Ferny Hills State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This annual report seeks to capture the major achievements of our school over the preceding 12 months. Ferny Hills State School has a proud tradition of providing a complete educational experience for all students. We believe strongly in educating for the 'whole child' and insist on students contributing as well as receiving form our community. Literacy and Numeracy are at the heart of what we seek to teach.

At Ferny Hills State School our staff work hard to provide the learning environment required for our students to enact the school motto, "Strive, Seek, Findl". Our students to be successful learners **strive for their goals** by taking an active role in your learning and becoming skilled in effective work habits.

Students, parents and school staff work collaboratively at Ferny Hills to make the school the best possible place for learning for the students in our community. We are proud of our achievements from the 2015 school year.

The information below provides a snap shot of our school for the 2015 school year and provides some projections for the 2016 school year and beyond.

School progress towards its goals in 2015

Reading

We were fortunate to have a Master Teacher for Reading appointed for the 2015 year. The school Reading Framework was reviewed and revised.

A Reading Data Wall was developed to represent current reading levels and progress made throughout the year putting faces on our Reading Data. Student reading kevels are tracked across the school highlighting progress and improvement. The wall became the centre of professional conversations among teachers about assessment and student improvement. The initiative focusses on individual student progress as it becomes more meaningful and actionable for teachers. Staff now regularly move students reading achievement on the wall and discuss reading strategies to be implemented to improve results.

The school used the PM benchmark system and the Informal prose inventory to monitor reading and guide students in book slection. Mid-way through the 2015, we moved to the Fountas and Pinnell Reading Benchmark system. The advantage of adopting this system allowed the school to use a common beanchmarking system from Prep to Year 6 with students. This allowed the same processes across the school to assess students and provide targeted goals and teaching resources. All teaching staff received coaching to implement the benchmarking system consistently across the school.

Plans were made to resource and direct resources towards developing a literacy block supported by 'Investing for School' funds. This will commence in 2016, with each year class being supported by teachers and aides to conduct explicit Guided Reading Sessions.

Numeracy

The school continues to implement the National Curriculum through the Curriculum to Classroom resources (C2C). Regular collection of student data through online assessments is assisting in identifying and focusing staff on strategies to improve understanding and outcomes. Numeracy was targeted through the Greater Results Guarantee funding by providing additional staff to target the teaching of mental maths and to support the acquisition of numeracy skills and concepts. Year two students were engaged in an intensive support program supported by teachers and teacher aides throughout the year.


Positive Behaviour

In our Discipline audit in 2014, the staff have engaged in professional development in adopting features of the School-Wide positive Behaviour program. The school expectations were revised and a new mascot, the Ferny Hills Phoenix was chosed as part of a student completion. These expecatations will be a focus for the 2016 school year as it will be aligned with the BounceBack! *www.**bounceback**.com.au* Social Skills progam.

Science

The Australian Science Curriculum Program implemented through Curriculum to Classroom resources (C2C) has been resourced through revised processes to ensure that resources are available to teacher to implement programs effectively. C2C units were refined through scheduled assessment tasks to facilitate year level moderation practices.
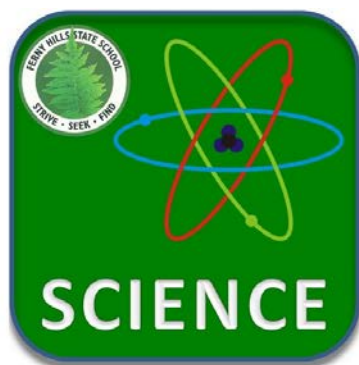
Student attainment
The Leadership Team is making use of systemic and school data to identify specific areas for improvement. The discussion of student data trough desktop audits focussed staff on using the Class and student dashboards to support learning.

