

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 School and Region Reviews (SRR) at **Fernbrooke State School** from **18 to 21 July 2022**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Natalie Taylor	Peer reviewer
Jeff Capell	Peer reviewer
David Hinton	External reviewer



1.2 School context

Indigenous land name:	Jagera, Yuggera and Ugarapul
Location:	Regents Drive, Redbank Plains
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	1038
Indigenous enrolment percentage:	6.7 per cent
Students with disability percentage:	9.12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	958
Year principal appointed:	2020



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, three Heads of Department – Teaching and Learning (HOD-TL), Head of Special Education Services (HOSES), learning engagement coach, guidance officer and psychologist, 46 teachers, 62 students, 54 parents, 12 teacher aides and seven auxiliary staff.

Community and business groups:

- Helping Hands Outside School Hours Care (OSHC) representative, Redbank Plains Community Centre schools relationships manager, Parents and Citizens' Association (P&C) president and secretary, Community Hub representative and Collective Action Group (CAG) representative.

Partner schools and other educational providers:

- Kruger State School principal, Redbank Plains State School principal, Redbank Plains State High School junior secondary school Head of Department (HOD), Metropolitan Behaviour Support Service behaviour consultant, Bellbird Park State Secondary College Head of Year 7 and Metropolitan Region Early Childhood Education and Care (ECEC) division representative.

Government and departmental representatives:

- Two Division 1 Councillors for Ipswich City Council, Federal Member for Blair and ARD.



2. Executive summary

2.1 Key findings

Staff are united in their commitment to quality teaching and learning.

The school has a culture of developing and enhancing staff capability. School leaders understand the importance of creating consistency of practice across the school through ongoing opportunities for professional learning and capability development. Staff express appreciation for the investment in their development, with opportunities to improve their practices. Staff articulate feeling supported to apply and practise new learnings in a safe and supportive collegial environment. There is a strong commitment from staff members to continual improvement and professional growth. Teachers discuss being open to implement whole-school practices with consistency and rigor in collaboration with the leadership team.

Collegial and respectful relationships are apparent across the school.

Staff articulate the school's mantra for students as '*Exceeding expectations*'. Many staff speak positively of a collegial culture that supports learning based on a positive, caring environment that ensures a sense of belonging for all students. Staff members articulate a strong sense of collegiality amongst the team and describe a supportive and engaging working environment. Staff members demonstrate an unconditional positive regard for their students. A number of students reflect on the positive and caring relationships staff display and describe the positive impact this has on their learning and engagement.

The school has a comprehensive, coherent and explicit sequenced curriculum plan

Many teachers articulate they would value the opportunity to strengthen their knowledge and understanding of the full breadth of the Australian Curriculum (AC), including general capabilities and cross-curriculum priorities, to effectively adapt learning experiences to meet student needs. There is a collaborative approach to curriculum planning across the school that ensures the curriculum is aligned to sections of the AC, and adapted to meet the students' learning needs and the local school context. The plan supports consistent teaching and learning expectations and provides a reference for monitoring learning across year levels.

Staff members are committed to all students achieving success in their learning and are dedicated to supporting students to achieve.

Staff place priority on connecting with students and building caring and supportive relationships that will positively impact on student engagement for all learners. Teachers endeavour to understand where students are in their learning, utilising data to clearly identify whether students are working below, at, or above their expected levels. There is a strong voice throughout the school that this is 'an inclusive school'. Teachers and school leaders acknowledge that they are at varying stages of their inclusion journey and highlight the need to develop a deeper understanding of differentiated practices and reasonable adjustments.



School leaders place a high priority on utilising available resources to meet student needs, and provide the professional resources staff require to support teaching and learning.

The school has identified the strengthening of Information and Communication Technology (ICT) skills and, in particular, the development of school-wide digital pedagogies, as a future school priority. Some staff indicate they would appreciate further support to introduce additional technologies into their day-to-day teaching, and to build their capability in this area. The leadership team seeks to review the scope and allocation of ICT resources across the school, to cater for current and future digital learning opportunities for all students.

Staff identify that highly effective feedback is the key to improving student learning.

Teachers and school leaders express that building a culture of feedback is an important next step and have identified the need to develop teachers' capability in facilitating high-quality feedback to students. Teachers and students indicate that the quality of feedback provided to students is variable and dependent upon the unit of work and the learning area. A school-wide approach to feedback to support students' ongoing self-monitoring of their work is an emerging practice.

Building teacher capability is identified as essential for continuous improvement.

The school is committed to supporting all students to learn through consistent and relevant curriculum practices. Teaching staff express a strong desire for further innovation and contextualising of units across all learning areas of the AC. The leadership team acknowledges that instructional leaders and their capabilities are integral in building the capability of teaching staff, including their professional knowledge and practices. Building of these capabilities with precision is an emerging piece of work.

Teachers articulate that the development of learning walls is building consistent pedagogical practice across the school.

Learning walls provide students with a clear indication of the learning expectations in the current unit and include exemplars for students to refer to when working on their assessment tasks. The learning walls contain learning intentions and success criteria, marking guides, samples of student work, and a range of resources to support learning. Teachers indicate that learning walls work best when they are co-constructed with students, and students are able to interact with the wall's content when they require support. Students express appreciation for the use of writing exemplars and learning walls to scaffold their learning.

A student-centred approach is apparent across the school.

School leaders are united and committed to improving learning and wellbeing outcomes for all students. A culture of 'students first' underpins an unwavering staff focus to support all students' success. Staff regularly engage in professional conversations to enhance their practices to support student learning. There is a strong emphasis within the school community that all students are welcome. Parents appreciate and value the openness and approachability of all staff and their quality teaching, and view the school as supporting the learning, social and emotional needs of their child.



2.2 Key improvement strategies

Strengthen staff knowledge, understanding and application of the AC, including general capabilities and cross-curriculum priorities.

Refine the school's differentiated practices and reasonable adjustments for all students, with an emphasis on students with disability to successfully engage with the AC.

Collaboratively identify school-wide pedagogical approaches for digital technologies and provide professional learning to support teachers to develop their capabilities for student engagement.

Develop school-wide practices and expectations for providing feedback to students.

Further strengthen whole-school practices that ensure precision in teacher capability with clear and ongoing monitoring of the enactment of the full breadth of the AC.