

# Clermont State High School

## School Review Report



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

<b>Location:</b>	Kitchener Street, Clermont
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1990
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	184
<b>Indigenous enrolment percentage:</b>	6.0 per cent
<b>Students with disability enrolment percentage:</b>	5.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	957
<b>Year principal appointed:</b>	October 2016 (acting)
<b>Full-time equivalent staff:</b>	18
<b>Significant partner schools:</b>	Clermont State School
<b>Significant community partnerships:</b>	Central Queensland University (CQUniversity) Technical and Further Education (TAFE), UVAIR, Queensland Minerals and Energy Academy (QMEA)
<b>Significant school programs:</b>	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.





### 3. Findings and improvement strategies against the domains

#### 3.1 An explicit improvement agenda

##### Findings

The school leadership team is united in the commitment to driving an EIA targeted at improving student outcomes for all students. The school's improvement agenda has been developed by the leadership team based on analysis of reliable data sets from the School Data Profile and School Opinion Survey (SOS).

The school's 2018 AIP includes key priorities, actions, explicit targets, timelines and officers responsible for 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. Targets set in the AIP reflect a school culture of high expectations for student attendance, engagement and outcomes.

The school utilises a range of ways to communicate information to the school and wider community including parades, newsletters, school website, Parents and Citizens' Association (P&C) meetings and the recently initiated school Facebook page. The AIP has been communicated to staff, students and parents. Parents predominantly understand the improvement agenda to be related to improving attendance and student achievement. Most staff members are able to articulate writing, attainment and attendance as key priorities. Some staff are aware of the specific targets related to these priorities. Timelines and milestones for the implementation of the improvement agendas are not yet well known by staff members.

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. Most teaching and non-teaching staff support the current improvement agenda. Staff members and school leaders acknowledge that it may be timely to develop a sharper and narrower EIA. A focus on the development of a positive school culture and a feeling of belonging underpins the work being done to achieve the targets associated with the school priorities. School leaders are committed to improving student academic outcomes particularly in writing. The current focus on improving writing across the school is supported by teachers as an essential step in improving student achievement across the school.

The leadership team is committed to ensuring that progress towards targets is monitored regularly to determine the effectiveness of programs in relation to the improvement agenda. Performance data for the full range of students, including students from social inclusion priority groups is analysed by school leaders. Trends in student academic outcomes, National Assessment Program – Literacy and Numeracy (NAPLAN) and attendance are considered in this analysis. A whole-school process for the monitoring of progress towards targets over time is yet to be developed.



The roles and responsibilities of all members of the leadership team are clearly documented, and staff members have been provided with this document. These roles and responsibilities have been communicated to all staff members and are widely known across the school.

Quality teaching is identified by school leaders as central to improving outcomes for all students. Teachers willingly engage in a range of observation and feedback opportunities including classroom walkthroughs, collegial conversations and classroom profiling. Archer & Hughes'<sup>1</sup> Explicit Instruction (EI) is identified as a school-wide pedagogy and is embedded in teaching practices across the school.

### **Improvement strategies**

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

Develop a school-wide process to quality assure and monitor ongoing progress towards targets over time.

Strengthen the communication strategies to share the school improvement agenda and progress towards targets with staff, students, parents and the wider community.

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<sup>1</sup> Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



## 3.2 Analysis and discussion of data

### Findings

The school's leadership team clearly articulates the importance of reliable and timely student data in leading the improvement agenda. School leaders analyse and discuss whole-school data to inform the school's strategic directions, including how resources are allocated. The leadership team utilises this information to inform the next steps to providing a learning environment that supports maximising student outcomes.

A whole-school data collection plan outlines the roles, responsibilities and accountabilities related to the data management process. This plan identifies data sets and includes timelines and milestones for the collection and analysis of relevant data. Staff PD is aligned to the school's data-informed AIP and EIA.

The leadership team is utilising data to inform the school's improvement agenda. This is apparent in the key priorities identified in the school's AIP.

