

Fernbrooke State School

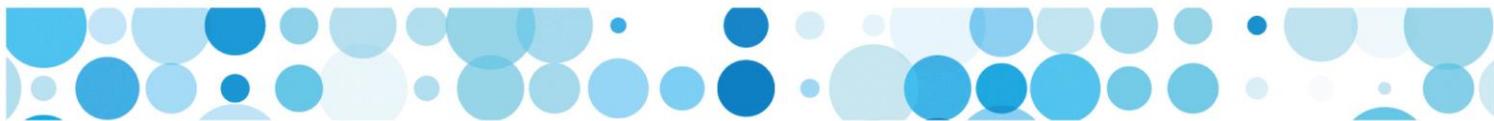
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Fernbrooke State School** from **14 to 16 August 2018**.

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 consider 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.

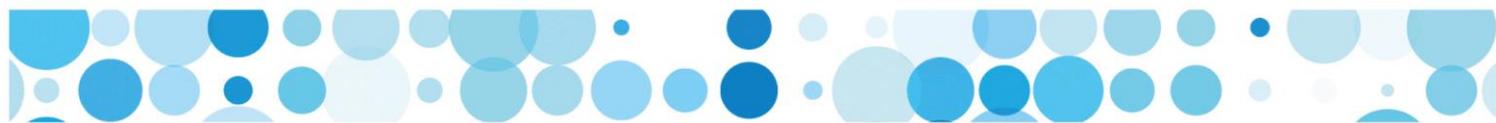
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Monica Halbert	Peer reviewer
David Curran	External reviewer



1.2 School context

Location:	Regents Drive, Redbank Plains
Education region:	Metropolitan Region
Year opened:	2017
Year levels:	Prep to Year 6
Enrolment:	748
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	962
Year principal appointed:	July 2016
Full-time equivalent staff:	40
Significant partner schools:	Redbank Plains State School, Redbank Plains State High School
Significant community partnerships:	Community Hub, Ipswich City Council Community Champions, Redbank State School, Redbank Plains State High School
Significant school programs:	School Wide Positive Behaviour for Learning (SWPBL), Induction/ Coaching / Mentoring, Science, Technology, Engineering, Arts and Mathematics (STEAM), inclusive support services, Perry's Playgroup, Perry's pre-Prep program, rugby league development program, touch rugby league development program, basketball gala program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, student support coordinator, two coaches, 26 classroom teachers, four student support teachers, specialist teachers in the Arts, physical education and technology, guidance officer, Speech Language Pathologist (SLP), 11 teacher aides, Business Manager (BM), two administration officers, 21 parents and 63 students.

Community and business groups:

- Parents and Citizens' Association (P&C) executive members.

Partner schools and other educational providers:

- Principal local high school and principal local cluster school.

Government and departmental representatives:

- Councillor for Ipswich City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Behaviour matrix
Investing for Success 2018	OneSchool
Headline Indicators (Term1, 2018)	School Data Profile (Semester 1, 2018)
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation planner
School pedagogical framework	School budget overview
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey



2. Executive summary

2.1 Key findings

The positive culture of the school is reflected in the school's motto '*Exceeding Expectations*'.

The school has high aspirations for student behaviour and wellbeing. The school rules as embodied in the 'Perry' STARS of '*Safe, Thinker, Attendance, Respectful and Successful*' are well known and understood by staff members, parents and students. Staff members believe the strong culture that exists enables students to have opportunities to engage fully in quality learning experiences and feel safe and supported in the school environment.

School staff have a strong sense of moral purpose in the work they undertake in the school.

This belief is nurtured in an environment where staff members work collaboratively to engender a sense of belonging for all stakeholders, particularly students. Teachers are admired and respected by students and parents as committed professionals who are receptive to communicating regarding student learning and issues affecting that learning. Parents, students and teachers describe the relationships between members of the school community as caring and respectful. Teaching staff members are positive regarding their working relationships with students and parents.

The rapid growth of the school has created a need to invest significant time and resources into supporting induction, coaching and mentoring processes.

