

Fernvale State School REVIEW

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Fernvale State School from 11 - 12 October 2016. It provides an evaluation of the school's performance against the recommendations from the previous Teaching and Learning Audit that was conducted on 30 July – 2 August 2012.

It recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by principal peers from the Metropolitan Region as part of a self-determined review. For more information about school reviews please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Brisbane Valley Highway Fernvale 4306
Education region:	Metropolitan Region
The school opened in:	1874
Year levels:	Prep to Year 6
Current school enrolment:	569
Indigenous enrolments:	7.7 per cent
Students with disability enrolments:	6.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	986
Year principal appointed:	2000
Number of teachers:	40 (full-time equivalent)
Nearby schools:	Lowood State School, Lowood State High School, Clarendon State School, Tarampa State School, Glamorgan Vale State School.
Significant community partnerships:	<p>Somerset Regional Council partnership to plan and develop the Fernvale Sport Complex.</p> <p>Kambu partnership to offer Indigenous health checks to all Indigenous students and families in the school community.</p> <p>Links with all kindy providers in Fernvale and Lowood area to assist in transitions to Prep.</p> <p>Strong partnerships between the school and P&C to support physical improvements and resourcing.</p> <p>Fernvale Markets conducted on school grounds every Sunday in partnership with the P&C.</p>

Significant school programs:

Partnerships with Lowood Police to establish school Adopt-A-Cop relationship.

School Hall hire for community groups to access and use for a range of sporting and cultural activities.

Utilisation of an explicit instruction teaching model under the guidance of Educational Consultant Mr John Fleming.

Whole school model to the teaching of reading.

You Choose Program run in partnership with QPS and the Justice Department.

Solid Pathways Program (EQ) to offer online programs for high achieving Indigenous students.

Links with Lowood State High School for a range of student and staff programs.

Working with sporting organisations to host sport programs for students eg. AFL Auskick, QCA In2Cricket.

1.3 Review methodology

The review was conducted by two peer reviewers.

The review consisted of:

- A pre-review audit of the school's performance data and other school information.
- Consultation with the school's Assistant Regional Director.
- A school visit of two days.
- Interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principal, HOC, HOSES, STL&N, classroom teachers, specialist teachers, student leaders, teacher aides, parent representatives.

1.4 Review Team

Darren Marsh, Principal Moggill State School

Rob Mills, Principal Raceview State School

2. Executive Summary

2.1 Key findings

- The school is held in high esteem by students, staff members, parents and the broader community. The school enjoys widespread support and commitment from the community it serves. Strong enrolment growth, a positive learning culture and high expectations for behaviour, learning and attendance characterise the school. Strong partnerships are evident between the school and a number of organisations. These partnerships contribute to a culture that highly values community.
- There is a clear focus on improving the teaching of reading and on implementing a consistent Explicit Instruction Framework. The Leadership Team has engaged the services of Education Consultant, John Fleming to support the consistent and high quality implementation of the Explicit Instruction Framework.
- Student academic performance using both school-based assessments and the National Assessment Program – Literacy and Numeracy (NAPLAN) highlight continued improvement growth in student academic performance across the school.
- The school has a documented Pedagogical Framework that underpins and supports both student emotional wellbeing, engagement and effective teaching and learning.
- The school uses 5 week data cycles with their student reading data wall as a collegial process to inform practice and to reflect on and respond to student reading development. As part of this process experts are engaged to work with teaching staff and utilise the regional reading standards to guide individual student progress and reading improvement. This work is supported by ARD Helen Kenworthy and Regional Professional Development Programs.
- The school has introduced a curriculum planning process aligned to the Australian Curriculum (AC) that is highly valued by staff and strongly reflects the schools priority of improving literacy outcomes for students. Assessment and reporting processes are understood by parents. This work has been initiated by ARD Helen Kenworthy and delivered by Regional PEA_ACs who have coached school staff.
- Support for students with additional needs is highly evident across the school, with the school implementing a number of initiatives to meet the needs of students including; prioritised teacher aide support, Levelled Literacy Intervention, Support-A-Reader. Overseeing these programs is the Intervention Management Group, who monitor and coordinate support for identified students.
- A number of teachers are engaged in coaching (Pedagogical) with the HOC and a part-time coach. The school Leadership Team has strongly encouraged teaching staff across the school to engage in coaching.

2.2 Key improvement strategies

- Build on the current coaching processes that are occurring in the school to develop a whole school approach to coaching where every staff member is engaged as an active participant.

- Continue to work on differentiation of teaching and learning within the school, through the use of collegial student data analysis to inform classroom planning, teaching and assessment to ensure that the learning needs of all students are addressed.

- Build processes to develop the capacity of teachers' ability to identify and implement appropriate and relevant reading goals for every student. Part of this is ensuring students understand and know what they need to do to improve their reading with regular student / teacher progress checks.

- Building on the current Explicit Instruction and Reading Models to develop consistency and alignment of practice across the school so that all elements of the models are implemented in every classroom. The school could consider a model of observation, feedback and reflection to build consistency of practice and capacity of school staff.

- Build processes to enable the sustainability of school improvement strategies such as the use of the educational consultants and coaching. Capability development of key roles is required to progress the improvement agenda within the school. Continued close work with ARD Helen Kenworthy will assist this.

- Progress the work that has been undertaken with the reading data cycles to include a consideration of other tools that can be used by teachers to monitor student progress between Probe assessments. Investigate further strategies for continuing to deepen the pedagogical conversations that occur as part of the data analysis and cycle process. Build processes to develop the capacity of teachers' data literacy skills. Provide opportunities for staff members to engage in in-depth analysis of data other than Probe and PM in relation to the learning of individual students and cohorts of students, and to inform teaching practice e.g. Pat. Continued work with ARD Helen Kenworthy and participation in Regional Professional Development Programs with Dr Lyn Sharratt will deepen teacher understanding of data use through Case Management Meeting processes.