School Facilities
During 2015 the following work was completed at Ferny Hills:
- Plans to replace the Adventure Playground were approved and work commenced in November 2015 so that the new area will be available for 2016. The revelopment will limit the regular loss of softfall and provide a nwere all-weather play surface.
- Shade sails across the school were replaced.
- Prep precint improvements involved the upgrade of the shade, sand pits and play surfaces.
- D Block had a major upgrade with a new roof, windows and partitions.
- Painting of all raiings was completed across the school.
- Some resurfacing of concrete and stairs was completed around the school to reduce trip hazards and highlight stair treads for safety.
- Drainage works around the school included the replacement of grates to improve drainage and safe walking surfaces.

Future outlook

**Reading** - A Focus on Reading utilising data analysis, literacy blocks and targeted resources.

In 2016, a Literacy Block supported by targeted staffing for Guided Reading will be introduced. Reading groups informed by the Fountas an Pinnell reading levels will provided focussed Guiding Reading sessions on a regular basis for each class.

Feedback – Utilising Feedback to improve teaching and learning.

The teaching staff trialled a number of processes to set goals for Reading, Writing and Social Skills in 2015.

With the introduction of the Fountas and Pinnell reading resouces, the suggested reading behaviours and strategies will be used to provide feedback to students and parents.

With the appointment of a new Master Teacher, coaching and feedback to improve Teaching of reading will be a focus in 2016.
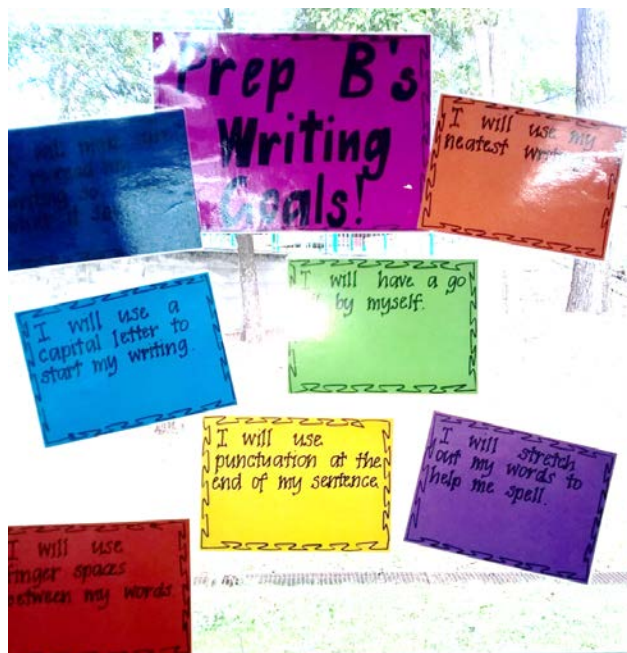
Implementing Behaviour Management and Social Skills programs consistently across the school. Responsible Behaviour Plan Implementation.

The School Expectations using the Ferny Phoenix will be introduced with consistent approaches across the school being practised by all staff.

The BounceBack! Social Skills program was adopted in 2015 and will be trialled in 2016 in all classes.

SCHOOL EXPECTATIONS

BE SAFE
BE RESPECTFUL
BE RESPONSIBLE
BE AN ACTIVE LEARNER

Be Safe	Be Respectful	Be Responsible	Be an Active Learner
Follow directions.	Be courteous and show good manners.	Own your actions.	Listen to instructions.
Use equipment properly.	Be helpful.	Be prepared, organised and on time.	Participate in learning and school activities.
Stay in your areas.	Be honest.	Be persistent.	Start tasks straight away.
Move sensibly around the school.	Be caring.	Do your best.	Stay on task.
Keep hands, feet and objects to yourself.			Ask questions and request help when needed.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	438	208	230	14	98%
2014	420	191	229	18	95%
2015	362	171	191	15	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

The Ferny Hills State School student body reflects the community of Ferny Hills and is largely drawn from mid to high 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	19
Year 4 – Year 7 Primary	20	21	20
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	13	7
Long Suspensions - 6 to 20 days	0	1	1

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The school uses new Australian Curriculum and processes are in place 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 intervention to support their improvement.

A camping program is provided to students in years 4-6 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. In 2016, all Prep students will have a hearing test as the beginning of the year. Students requiring additional support are then provided with additional instruction for the first semester.