Individual student samples of writing are collected and analysed to track student progress in key NAPLAN writing criteria. The writing team analyses data to inform teacher practice. Teaching staff are provided with strategies to support the improvement of student writing over time. Some teachers express a desire for further professional learning related to data analysis and data-driven responses.

Student achievement data in mathematics A and mathematics B is compared with junior secondary mathematics A to E data to inform a numeracy intervention strategy. This analysis is being utilised to build student capacity to transition more successfully from junior secondary mathematics to senior school Authority mathematics subjects.

Teachers utilise formative assessment data to build student success in learning and to support wellbeing. The use of short-term data cycles to inform teaching strategies to maximise student success in summative assessment is not apparent.

Teaching staff access data in OneSchool available through the class dashboard facility to complete 'Know Your Class' data placemats. The data in these placemats is updated by teachers on a regular basis throughout the year. Many teachers value this process to guide differentiation. Teachers indicate that this data is utilised to develop class groupings, to identify starting points for instruction and to meet the wellbeing needs of individual students.

Data is shared with the school community via whole-school and special awards parades, newsletters, P&C meetings and the recently created school Facebook page.

The school systematically monitors all Year 11 and Year 12 student data in relation to progress towards achievement of Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA). Data is monitored each term through TrackEd and TraQCEr. Intervention strategies are implemented as required. 2017 Year 12 outcomes indicate that 77.8 per cent of students achieved an Overall Position (OP) 1 to 15, and 100.0 per cent of students achieved a QCE or QCIA.



Students with disability currently comprise 4 per cent of the school enrolments. The achievement, attendance and wellbeing data of students with disability is monitored by the Head of Special Education Services (HOSES).

The collation of individual student data by the welfare committee is utilised to determine intervention for identified students. The committee utilises data to monitor the attendance, performance, and social and emotional wellbeing of students.

The 2017 NAPLAN data indicates that Year 9 Upper Two Bands (U2B) school performance is similar to Similar Queensland State Schools (SQSS) across strands except for spelling, which is above SQSS. Year 7 U2B performance in 2017 is similar to SQSS in reading and writing, below SQSS in spelling and numeracy and above SQSS in grammar and punctuation.

NAPLAN 2017 data indicates that Mean Scale Score (MSS) achievement in Year 7 and Year 9 is similar to SQSS across all strands except Year 7 writing which is above SQSS.

Relative gain 2015-2017 Year 7 to Year 9 is above SQSS in all strands with the exception of writing, which is similar to SQSS. Year 5 to Year 7 relative gain is above SQSS in writing, similar in reading, spelling and grammar and punctuation, and below SQSS in numeracy.

2017 NAPLAN data indicates that Year 7 and Year 9 achievement at or above the National Minimum Standard (NMS) is above Queensland State Schools (QSS) across all strands except Year 9 Spelling which is below QSS.

The 2017 Year 9 participation rate ranges from 86.8 per cent to 92.1 per cent and compares to a 2008 participation rate that ranged from 86.5 per cent to 89.2 per cent. The Year 7 participation rate in 2017 is 88.2 per cent in all strands.

The 2017 Closing the Gap report indicates that the mean score for Year 7 Indigenous students at the school in reading is 37 scale points below that of their non-Indigenous peers, 29 scale points below in writing, and five scale points below in numeracy.

The Year 9 Closing the Gap report indicates that the mean score for Indigenous students is 38 scale points below that of their non-Indigenous peers in reading and 36 points below in numeracy. Indigenous student achievement in Year 9 writing is 28 scale points above that of the non-Indigenous students in the cohort. Care should be exercised in interpreting Closing the Gap data due to the small number of Indigenous students in each cohort assessed.

### **Improvement strategies**

Provide further professional learning opportunities to strengthen teacher capability to utilise and analyse data to inform teaching practice and differentiation.

Collaboratively develop a whole-school approach for the utilisation of short-term data cycles to inform teaching strategies to maximise student achievement.



