School Improvement Unit
Report

Ferny Grove State High School

Executive Summary

Queensland Government

1. Introduction

1.1 Background

This report is a product of a review carried out at Ferny Grove State High School from 15 to 18 August 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	McGinn Road, Ferny Grove
Education region:	Metropolitan Region
The school opened in:	1980
Year levels:	Year 7 to Year 12
Current school enrolment:	1690.5
Indigenous enrolments:	2.6 per cent
Students with disability enrolments:	5.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1059
Year principal appointed:	2010
Number of teachers:	144
Nearby schools:	Ferny Grove State School, Ferny Hills State School, Patricks Road State School, Samford State School, St Andrews Catholic School
Significant community partnerships:	Primary schools, Arana Leagues Club, Samford Rotary Club, Gaythorne Returned Services League, Hills & District Chamber of Commerce, Gallipoli Barracks Enoggera.
Unique school programs:	Learning Excellence at Ferny (LEAF), German immersion, agriculture, instrumental and choral music

1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- a school visit of four days

- interviews with staff, students, parents and community representatives, including:

    o Principal, four deputy principals,11 Heads of Department (HOD), Head of Special Education Services (HOSES), two guidance officers, Support Teacher Literacy and Numeracy (STLaN), 68 teachers and two teacher aides

    o 32 students

    o Business Services Manager (BSM), three administration officers and three ancillary staff

    o Parents and Citizens' Association (P&C) president and School council chair

    o Tuckshop convenor and eight parents

    o Principal of partner primary schools and five community partner representatives

    o Moreton Bay Regional Councillor, Mr Matt Constance

1.4 Review team

Karyn Hart	Internal reviewer (chair)
Meredith Wenta	Internal reviewer
Brett Burgess	Internal reviewer
Lynne Foley	External reviewer

2. Executive summary

2.1 Key findings

- School leaders are committed to improving student outcomes for all students.

  The school Annual Implementation plan (AIP) outlines four key priorities. Within each of these are a number of further actions for implementation. Teachers are not confident in articulating the priorities.

- A comprehensive whole-school data plan is established which clearly outlines key data collection timelines and appropriate data sources.

  School decisions, interventions and initiatives in response to data are not in alignment at this stage.

- The school projects a positive culture with a supportive, orderly learning environment and respectful relationships between staff members, students and community

  The senior leadership team believes that the high achieving culture can be further enhanced.

- The school applies its resources in a manner to meet the learning and wellbeing needs of students.

  The school budget is developed by the Business Service Manager (BSM), the principal and cost managers.

- The principal and other school leaders place emphasis on attracting high quality teachers.

  The school leadership team provides a broad range of opportunities to develop teacher capability to improve student outcomes. It is not yet apparent that all Professional Development (PD) programs are directly focused on the identified priority programs in place to improve student learning.

- Documented plans exist within each department based on state requirements and the Australian Curriculum (AC).

  The school has recently developed common unit plan and task sheet templates which align with the AC and the school focus on assessment literacies. A clearly documented whole-school plan for curriculum delivery and a cycle of review is not yet developed.

- There is a strong belief across the school that all students are capable of learning.

  The school's pedagogical framework does not yet provide teachers with a common language to provide a consistent platform for student learning.

- The school's leadership team recognises that the delivery of quality teaching practices is critical to maintaining high standards of academic achievement across the school.

  Dimensions of Teaching and Learning (DoTL) has been the designated pedagogical framework for the school over the last few years. It is apparent that the utilisation of the pedagogical framework to implement effective and common teaching practice is not vigorous. An opportunity exists to regularly refresh learning regarding the framework and to induct teachers new to the school.

- The school has developed a positive standing in the community through the work and involvement of parents, school leaders, staff members and students.

  Deliberate and strategic use is made of a wide range of business and community partnerships to access additional resources not available within the school for the purpose of improving student outcomes.

2.2   Key improvement strategies

- Implement an improvement agenda which is adopted by all staff members and progresses the school's culture of high achievement.

- Narrow and sharpen the AIP and determine the priorities for an improvement agenda based on a thorough and collaborative investigation of the school data in the junior and senior schools.

- Develop processes and structures to engage teachers in collaborative curriculum discussions, planning and moderation across year levels and departments through the development of a whole-school plan for curriculum and a cycle of review.

- Review the effectiveness and relevance of the implementation of the current pedagogical framework for the school.

- Review the strategy for programs to build teacher capability to ensure it is directly aligned with the key identified priorities of the Explicit Improvement Agenda (EIA).

- Implement a more consistent structure to ensure systematic data reflection across the whole-school via line managers.