Extra curricula activities

Our school music program is a significant group of students involved in bands, ensembles, choirs and musicals. 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 2015 year resulted in outstanding results for our Choirs and Concert Bands with our groups regularly receiving Silver 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;
- School Leadership Roles and Responsibilities;
- Year level support and extension programs;
- Online extension activities;
- National mathematics competitions;

- Student Council 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, gala sports events, student discos,
- Music extension program and performing arts activities including:
    - o instrumental Program (includes lessons in Strings, Woodwind, Brass and Percussion);
    - o concert Band;
    - o string ensemble;
    - o inter-school music competitions and;
    - o school choir.

At the end of the year, our senior students culminate their efforts to present the annual Musical. The musical focuses on maximum participation and highlights the skills and talents of our students.

How Information and Communication Technologies are used to improve learning

Information technology is an increasingly important feature of our curriculum offerings at Ferny Hills State School. Computers are 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 digital cameras, podcasts, online classrooms, blogs and wikis. Our teachers are actively experimenting with how new technologies can enhance student learning and are committed to integrating them into our teaching. Our school has a fully connected computer labs 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.

Social Climate

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. This is complemented by a World Vision mentoring program known as Kids Hope Aus. Ferny Hills State School was the first school in Queensland that ran the program with the Arana Hills Church of Christ. It is now run in 70 schools state-wide and the school celebrated 10 years of the program in 2015. The school is also fortunate to host mentors from the program. The mentors work side by side with individual students to support their needs.

New procedures were trialled in 2015 for managing Behaviour based on the School-wide positive Behaviour Program. The focus of the new plan will be a consistent program that will be conducted in all classrooms and be supported by a social skills program to be introduced in 2016.

Parents from the younger year levels are being more actively engaged with a highly successful Twilight Markets now being one of the major fundraisers of the year.

This year we conducted the annula spell--a-thon and this not only prepared our students for NAPLAN but assisted in the fundraising for the P&C. The return of over $8000 was an outstanding achievement.

An annual family working bee is attracting over 70 workers to complete tasks identified by students, staff and parents.

A Trivia night sponsored by BCF 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 almost $50000 annually to support teaching and learning initiatives.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	95%	90%
this is a good school (S2035)	95%	95%	79%
their child likes being at this school (S2001)	95%	95%	87%
their child feels safe at this school (S2002)	100%	95%	93%
their child's learning needs are being met at this school (S2003)	100%	93%	80%
their child is making good progress at this school (S2004)	100%	95%	87%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	95%	83%
teachers at this school motivate their child to learn (S2007)	95%	93%	87%
teachers at this school treat students fairly (S2008)	95%	93%	77%
they can talk to their child's teachers about their concerns (S2009)	95%	93%	100%
this school works with them to support their child's learning (S2010)	95%	88%	87%
this school takes parents' opinions seriously (S2011)	91%	82%	76%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	86%	83%	60%
this school looks for ways to improve (S2013)	86%	92%	79%
this school is well maintained (S2014)	86%	98%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	94%	96%
they like being at their school (S2036)	88%	90%	97%
they feel safe at their school (S2037)	90%	88%	95%
their teachers motivate them to learn (S2038)	97%	95%	95%
their teachers expect them to do their best (S2039)	97%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	89%	85%	93%
teachers treat students fairly at their school (S2041)	86%	79%	87%
they can talk to their teachers about their concerns (S2042)	88%	84%	87%
their school takes students' opinions seriously (S2043)	81%	86%	91%
student behaviour is well managed at their school (S2044)	79%	82%	85%
their school looks for ways to improve (S2045)	90%	93%	97%
their school is well maintained (S2046)	92%	92%	96%
their school gives them opportunities to do interesting things (S2047)	88%	89%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	85%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	80%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	79%	65%	75%
staff are well supported at their school (S2075)	93%	77%	86%
their school takes staff opinions seriously (S2076)	88%	68%	93%
their school looks for ways to improve (S2077)	98%	96%	96%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	100%	93%

# '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 and C 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 and 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' allows parents to readily access information.

