

Fernvale State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

We acknowledge the shared lands of the Yuggera nation and the Yuggera people of the Yuggera language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	498
Indigenous enrolments	11%
Students with disability	44%
Index of Community Socio-Educational Advantage (ICSEA) value	976

About the review

 3 reviewers from 20 to 22 August 2024	 134 participants	 56 school staff
 36 students	 35 parents and carers	 7 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Collaboratively review and communicate all staff members' roles, responsibilities and accountabilities aligned to the Annual Implementation Plan to ensure everyone understands their part in driving the improvement agenda.</p> <p>Domain 7: Differentiating teaching and learning Build all staff members' knowledge and understanding of inclusive education practices and system requirements to progress the whole-school approach and commitment to inclusion.</p> <p>Domain 3: Promoting a culture of learning Collaboratively review and refine approaches to supporting student behaviour to establish a whole-school approach with consistent expectations and responses to inappropriate behaviour.</p> <p>Domain 8: Implementing effective pedagogical practices Strengthen opportunities for leaders and teachers to discuss effective pedagogical practices to cultivate a shared understanding and language about pedagogy.</p> <p>Domain 5: Building an expert teaching team Establish opportunities for teachers to engage in decision-making and leading school priorities to foster leadership capability and shared ownership of improvement agendas.</p>

Key affirmations



School and community partnership are highly valued by school leaders and community members.

Leaders describe long-standing and positive connections to the local area. Community members express they value their relationships and connections with the school. Members of the school community explain they are currently celebrating the school's 150th anniversary, and convey pride in the history and traditions that are part of the school's heritage. School leaders speak enthusiastically of the celebrations to date, particularly highlighting the Fernvale song.



Students articulate they value their teachers and how staff care for them.

Students express appreciation for how staff support their learning and wellbeing. They articulate they value the feedback they receive from their teachers, describing how this positively impacts their learning and helps them to identify next steps. They comment appreciatively on the extracurricular opportunities provided by staff, including chess, interschool sport, tennis, lunchtime futsal competitions, band and choir.



Leaders describe a strategic approach to using resources to support students.

The principal and Business Manager work collaboratively to ensure the school budget is developed to meet the year's priorities. They describe how the use of school funds is monitored regularly across the year to ensure efficient and effective expenditure. Leaders comment they have employed a number of responsive and creative strategies to address staffing challenges. They describe targeting school funds to employ teacher aides to enhance student learning.



Leaders, staff, students and parents express appreciation for the supportive nature of the 'Fernvale Family'.

Staff articulate that positive and caring relationships with students, staff and families are highly valued. Leaders and staff describe a student-centred approach to their work. Students, staff and families indicate a strong sense of belonging to the school community. Parents comment that leaders and teaching staff know their child, and that staff are accessible and approachable.