, blogs and wikis. Our teachers have their own iPad which they are using to use new technologies to enhance student learning and are committed to integrating them into our teaching. Our school has a fully connected computer lab with 30 computers. Laptop pods are now available in years 2-6 and Prep to Year 1

use iPad pods. The school boasts wireless technology for all classrooms and all classrooms have Interactive Whiteboards able to connect to the online resources of the Australian curriculum. As wireless access increases, new technology will be directed towards mobile laptops or tablets. Students in all year levels will have access to pods of mobile devices that can be utilised in the classroom using the wireless access points located in the classrooms.

In 2019, the school will introduce a BYO program for Year 4 students after a plan and approaches are piloted in 2018.

In 2018, a Science Technology Engineering and Mathematics specialist (STEM) will be used to incorporate digital technologies in planning and programs within the school.

Social climate

Overview

We are fortunate to have available a school chaplain currently working three days a week with a pastoral care and mentoring agenda. We receive resources from the Federal Government, P&C and local churches and clubs to run this program.

Ferny Hills State School implements a range of whole school positive behaviour management strategies, in alignment with our school's Responsible Behaviour Plan for Students. The focus of the plan was a consistent approach to supporting positive learning & behaviour in all classrooms. Sessions were held for parents to understand the processes and these are regularly reiterated at parent nights and assemblies.

The beginning of the year was used to reinforce the expectations and routines with teachers utilising the opportunities to teach and reinforce strategies and processes throughout the year, as required.

This year we conducted the annual Read--a-thon and this not only prepared our students for NAPLAN but assisted in the fundraising for the P&C. Prizes were provided for individual and family achievement. The return of over \$9000 was an outstanding achievement.

An annual family working bee is attracting over 50 workers to complete tasks identified by students, staff and parents.

A Trivia night sponsored by local businesses was another successful fundraiser that engaged parents in a fun and challenging activity.

The school P&C runs the school tuckshop, Outside Hours School Care, Gymnastics Ferny Hills and contributes annually to support teaching and learning initiatives.

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	2018	2018
• their child is getting a good education at school (S2016)	89%	96%	92%
• this is a good school (S2035)	87%	85%	84%
• their child likes being at this school* (S2001)	95%	93%	94%
• their child feels safe at this school* (S2002)	92%	98%	100%
• their child's learning needs are being met at this school* (S2003)	79%	91%	84%
• their child is making good progress at this school* (S2004)	85%	91%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	91%	88%
• teachers at this school motivate their child to learn* (S2007)	100%	96%	90%
• teachers at this school treat students fairly* (S2008)	87%	96%	86%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	94%
• this school works with them to support their child's learning* (S2010)	90%	96%	84%
• this school takes parents' opinions seriously* (S2011)	82%	81%	73%
• student behaviour is well managed at this school* (S2012)	82%	80%	86%

Percentage of parents/caregivers who agree# that:	2016	2018	2018
• this school looks for ways to improve* (S2013)	82%	91%	80%
• this school is well maintained* (S2014)	95%	100%	96%

* 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	2018	2018
• they are getting a good education at school (S2048)	92%	87%	89%
• they like being at their school* (S2036)	86%	81%	89%
• they feel safe at their school* (S2037)	90%	79%	88%
• their teachers motivate them to learn* (S2038)	93%	85%	94%
• their teachers expect them to do their best* (S2039)	94%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	82%	90%
• teachers treat students fairly at their school* (S2041)	84%	70%	82%
• they can talk to their teachers about their concerns* (S2042)	83%	83%	80%
• their school takes students' opinions seriously* (S2043)	77%	76%	75%
• student behaviour is well managed at their school* (S2044)	77%	62%	70%
• their school looks for ways to improve* (S2045)	93%	87%	90%
• their school is well maintained* (S2046)	93%	86%	90%
• their school gives them opportunities to do interesting things* (S2047)	81%	78%	82%

* 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	2018	2018
• they enjoy working at their school (S2069)	91%	79%	72%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	92%
• they receive useful feedback about their work at their school (S2071)	77%	70%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	78%	83%
• students are encouraged to do their best at their school (S2072)	95%	98%	100%
• students are treated fairly at their school (S2073)	95%	100%	91%
• student behaviour is well managed at their school (S2074)	93%	79%	83%
• staff are well supported at their school (S2075)	70%	60%	49%
• their school takes staff opinions seriously (S2076)	76%	60%	58%
• their school looks for ways to improve (S2077)	95%	98%	77%
• their school is well maintained (S2078)	100%	95%	86%
• their school gives them opportunities to do interesting things (S2079)	81%	76%	61%

Percentage of school staff who agree# that:	2016	2018	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.

Parent and community engagement

Our parent community is increasingly active in the life of our school. Our P & C (Parents & Citizens Association) play an important role in the governance of the school as well as supporting the extra activities that enhances the learning for all students at Ferny Hills State School. Parent teacher nights are held early in the year as well as interviews are conducted in twice per year to keep parents informed as to the progress of their child. The P & C contribute to the school newsletter each fortnight, communicating to our community and invite people to participate in their child's education. Parents assist in the running of the tuckshop, Gymnastics Club, Outside Hours School Care and participate in the administration of the music program. Parents in the lower school regularly help out in classes and this will always be a welcome addition to our school.

