

Clarendon 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 Education Improvement Branch (EIB) at **Clarendon State School** from **10 to 11 June 2021**.

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 Lead Principal to discuss the review findings and

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

1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Tammy Lando

Peer reviewer



1.2 School context

Location:	Clarendon Rd, Clarendon	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	55	
Indigenous enrolment percentage:	3.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949	
Year principal appointed:	2014	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Advisory Visiting Teacher (AVT) – Inclusion, guidance officer, Business Manager (BM), administration officer, cleaner, three teachers, three teacher aides, three parents and 15 students.

Community and business groups:

- Three members of the Parents and Citizens' Association (P&C) and two members of Kambu Aboriginal and Torres Strait Islander Corporation for Health.

Partner schools and other educational providers:

- Lowood and District Community Kindergarten Association Inc. director, KindyLinQ teacher, KindyLinQ coordinator, principal Lowood State High School and Outside School Hours Care (OSHC) provider.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018–2021
Digital Mark Books	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Assessment and Reporting Folder
Support Placemat	School differentiation planner
School pedagogical framework	School newsletters and website
School Opinion Survey 2019	Student Code of Conduct 2021–2023
Whole school curriculum, assessment and reporting plan	Classroom Management and Transition Expectations
Student Learning and Wellbeing Framework	Headline Indicators (October 2020 release)



2. Executive summary

2.1 Key findings

The positive tone of the school supports a strong commitment to successful learning for every student, every day.

Caring relationships are apparent between all members of the school community. The broader community expresses that it holds the school in high regard. Parents articulate that they value the interest that teachers take in students' learning and the school's efforts to meet individual student needs. Students express that their teachers provide them with feedback on their learning and encourage them to achieve their learning goals. There is an expectation that every student is capable of learning and will achieve positive academic outcomes across all learning areas. The principal reflects that the school endeavours to foster a cooperative partnership with parents throughout their child's enrolment at the school.

Data collection is identified by the leadership team as integral to the core business of the school.

Innovative digital mark books provide opportunities to draw data from OneSchool, identifying starting points for improvement and monitoring progress over time. All staff members express the value of this snapshot of support for every student, identifying individual student needs and complexities in class cohorts. A comprehensive data process for the systematic collection of a range of student outcome data has been developed and is implemented across the school. The central data wall aligns student achievement and improvement. Improvement over time is considered for all students. Reading data is recognised as owned and understood by all stakeholders. Teacher aides are considered lynchpins for intervention to support and extend students to achieve reading improvement.

Teaching staff members articulate a strong belief that improved teaching aligns with improved student learning and outcomes.

School staff members have high expectations and deliver high quality teaching tasks throughout the school in all classrooms. The school's pedagogical framework is embedded and encompasses unit planning, differentiated teaching strategies and activities, assessment, results and data. The leadership team expresses the importance of revising the pedagogical framework to develop a set of agreed key signature pedagogies delivered through identified high-yield teaching strategies.

The school leadership team and staff confidently use differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

School leaders work with all staff to identify and address the learning needs of all students. The principal articulates the importance of implementing consistent unit differentiation planners throughout the school so that moderation meetings focusing on before teaching analyse unit requirements and plan for appropriate student adjustments. Staff use data to discuss the effectiveness of the program, case management folio, differentiated teaching strategies, the support placemat and pedagogical framework to inform next steps. Students



experiencing challenges with engagement in the curriculum are closely monitored to ensure their needs are being met.

The principal expresses the importance of the development of a school-wide, professional team of highly able teachers.

Processes are prioritised to attract and retain high performing staff members dedicated to the improvement in learning outcomes for the full range of students. The establishment of processes for Watching Others Work (WOW), peer observations, coaching, mentoring and feedback is identified by the leadership team as the next step in building effective skills in teachers to become experts in the fields with high levels of confidence in their practice. School leaders express that the current cohort of teaching staff is eager to expand their knowledge of curriculum, pedagogy and student support to enhance their current teaching practices.

All members of the school are committed to ensuring that every student in the school is succeeding.

The leadership team is confident in their core business and is continually supporting staff to be precise when planning units of work across all learning areas. A commonality of planning templates, digital mark books, before moderation processes and data is utilised by all staff when planning. Staff demonstrate dedication to their class and the school, and express gratitude towards their supportive leadership team. Processes are planned for the Head of Curriculum (HOC) to analyse changes in the Australian Curriculum (AC) and align these to the current mathematics program, together with Professional Development (PD) to support teacher knowledge and understanding. The principal reflects on the importance of developing processes and practices to enhance alignment of mathematics to the AC.

The school's leadership team and staff actively seek ways to enhance student learning and wellbeing.

Partnering with parents, families, government agencies and community groups is apparent. KindyLinQ is conducted twice weekly for parents and their children to enable young children to play, explore, sing, create and socialise with their parents, other children and experienced staff in a safe place. The program additionally offers guidance for families in relation to supporting their child's learning and development at home through play. The purpose of KindyLinQ is to assist schools that service identified communities with the implementation of a pilot program that reduces vulnerability, improves wellbeing prior to school and provides all children with a great start. This program is targeted for children two years prior to Prep.

An attractive and stimulating physical environment welcomes visitors and community members into the school.

Yarning Circles constructed with sandstone blocks, shady trees, well-kept gardens, expansive ovals, covered walkways, a recently created hundreds board, a caterpillar alphabet and a number line painted on concrete areas adjacent to classrooms enable students to engage in learning outdoors and combine gross motor skill development with



classroom learning. Vegetable gardens, commemorative gardens and the newly developed outdoor area recognise the valuable contributions of former staff and community members.



2.2 Key improvement strategies

Collaboratively review the current pedagogical framework to reflect agreed signature pedagogies for High Impact Teaching (HIT) strategies applied across all learning areas.

Collaboratively develop processes for the consistent implementation of unit differentiation planners to analyse teaching and learning requirements and plan for appropriate student adjustments.

Collaboratively develop processes for effective and meaningful opportunities for teachers to WOW and engage in observation and feedback to enhance practice.

Develop processes and practices to enhance alignment of mathematics to the AC.