Background:
Clermont SHS is located in the Central Queensland education region, serving the Clermont district. The school has a current enrolment of 148 students. The Principal, Ms Leanne Hooper, has been at the school since 2012.

Commendations:
- The strength and positive nature of student-teacher relationships has built a happy and optimistic community of learners.
- The implementation of explicit teaching strategies to classrooms across the school has created consistency and predictability to the learning experience of all students.
- Introduction of the pedagogical framework has established some agreed standards of practice, which are being operationalised in all classrooms. Behaviour expectations, for example, lining up, standing until being asked to sit, lesson goals and success criteria are visible in all classrooms.
- Teachers and students alike, report the benefit of small classes and the helpful support brought about by teachers who know their students very well.
- Since the beginning of 2012, excellent teaching has resulted in an improved achievement in English and mathematics for Year 9 students.
- Many senior students are aspiring to undertake tertiary studies upon completion of Year 12.
- Teachers have recorded positive and inappropriate incidents of behaviour in OneSchool. Analysis of this data shows that rewards and reinforcements are distributed across the full range of students.

Affirmations:
- The Principal has introduced the Year Level Differentiation Planner to improve teachers’ knowledge and planning to cater for individual student difference.
- Client Service Agreements have been developed with all post compulsory students, to clearly set out the requirements of participation in senior studies.
- Coaching of teaching staff in the implementation of Explicit Instruction is bringing all Junior Secondary teaching staff onto one teaching and learning framework.
- Close monitoring of student attendance has resulted in a reduction in student absenteeism this year.

Recommendations:
- Continue to seek ways to include and engage Indigenous students and their families, to assist in the successful participation in education.
- Continue to engage teachers in the implementation of a Junior Secondary which is characterised by high demand, highly positive and highly structured learning experiences.
- Continue using the Positive Postcards, certificates and phone calls home to parents, to build positive relationships and reward responsible citizenship.
- Explore the use of the classroom dashboard functionality in OneSchool to increase teachers’ ongoing engagement and access to the most recent student progress data.
- Expand the pedagogical framework to develop commonly agreed standards of classroom practice, which are universally agreed to be enacted by every teacher, in every classroom, every day.
- Explore the mental model, Gradual release of responsibility, as a means of tailoring student management expectations according to the maturity of the students.