### 3.3 A culture that promotes learning

#### Findings

The school operates as a highly supportive community of practice. Staff members have high expectations that all students will learn successfully.

The school is committed to the engagement, learning and wellbeing of all students. Students communicate that positive and caring relationships contribute to their successful learning.

The school has high expectations in relation to how students should interact. Students are aware of the school values of '*respect, achievement and responsibility*' (RAR). These values are embedded in school documents, are highly visible throughout the school, and in ongoing conversations with students.

Staff, students, parents and families interact in ways that are caring, polite and inclusive.

The school views parents and families as partners in student learning and are regularly invited to celebrate key milestones in student participation and achievement.

The school places a high priority on student wellbeing. Processes are established to monitor student wellbeing and to take action for improvement. The welfare committee, comprising the principal, Heads of Department (HOD), year coordinators and the guidance officer, oversees these processes. In addition to school-based actions, the committee coordinates external agencies to provide support as required. Committee processes provide academic and non-academic support to address individual student needs.

The school participates in Stymie, an anti-bullying program in which young people are encouraged to make anonymous notifications of bullying.

The RBPS outlines its purpose, the learning behaviour statement, and consultation and data review procedures. In addition, the plan details processes for facilitating standards of positive behaviour and for responding to unacceptable behaviour. The school behaviour plan incorporates the PBL framework.

The PBL framework is utilised to clarify strategies to promote appropriate behaviour. Appropriate behaviours in relation to being respectful, achieving and being responsible are identified in a range of learning contexts. School values are displayed in all classrooms, identified in whole-school assemblies and form the basis of weekly Social and Emotional Wellbeing (SEW) lessons. Positive student behaviour is reinforced in a range of ways, including through the use of RAR stamps. The stamps, received by students for appropriate behaviour, are able to be traded at the RAR shop that is conducted by the student council. Developmentally appropriate incentives exist for senior school students. Key elements of this program are under development.

Teachers indicate satisfaction with the RBPS and its PBL focus. Most teachers consistently implement the agreed responses and consequences for inappropriate student behaviour. Highly consistent practice regarding the application of PBL and the behaviour plan is yet to fully emerge. It is noted that the high turnover of staff members, with a significant proportion



of early career teachers, challenges the school to provide ongoing PD in this area. School leaders recognise the need to gather data to determine the effectiveness of the PBL framework.

The school works to create an attractive and stimulating physical environment that supports learning.

A strong sense of belonging exists among staff members and students. Parents are welcome in the school and attend events in significant numbers, including the Encouragement Awards. Students and parents speak highly of the school.

The school identifies attendance as a key priority. The 2017 attendance rate for all students is 89.6 per cent, with the 2016 attendance rate at 91.0 per cent. The percentage of students attending for less than 85 per cent of the school year in 2017 is 21.7 per cent. This compares to the 2016 rate of 13.7 per cent and the 2017 QSS attendance rate of 21.4 per cent for students attending less than 85 per cent of the school year. The attendance rate for Indigenous students for 2017 is 89.3 per cent. In 2017, 26.7 per cent of Indigenous students attended for less than 85 per cent of the school year.

SOS data for 2017 indicates that the overall rating for all survey items is 78.4 per cent for parents, 86.9 per cent for staff members and 82.2 per cent for students. This compares to an overall rating for all survey items in the Like Schools Group (LSG) of 88.6 per cent for parents, 85.7 per cent for staff and 84.2 per cent for students.

Individual student disabilities are considered in the decision-making processes for School Disciplinary Absences (SDAs). School leaders consult with the HOSES in implementing this process. Return from SDA processes include reviews or development of individual behaviour plans and consideration of other adjustments to support students' successful return to the learning environment. Attendance of students with disability is monitored closely by case managers and appropriate intervention processes are undertaken.

### **Improvement strategies**

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

Collaboratively develop a school-wide process to monitor the effectiveness of the PBL framework in improving student engagement, behaviour and learning.



