

# Ferny Grove State High 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

Ferny Grove State High School acknowledges the Traditional Custodians of the land where we live and learn, the Yuggera and Turrbal people. We pay our respects to their Elders, past and present.

### About the school

Education region	Metropolitan North Region
Year levels	Years 7 to 12
Enrolment	1912
Aboriginal students and Torres Strait Islander students	3.5%
Students with disability	15.1%
Index of Community Socio-Educational Advantage (ICSEA) value	1066

### About the review

 <p>5 reviewers from 31 March to 3 April 2025</p>	 <p>404 participants</p>	 <p>139 school staff</p>
 <p>239 students</p>	 <p>16 parents and carers</p>	 <p>10 community members and stakeholders</p>

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Systematically enact practices that increase leaders’ visibility, including walkthroughs, to enhance line of sight and support and monitor implementation of the improvement agenda in classrooms.

**Domain 6: Leading systematic curriculum implementation**  
Build a consistent approach for curriculum planning to foster a shared understanding of the Australian Curriculum and align curriculum, pedagogy and assessment against the achievement standards.

**Domain 8: Implementing effective pedagogical practices**  
Prioritise opportunities for professional learning and discussions about a range of effective pedagogies to collaboratively shape a whole-school approach to pedagogy.

**Domain 5: Building an expert teaching team**  
Systematically enact the agreed school-wide approach for collaborative capability development to support teachers in continuously improving their practice and delivering school priorities.

**Domain 7: Differentiating teaching and learning**  
Prioritise building staff capability in differentiating their teaching practice to further engage, challenge and extend all students.

**Domain 2: Analysing and discussing data**  
Collaboratively review and systematically enact the data plan to provide consistent practices for using data that informs targeted teaching and learning strategies across all faculties.

### Key affirmations



**Students and parents highlight how the caring and supportive culture helps students to achieve success in their learning.**

Students speak of their strong connections to the school, highlighting a caring and welcoming learning environment and describing feeling accepted and welcomed by staff and peers. Parents and students acknowledge the range of wellbeing support available. Parents articulate high levels of trust in staff members’ commitment to ‘knowing their students’ in order to provide appropriate learning experiences and assist them to find their place in the school. They comment they feel they play an important role as partners in their child’s learning alongside school staff.



**Staff affirm a strong culture of collegial support and collaboration helps them to build their skills and knowledge as effective educators.**

Staff consistently highlight collegial support as important factor in their wellbeing and professional engagement. They speak of their colleagues’ willingness to share planning and resources, and how they provide professional and personal support. Staff describe how developing collaborative approaches to implementing school-wide change builds trust and fosters a collective commitment. They discuss the value of collaboration in developing curriculum and improving teaching and learning.



**Students and parents praise the wide range of learning opportunities that are tailored to students’ interests and provide pathways through and beyond school.**

Students, parents and members of the wider school community celebrate the school’s reputation for innovation and excellence in signature programs, including academic excellence, German, instrumental and choral music, and sport. They emphasise these programs offer students the opportunity for academic extension and to engage in endeavours they are passionate about and excel in. Students and parents express they highly value the range of senior curriculum offerings, including General and Applied subjects and Vocational Education and Training courses, that cater to students’ abilities and interests, and lead to a variety of pathway options.



**Staff, students and community members celebrate strong and established partnerships with organisations, local businesses and training providers that support ‘outstanding’ outcomes and opportunities for students.**

Staff and community partners speak of a shared commitment to supporting outstanding outcomes for senior students through their partnerships. Leaders, parents and students describe partnerships with the Redcliffe Dolphins and the Brisbane Broncos to support students’ development as athletes and open up potential pathways as sporting professionals. Students speak positively about these real-world opportunities. Parents describe how long-term connections to organisations provide students with access to training and employment. Staff speak of how partnerships with community groups provide students with access to authentic experiences, such as excursions and homestay opportunities.