

Clermont State High 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 **Clermont State High School** from **09 May** to **11 May 2018**.

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 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Peter Grant	Internal reviewer, SIU (review chair)
Matthew Horton	Peer reviewer
Jenny Nayler	External reviewer



1.2 School context

Location:	Kitchener Street, Clermont
Education region:	Central Queensland Region
Year opened:	1990
Year levels:	Year 7 to Year 12
Enrolment:	184
Indigenous enrolment percentage:	6.0 per cent
Students with disability enrolment percentage:	5.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	957
Year principal appointed:	October 2016 (acting)
Full-time equivalent staff:	18
Significant partner schools:	Clermont State School
Significant community partnerships:	Central Queensland University (CQUniversity) Technical and Further Education (TAFE), UVAIR, Queensland Minerals and Energy Academy (QMEA)
Significant school programs:	Queensland Minerals and Energy Academy, Science, Technologies, Engineering and Mathematics (STEM), Certificate II Engineering Pathways, Agricultural Studies, Certificate III Aviation, Health and Wellbeing, Certificate II Self Awareness



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), learning support teacher, 13 teachers, three teacher aides, cleaner, schools officer, 43 students and five parents.

Community and business groups:

- Parents and Citizens' Association (P&C) vice president.

Partner schools and other educational providers:

- Clermont State School principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (April 2018)	School Data Profile (Semester 1, 2018)
Responsible Behaviour Plan for Students	School Opinion Survey
OneSchool	School budget overview
Professional learning plan 2018	School newsletters and website
School pedagogical framework 2018	School data collection plan 2018
Moderation Process	Curriculum planning documents
Individual Curriculum Plan Guidelines	School differentiation plan and flowchart
Curriculum, Reporting and Assessment Framework 2018	Professional development plans



2. Executive summary

2.1 Key findings

The school leadership team is united in its commitment to driving an Explicit Improvement Agenda (EIA) targeted at improving student outcomes for all students.

The school's 2018 Annual Implementation Plan (AIP) includes key priorities, actions, explicit targets, timelines and responsible officers relating to each priority. It explicitly identifies nine improvement priorities as attainment, writing, reading, science, numeracy, retention, transition, attendance, and Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students.

School leaders and teachers are committed to the implementation of inclusive practices to identify and reduce barriers to students' learning.

A whole-school approach to supporting students through reasonable adjustments and curriculum provisions is documented. The process is shared with staff members in dedicated Professional Development (PD) sessions. This process and the associated PD are highly valued by staff members to support the belief of every student achieving and succeeding.

Staff members recognise the school's improvement agenda and the work being done across the school as important to providing a teaching and learning environment that supports improving outcomes for all students over time.

Staff members support the current improvement agenda. A positive school culture is identified as integral to achieving targets associated with the school priorities. Staff members and school leaders acknowledge the need for a sharp and narrow EIA.

The school's *Curriculum, Assessment and Reporting Framework 2018* provides an overview of the main elements for curriculum planning.

The school is implementing Version 8.0 of the Australian Curriculum (AC) in Year 7 to Year 10, and senior syllabus documents, and vocational education and training subjects in Year 11 and Year 12. A whole-school, locally contextualised curriculum plan is yet to be developed.

A whole-school data collection plan outlines the roles, responsibilities and accountabilities regarding the data management process.

This plan identifies data sets and includes timelines and milestones for collection and analysis. Staff member PD is aligned to the school's data-informed AIP and EIA. Some teachers express a desire for further professional learning related to data analysis and data-driven responses.



School leaders actively promote a range of evidence-based teaching strategies, particularly in relation to the teaching of writing.

Teaching staff identify improved student engagement as a result of their utilisation of newly acquired strategies. Some teachers express a desire to expand their repertoire of strategies. Routine evaluation of the effectiveness of specific pedagogical strategies in order to make adjustments to teaching practice is yet to be developed.

The school has high expectations in relation to how students should interact.

Students are aware of the school values of *'respect, achievement and responsibility'*. These values are embedded in school documents and are highly visible throughout the school. Consistent practice with regard to the application of Positive Behaviour for Learning (PBL) and the Responsible Behaviour Plan for Students (RBPS) is yet to emerge.

The allocation of human resources is strategic and purposeful.

Improving staff member capability is a key priority. Professional learning opportunities are provided to enhance effective teaching practices.

The school enjoys strong support from many members of the community, local businesses, parents, staff members and students.

Parents, students and staff members articulate pride in the school and express a strong feeling of ownership of the school. Parents are invited and strongly encouraged to attend parades to celebrate and acknowledge encouragement awards, academic and sporting achievement awards and a range of other student successes.



2.2 Key improvement strategies

Collaboratively develop a sharp and narrow improvement agenda including explicit timelines, milestones and targets.

Collaboratively develop a whole-school, locally contextualised curriculum plan.

Strengthen teacher capability to utilise and analyse data to inform teaching practice and differentiation.

Strengthen the pedagogical framework to identify a range of strategies to improve student engagement and learning and develop whole-school processes to quality assure its effectiveness.

Build teacher understandings of the specific ways in which the PBL framework is able to be applied to improve student engagement, behaviour and learning.