### 3.4 Targeted use of school resources

#### Findings

The school employs its resources in a targeted manner to meet the learning and wellbeing needs of all students.

The development of the school budget is led by the principal and Business Manager (BM) in consultation with the learning team and cost centre managers.

There is clear alignment between the school budget and the EIA. School leaders articulate a clear process regarding how relevant data informs budgetary decision making to support school improvement priorities.

The principal and BM utilise a consultative process with stakeholders during the budget allocation process. Some staff members indicate a lack of clarity in the process and criteria utilised in the budget process.

School leaders identify the need to review the student resource scheme to better reflect the costs incurred in providing the range of senior subjects offered.

The allocation of human resources is strategic and purposeful. Improving staff member capability is a key priority for school leaders. Professional learning opportunities focusing on the teaching of writing are consistently provided to enhance effective teaching practices. Specialist staff members are deployed in ways that best address the learning needs of students and make best use of available staff capabilities. The PD budget for 2018 is \$42 556.

The school's Investing for Success (I4S) grant in 2018 is \$67 935. I4S funding is being utilised to increase the percentage of students in Year 7 to Year 10 achieving a 'C' or better in English, history and science. Funding is allocated to support working towards targets of 70 per cent of Year 7 students and 81 per cent of Year 9 students reaching the NMS in writing. Increasing the percentage of students in the U2B in Year 7 and Year 9 writing is additionally prioritised.

Staff recognise that Information and Communication Technology (ICT) are important tools for developing 21<sup>st</sup> Century skills in students. The school maintains a class set of iPads, two computer labs and three laptop trolleys. School leaders and teaching staff recognise that the ICT equipment is ageing. The reliability of the school's network connection varies. The school has allocated \$27 000 for asset replacement provisions.

The school facilities and environment are well maintained. Many classrooms provide an attractive physical learning environment.

The current bank balance is \$168 802.

#### Improvement strategies

Develop and communicate a transparent budgetary process linked to the school's key priorities.



### 3.5 An expert teaching team

#### Findings

The leadership team recognises the development of staff members into an expert and coherent teaching team as critical for improved student outcomes.

The leadership team strategically allocates resources to develop and sustain a professional team of skilled teachers who are able to work collaboratively to achieve school targets, and who share responsibility for every student's learning and wellbeing needs.

Teachers new to the school are supported through participation in a comprehensive induction and mentoring program conducted by the HODs.

The program builds teachers' familiarity with school processes and procedures.

A Mentoring Beginning Teachers (MBT) program provides planning and wellbeing support. Sessions are conducted weekly.

School leaders utilise a collegial engagement strategy involving professional conversations with teachers each semester.

Members of the learning team conduct walkthroughs to observe teaching practices and provide feedback to teachers regarding their EI practice.

Some teaching staff articulate that the nature and extent of feedback to teachers vary across the school. Some teachers express a desire for more targeted feedback.

Teaching staff are committed to the continuous improvement of their own teaching, and development of their knowledge and skills to improve student learning.

The learning team has established strategies to support teachers' capacity to identify barriers to learning and how to undertake effective interventions.

Support is available to build teachers' capacity to modify assessment to accommodate students on Individual Curriculum Plans (ICP).

A whole-school process is established for Annual Performance Reviews (APR).

Teaching staff members value the APR process as a tool for improving their teaching.

The APR process is in the early stages of implementation for non-teaching staff.

The school's professional learning plan documents how priorities for staff member development are aligned to the EIA and departmental priorities.

#### Improvement strategies

Develop a school-wide process to quality assure the consistency and effectiveness of feedback provided to teachers to improve teaching practice.





## 3.6 Systematic curriculum delivery

### Findings

The school's *Curriculum, Assessment and Reporting Framework 2018* provides an overview of the main elements for planning and enacting Version 8.0 of the AC in Year 7 to Year 10, and Queensland Curriculum and Assessment Authority (QCAA) senior syllabus documents, and vocational education and training subjects in the senior school. A whole-school, locally contextualised curriculum plan is yet to be developed.

