

Fernvale State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Fernvale State School** from **3 to 5 August 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Desley Kirby	Peer reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Brisbane Valley Highway, Fernvale	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	556	
Indigenous enrolment percentage:	7.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	981	
Year principal appointed:	2000	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), 26 teachers, Business Manager (BM), literacy coach, three administration officers, three teacher aides, youth worker, 19 students and 27 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Fernvale P&C Markets coordinator and UnitingCare Residential Care Service education officer.

Partner schools and other educational providers:

- Principal of Lowood State High School, director Goodstart Kindergarten Fernvale and educator Goodstart Early Learning Fernvale

Government and departmental representatives:

- Councillor for Somerset, State Member for Lockyer and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Reading Program	2020 Communication Plan
Explicit Instruction 2019 - 2021	Professional development plans
School data plan	Mentoring Beginning Teachers Program
School Opinion Survey	Responsible Behaviour Plan for Students
Student Success Services Referral Process	School based curriculum, assessment and reporting framework
School newsletters and website	



2. Executive summary

2.1 Key findings

The leadership team recognises and responds to the changing needs of the student population.

To respond to these changes, the leadership team has identified two priority areas in their Explicit Improvement Agenda (EIA), including reading and writing through the Australian Curriculum (AC) and health and wellbeing. The EIA is presented as an infographic and is reflected and unpacked in the Annual Implementation Plan (AIP). The principal identifies that as part of their improvement journey, they have refined the EIA, moving from six priority areas, to three and now two. Staff members are aware of the EIA and recognise their role in implementing it.

Staff members engage in quality Professional Development (PD) to build their knowledge.

The school's Mentoring Beginning Teachers (MBT) program has been enhanced to provide opportunities for teachers to discuss school practices, planning, teaching, assessment and differentiating instruction. Beginning teachers receive formal and informal feedback on their teaching practice. Lesson observations occur and teachers are encouraged to visit and observe their peers teach. Teachers who have participated in the induction program believe that the support from their year level peers, mentors and leadership team has impacted positively on their teaching practices.

Staff are committed to and express the belief that students are able to learn.

Teachers utilise a range of teaching practices to cater for students. Many teaching practices focus on the students who are working towards obtaining a 'C' standard. Many teachers identify high expectations are yet to be developed for all students, including high achieving students. A culture of high expectations for all students is yet to be developed.

The leadership team is a dynamic group that is well respected by staff and the community.

Teachers speak highly of the leadership team and enjoy the professional conversations that occur formally and informally. Some teachers express a desire to further enhance their leadership skills and be more active in the school's decision-making process. With the continuing high enrolment, some staff members identify that it is an appropriate time to reflect on the school leadership practices and evaluate if the leadership structure and processes are meeting the current needs of the school. Some leaders identify that this may be enhanced by accessing external leadership coaching.



The whole-school curriculum plan includes the three levels of curriculum planning and is aligned to the AC version 8.

A range of approaches has been adopted by teachers to create unit plans, based on Curriculum into the Classroom (C2C) resources and assessment, or locally contextualised and integrated units. The Head of Curriculum (HOC) has supported some teachers to develop their own localised content, assessment tasks and Guide to Making Judgements (GTMJ) aligned to the AC achievement standards, content descriptors and elaborations. The principal and curriculum leaders articulate the need to continually build teachers' knowledge of the AC. A consistent approach to the creation and documentation of unit plans is yet to be developed.

Staff members recognise the importance of positive and caring relationships.

The school is currently developing the new Student Code of Conduct. Many teachers believe that the present behaviour plan is yet to meet the needs of students. Teachers are implementing a wide range of strategies in classrooms and the playground to address student behaviour. Most staff members articulate that they believe the school needs to develop a school-wide approach to responding to student behaviour.

Teachers identify a range of ways that they cater for the learning needs of students in their class.

Some teachers are beginning to use pre-test data and diagnostic assessment data to identify starting points for teaching and learning. Some teachers articulate a range of strategies utilised incidentally during teaching and learning. Teacher knowledge of research-based effective differentiation processes to support all students varies across the school. Whole-school processes to ensure high achieving students are appropriately engaged, challenged and extended are yet to be developed. The leadership team acknowledges this is an area that requires further development.

The principal has developed, and leverages off, community partnerships to enhance student wellbeing.

The school is an integral part of the local community and relationships are well established. Generations of families articulate strong connections with the school and a number of staff take pride in their long association with it. Parents and families are recognised as integral members of the school community and express a sense of pride in the school.

The Parents and Citizens' Association (P&C) is active and committed and the principal speaks highly of the productive relationship with the school.

The P&C manages the community markets held each weekend at the school. The markets have evolved into a significant community event that provides a strong weekly revenue stream for the P&C, raising approximately \$60 000 per year. The P&C president acknowledges the principal's role in providing the committee with a voice in school activities and appreciates the strong communication processes that are established.



The deputy principal has developed a comprehensive transition to Prep program that includes a focus on early oral language development.

The program comprises a range of key evidence-based transition activities throughout the year that intentionally build connections for students and families and provide school personnel with a range of key information to support successful transitions. Transition activities include informal open days, information sessions and orientations, transition to Prep newsletters and a Step Up afternoon. The Prep transition program is enhanced through the implementation of the '3a' oral language program at the school's playgroup.



2.2 Key improvement strategies

Collaboratively develop a shared philosophy and learning environment that enables every student to reach their academic potential and achieve success.

Strengthen the instructional leadership capabilities of school leaders and interested teachers through access to collegial networking, mentoring, coaching, observation and feedback.

Build teacher knowledge of the AC and develop and implement school-wide practices to ensure consistency in planning and differentiation.

Collaboratively develop agreed whole-school approaches for supporting student behaviour that are consistently implemented, including specific consideration for focused and intensive behaviour support.

Build teacher knowledge and use of consistent differentiated planning, teaching, learning and assessment processes for all students, including high achieving students.