Our school web page is regularly updated and the school used twitter to regular update events. A special section on our website has been set aside so that parents can access notes handed out at school. A school twitter feed, P&C Facebook and an App known as "QSchools" and in 2018 QParents was introduced that allows parents to readily access information.

In 2018, additional surveys and meetings were held to focus the school community on the agenda to support student learning and successes.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

The school expectations, Health program and Social Skill resources (BounceBack!) focus on appropriate, respectful and healthy relationships.

School disciplinary absences

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

Type of school disciplinary absence	2016	2018	2018
Short suspensions – 1 to 10 days	26	18	5
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	2	0
Cancellations of enrolment	0	0	0

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 is committed to improving its ecological footprint. Strategies to minimise the use of water and power are being implemented. The school has been successful in securing assistance from the local council to implement more innovative measures. Recycling and composting and care for the environment were evident in school programs and activities. A vegetable patch was established to assist in the use of the compost and to demonstrate sustainable practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2018	2018–2018
Electricity (kWh)	165,740	175,982	179,158
Water (kL)	2,435	15,292	2,403

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 at.

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	32	23	<5
Full-time equivalents	25	15	<5

*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	0
Masters	0
Graduate Diploma etc.*	11
Bachelor degree	16
Diploma	4
Certificate	0

*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 2018 were **\$34 714**.

The major professional development initiatives are as follows:

- Coaching sessions and Professional Development in the use of the Fountas and Pinnell reading benchmarks and resources.
- Staff were involved in collaborative sessions of the teaching of reading using the school framework utilising the Balanced Reading program components and the utilisation of reading goals.
- Regular sessions were conducted on explicit instruction, Gradual Release Model of Responsibility, reading goals and feedback.
- Individual and group sessions in the use of Interactive Whiteboards and interactive technology.
- Mentoring for beginning teachers.
- Implementing Sharratt's 14 Parameters program including coaching and case management.
- Whole staff and individual sessions in the use of OneSchool in the area of Roll Marking, Mark books, Dashboard, timetabling, behaviour records, contact records and data analysis.

- Implementing the Australian Curriculum – English, Mathematics, and Science using the Curriculum to Classroom (C2C) resources.
- Sessions on providing appropriate programs for students with disabilities including Autistic Spectrum Disorder, Hearing Impairment, THRASS (Teaching Handwriting, Reading & Spelling Strategies) and medical conditions including diabetes and anaphylactic reactions.
- First Aid and CPR.
- Coaching of staff in leadership and Reading.
- Cleaning and facilities maintenance training.
- Annual mandatory training.

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	2018	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, **86%** 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 Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2018	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	90%	92%	85%

* 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

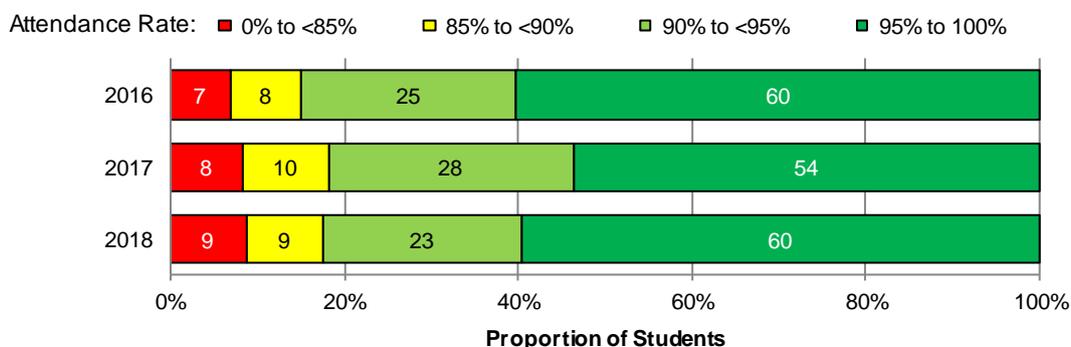
Year level	2016	2018	2018	Year level	2016	2018	2018
Prep	95%	94%	94%	Year 7			
Year 1	96%	94%	94%	Year 8			
Year 2	95%	95%	92%	Year 9			
Year 3	94%	95%	95%	Year 10			
Year 4	93%	94%	94%	Year 11			
Year 5	93%	92%	94%	Year 12			
Year 6	95%	91%	93%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Class rolls are marked twice each day (Morning & Afternoon). The Staff and Leadership Team are provided with a list of student absences each day. When a student is away without notification and or returns without a note or call to the office to explain the absence, parents or caregivers are contacted. A SMS text messaging service was utilised at the start of the 2018 year. In the event that a student has persistent unexplained absences formal processes are implemented.

Through various forums the “every day counts” message is promoted. While student attendance is most important, parents and caregivers are reminded that students who are unwell should remain at home until they recuperate. Encouragement for attendance is provided through school attendance posters and school awards for attendance. Parents and caregivers are made aware of process to follow if students are likely to be away from the school for a prolonged period of time.

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.

Find a school	Search website	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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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.