

Clarendon State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Clarendon State School** from **8 to 9 June 2017**.

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 which prioritise future directions for improvement.

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

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Garry Lacey

Internal reviewer, SIU (review chair)

Julie Matherson

Peer reviewer



1.2 School context

Location:	Clarendon Road, Clarendon
Education region:	Metropolitan Region
Year opened:	1929
Year levels:	Prep to Year 6
Enrolment:	85
Indigenous enrolment percentage:	9.4 per cent
Students with disability enrolment percentage:	4.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	957
Year principal appointed:	2014
Full-time equivalent staff:	5
Significant partner schools:	Patrick Estate State School, Lowood State School, Coominya State School, Mount Tarampa State School, Tarampa State School, Prenzlau State School
Significant community partnerships:	Lowood Bowls Club, Returned and Services League of Australia (RSL) - Lowood, Lowood Police Station, Lowood Fire Station, Harvest Angels Inc., Lowood Hub
Significant school programs:	Sounds to Letters program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four classroom teachers, itinerant support teacher, Speech Language Pathologist (SLP), administration officer, five teacher aides, Parents and Citizens' Association (P&C) treasurer, 10 parents and 41 students.

Community and business groups:

- Outside School Hours Care (OSHC) program coordinator.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
Responsible Behaviour Plan	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Curriculum planning overviews
School pedagogical framework	School Opinion Survey
School data plan	School newsletters and website
OneSchool	



2. Executive summary

2.1 Key findings

The principal and school staff members have worked hard in recent years to establish a positive tone in the school that reflects a school-wide commitment to purposeful learning.

Classrooms are calm and inviting environments that are conducive to student learning and positive behaviour. Staff members are enthusiastic and positive about their role and deliberately build positive relationships with their students. Teachers take pride in accepting, supporting and encouraging the learning, social and emotional development of students.

The school has established a strong sense of belonging for all members of the school community.

Parents speak highly about the work of school staff and of the positive feel in the school. Mutually respectful relationships are developed between parents and school staff members. Parents report classroom teachers and the school's principal are approachable and 'go the extra mile' in the interests of their child.

Staff members have clearly established whole-school processes for effectively managing student behaviour.

The school's behaviour expectations or 'touchstones' are known by students and displayed in all classrooms and many common spaces. The number of behaviour incidents in classrooms and the playground are reducing with identified behaviour patterns discussed in staff meetings and positive solutions collaboratively developed and actioned. The school-wide reward process of 'Gotchas' is embraced by students and staff members and promotes positive behaviours in the school.

The school has identified reading as the specific focus area for the Explicit Improvement Agenda (EIA) in 2017.

In the early years, there is strong focus on developing students' oral language skills and increasing phonological awareness through specific lessons relating to the Letters and Sounds program. Teachers across the school describe the use of the Gradual Release of Responsibility (GRR) model as a focus for their work in the teaching of reading. School staff members acknowledge this is a work in progress with all staff members working hard to embed consistent practices for the teaching of reading in their classrooms. Processes to regularly monitor the implementation of the school's EIA are yet to be established.

School staff members view timely and reliable data as essential to improving learning outcomes for students.

The school is utilising assessment tools and testing procedures to monitor school-wide achievement and individual student progress. Data literacy skills are developed through collegial conversations during staff meetings. The principal identifies the need to enrich analysis and discussion of data between teams of teachers through the creation of case management processes to build a culture of self-evaluation and reflection across the school.



The school's leadership team and teaching staff members express a commitment to implementing curriculum relating to learning areas of the Australian Curriculum (AC).

Methods for planning curriculum units vary across the school with some teachers reporting they commence the planning process by referencing the content descriptions and achievement standards of the AC. Other teachers report they predominantly use Curriculum into the Classroom (C2C) units as their primary guide for curriculum unit development. The collaborative development of an agreed process for planning curriculum units in the school to ensure stronger alignment of curriculum to the content descriptions and achievement standards of the AC is yet to occur.

The school has developed curriculum overviews for all learning areas.

These overviews are aligned to the AC and make clear the scope and sequence for learning across the years of schooling. Planning has been undertaken to identify 'A' and 'B' years to respond appropriately to the multi-age nature of the school. The regular monitoring of the school's enacted curriculum and opportunities to review curriculum units is yet to occur on a regular basis. The principal is committed to quality assuring curriculum units and assessment tasks to ensure the rigour and intent of the AC are maintained.

The principal and school staff members are driving improvements in pedagogy, with a strong belief that improvements in teaching lead to improvements in student learning.

All teachers are committed to implementing quality teaching and learning practices that explicitly focus on improved outcomes for students in literacy and numeracy. Teachers show a commitment to develop deeper understandings of the school's pedagogical practices and their links to curriculum planning processes. The collaborative development and embedding of a set of agreed high-yield teaching strategies for consistent implementation in all classrooms, including Explicit Instruction (EI) is yet to occur.

Staff members identify positive collegial relationships across the school and work to maintain high levels of mutual trust and respect with their colleagues.

All staff members are firmly committed to the school and to working collegially with each other. High levels of professional energy are evident in the work of staff members. Community members value the professionalism and dedication of the staff. The principal provides a strong focus on maintaining high levels of staff morale and wellbeing.

School staff members are working hard to improve attendance rates for all students.

There is an upward trend in student average attendance rates from 86.8 per cent in 2013 to 92.8 per cent in 2016. The percentage of students attending less than 85 per cent has trended downwards for the same time period from 40.7 per cent to 13.9 per cent. Attendance rates for 2017 remain a priority focus for work in the school.



2.2 Key improvement strategies

Regularly monitor the implementation of the improvement agenda and progress towards established targets that detail specific improvements sought in student performance.

Build a culture of self-evaluation and reflection across the school that enables full ownership of outcomes for students and explores strategies for continuous improvement through case management processes.

Develop a commonly agreed curriculum planning process for the school that ensures strong alignment with the rigour and intent of the AC for all learning areas.

Quality assure the school's enacted curriculum to ensure vertical alignment of the curriculum across the years of schooling.

Collaboratively develop and embed a set of agreed high-yield teaching strategies for consistent implementation in all classrooms, including EI.