A comprehensive induction process is established to guide and support teachers in accessing expectations relating to curriculum, teaching and learning. Staff members new to the school express an appreciation of the support provided by their year level colleagues. Two school coaches are assigned to support the effective implementation of reading and Positive Behaviour for Learning (PBL) across the school. Teachers and teacher aides express the view that they value the support of these school leaders in mentoring them with the development of their skills and providing relevant feedback to grow their capability development.

There has been a concerted effort to develop a vision for the school that is student-focused and commits all staff to improving learning outcomes for all students.

Areas for collective focus in 2018 include maximising learning outcomes for students in reading, establishing a culture of induction, coaching and mentoring, and embedding student support services. There is strong commitment from the teaching team to implementing elements of the Explicit Improvement Agenda (EIA) in classrooms with teachers and teacher aides having a common focus on improving the teaching and learning process in relation to the priority area of reading. The leadership team is committed to supporting teachers to embed agreed strategies relating to the EIA and to promote stronger levels of monitoring its implementation to enable appropriate levels of support for identified teachers.



School leaders view reliable school data as essential to the effective leadership of the school and integral to whole-school and individual student improvement.

A school assessment schedule details the range of diagnostic, formative and summative assessments to be used at the school to monitor school-wide achievement aligned to the priority improvement area of reading. Teachers and school leaders are collecting a range of student achievement data. There is yet to be regular use of this data to identify starting points for improvement in student outcomes. The principal recognises the need to promote further conversations between the teaching team and school leaders that interrogate school-based achievement data and promote conversations relating to further improvements in student outcomes, including case management processes.

The principal and members of the teaching team express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

In the second half of each term teachers meet in their year level teams to collaboratively plan curriculum units. Most teachers report they begin the planning process by considering the assessment task and Guide to Making Judgements (GTMJ). The achievement standard and content descriptions of the AC are accessed by most teachers to ensure they understand the scope of work for the teaching and learning process. The leadership team expresses a desire to continue to develop and adapt curriculum units aligned to the AC that are increasingly locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

Teachers use an eclectic mix of teaching methods to ensure students are engaged in their learning. The leadership team keeps informed of current research regarding effective teaching practices and the school pedagogical framework is underpinned by the research-based teaching practice of Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR) model. Some teachers articulate a range of practices they utilise to support teaching and learning, with the consistent application of whole-school pedagogical practices being varied across the school. The principal recognises the need to review and align the current pedagogical framework documentation to match the embedded and emerging school-wide practices.

The principal is establishing a model of shared leadership to implement school programs and operations.

The principal is committed to developing a statement of roles and responsibilities for school and teacher leaders to guide their work in the school and to communicate this broadly to school staff members. The principal plans to develop action plans aligned to the cycle of inquiry that detail key actions, implementation timelines and specific accountabilities for school leaders relating to priority programs they are implementing across the school.



The school has developed a positive reputation in the community.

Parents and community members speak highly of the work of school leaders and staff members. Members of the community, parents, staff members and students display enormous pride in the school. Parents indicate they are extremely happy with the education their child receives at the school and the opportunities that are provided. Key community members speak positively regarding the school's status within the local community.

There is a strong sense of collegiality amongst staff members.

Teaching and non-teaching staff indicate that they feel valued and are acknowledged for contributing to student progress. A willingness of staff members to engage in professional dialogue aligned to improved student learning and wellbeing is apparent. Staff members display high levels of professional energy in the work they do in the school and are highly student-focused in their actions. Staff members report that morale is high and are optimistic regarding the continued development of a cohesive team.



2.2 Key improvement strategies

Work with teachers to embed agreed non-negotiable practices relating to the EIA, what this looks like in their classrooms and collectively monitor the implementation of this.

Promote further conversations between the teaching team and school leaders that interrogate school-based achievement data and promote conversations relating to further improvements in student outcomes, including case management processes.

Continue to develop and adapt curriculum units aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Review and consolidate current pedagogical practices to ensure effectiveness, relevance and consistency of implementation.

Develop a statement of roles and responsibilities for school and teacher leaders that includes accountabilities, key actions and implementation timelines for programs identified as priority areas for development.