Reducing the school's environmental footprint

The school is committed to improving its ecological footprint. Class recycling projects are in place. 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. The senior classes were heavily engaged in activities.Green leadership positions are offered to students to engage the rest of the school in ecological practices. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	170,116	2,822
2013-2014	167,222	9,830
2014-2015	166,377	4,319

*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.

Queensland
Government

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	23	0
Full-time equivalents	21	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	9
Masters	0
Doctorate	0
Total	**27**
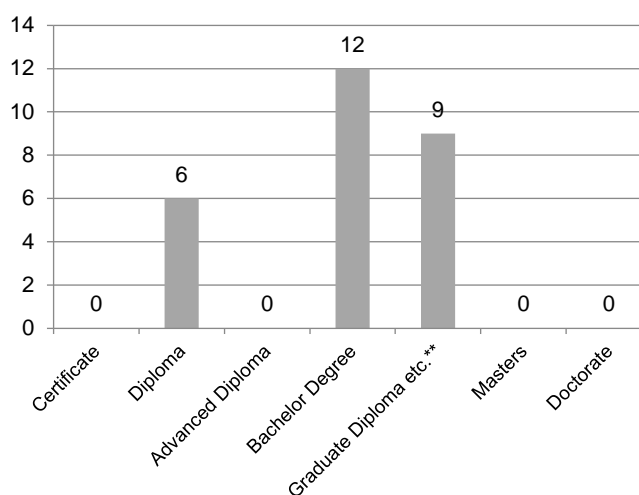
*Teaching staff includes School Leaders

**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 2015 were $23 675.

The major professional development initiatives are as follows:

The major professional development activities for 2015 were:

- Coaching sessions and Professional Development in the use of the Fountas and Pinnell reading benchmarks and resources.

- Individual and group sessions in the use of Interactive Whiteboards and interactive technology.

- 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.

- Staff were involved in collaborative sessions of the teaching of reading.

- Introductory sessions were conducted on explicit instruction, reading goals and feedback.

- 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, Jolly phonics and medical conditions including diabetes and anaphylactic reactions.

- First Aid and CPR.

- Coaching of staff in leadership and Reading.

- Cleaning and facilities maintenance training.

- Asbestos awareness training.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)							
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	92%	94%	94%	95%	93%	92%	94%
2014	93%	95%	93%	93%	95%	95%	92%	95%
2015	93%	92%	94%	91%	94%	93%	95%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
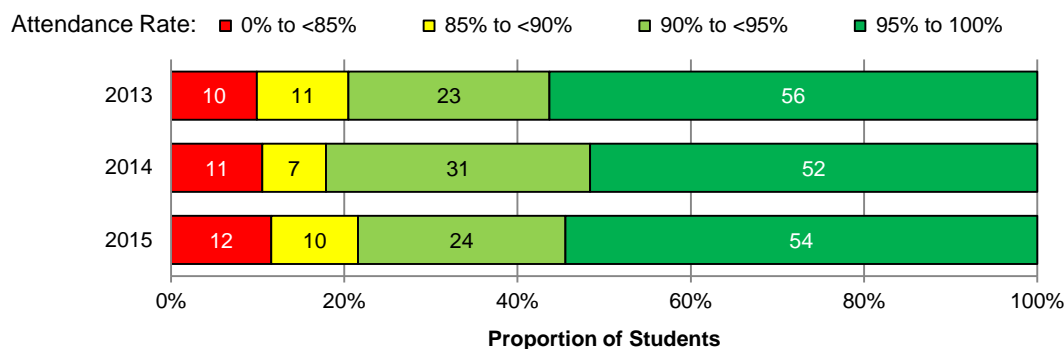
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked each day. The staff and leadership Team are provided with a list of student absences each day. When a students is away without notification and or returns without a note or call to the office to explain the absence, parents or caregivers are contacted. 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.

Every Day Counts — 78 Students 100% Attendance Term II

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.**

Where it says **'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.