Background:
Fernvale SS is located in the Brisbane Valley west of Ipswich, within the Metropolitan education region. The Prep to Year 7 school has a current enrolment of approximately 606 students. The Principal, David Raine, has led the school since 2000.

Commendations:
- In response to changing demographics, the school has introduced a school wide social skilling program entitled Making a Difference (MAD), which explicitly teaches pro-social values to all students.
- Students in the school enjoy a very powerful learning culture which positively influences their learning, effort and social behaviour.
- The school administration and teaching staff have developed over many years, a detailed and comprehensive recognition and reward system which makes explicit the expected behaviours and values desired by the community. This system is well known by staff members and students and is administered consistently. This has contributed greatly to the tradition of a quality learning environment at the school.
- There is a high level of consistency of behaviour expectations between classrooms across the school.
- The school wide pedagogy, Explicit Instruction, is embedded in practice in all classrooms. This contributes to the connectedness between teacher expectations and student understanding of expected behaviour.
- Teaching staff are able to articulate a variety of strategies and processes used to differentiate instruction to meet the needs of individual learners.
- Students across the school reported that they felt safe and felt that their classmates looked after each other. This supportive culture has evolved out of systematic teaching, recognition and reward of kindness and concern for others.
- The school has worked hard to capture the support and interest of the wider Fernvale community. A number of strategies including the Busy Bee Awards motivate students’ pride in the school.

Affirmations:
- Explicit rewards of positive behaviours in classrooms contributed greatly to student knowledge of preferred behaviours.
- Students reported appropriate levels of challenge in the work they were doing in classrooms.
- The rewards system has been adjusted to recognise age appropriate recognition systems catering for the interests, maturity and learning styles of younger students.

Recommendations:
- Develop the use of OneSchool as the single point of truth for the recording of student, achievement, behaviour and intervention.
- Continue to ensure consistency and transparency of teacher assessment and reward systems for students and parents.
- Develop a matrix to support greater consistency of teacher decision making when reporting Effort and Behaviour on student reports.
- Empower teachers to open communication links with parents and carers to further inform and strengthen the learning support for students.
- Continue to develop teacher skills at differentiating for the needs of students to ensure all can access the curriculum.
- Continue to develop the consistency of language used by staff members to describe the desired behaviours.