In Year 7 to Year 10, Curriculum to the Classroom (C2C) year level plans in each learning area provide an explicit, coherent, sequenced plan for curriculum delivery, making clear what teachers should teach and students should learn. Students in Year 7 to Year 10 study English, mathematics, science, and Health and Physical Education (HPE). The Japanese language is studied by distance mode in Year 7 and Year 8, with the option for students to continue this as an elective in the following years. History and geography are compulsory until the end of Year 9. History is not yet offered as a compulsory subject to Year 10 students. Students undertake the Arts and technologies in Year 7 and Year 8, with these being offered as electives in Year 9 and Year 10.

A range of Authority, Authority-registered subjects and Vocational Education and Training (VET) qualifications is available to senior secondary students. Students are able to select from nine Authority subjects, five Authority-registered subjects, in addition to Certificate II programs offered by the school. Some students are currently enrolled in a trial Certificate III course, Aviation: Visual Line of Sight, conducted by UVAIR. Students are additionally enrolled in Engineering Pathways, a Certificate II course, undertaken through CQUniversity Technical and Further Education (TAFE). Students are similarly able to access Brisbane School of Distance Education (BSDE) subjects with one Year 11 student completing physics via distance mode. Parents and students express satisfaction with the range of study pathways available.

Curriculum plans are yet to be shared with parents, families and the wider community.

Staff member capability in relation to the school's shared curriculum expectations is increasing. Staff member discussions regarding the best ways to maximise student learning and wellbeing occur during co-planning sessions. Teaching staff plan with teacher colleagues and the relevant HOD once a term.

In junior secondary, teachers backward map from the relevant C2C assessment task. Drawing on the identified sections of the relevant achievement standard, teaching staff create 'know and do' tables to make explicit what learners must understand and be able to do, and what they need to teach. The 'know and do' tables are then utilised to sequence teaching and learning activities.

The clarification of curriculum expectations is a highly consistent practice across the school. Teaching staff and students indicate satisfaction with the utilisation of 'know and do' tables to clarify the deep knowledge and skills required. Some teachers articulate their conversion of



these tables into a student-friendly format for student use as a tracking tool. The depth of understandings in relation to the AC varies amongst teachers.

School leaders focus attention and energy on the general capabilities, including literacy, particularly in writing, and numeracy. Teacher capability in relation to writing is a key focus for the school. Data analysis of student performance regarding specific areas of writing drives current professional learning and practice. Teaching staff report satisfaction in relation to the benefits of understanding individual learning needs, and appreciate opportunities to build their repertoire of intervention strategies. Several teachers indicate improved student learning as a result of strategies that require students to assess work samples against the targeted sections of the achievement standard. Student understanding of specific criteria is enhanced by identifying how a 'D' sample is able to be improved to a 'C'. The utilisation of exemplars to clarify for students what constitutes success varies across the school.

Programs including Skills Improvement, a weekly lesson for Years 7, 8 and 9, build literacy and numeracy. School leaders focus attention on the priority area of science. Science, Technology, Engineering and Mathematics (STEM) is offered as an elective in junior secondary.

Teaching staff and students identify examples of learning experiences that are engaging and challenging. This is exemplified in junior science where a C2C ecology-based unit is modified to utilise the local habitat of Hoods Lagoon. Using an inquiry-based learning approach, students are challenged to explore the health of the lagoon. Students conduct a range of water quality tests and identify the presence of aquatic insects prevalent in healthy water habitats. The students evaluate the impact of the council-installed aerators on the lagoon's aquatic insects.

Subjects including agricultural practices in the senior school and agricultural studies in Year 9 and Year 10 reflect the priority the school places on making the curriculum locally relevant. These and other subject offerings demonstrate the school's strengths-based approach to recognising, valuing and building on students' existing knowledge and skills.

High-performing students participate in weekly literacy sessions with the aim of increasing the percentage of students achieving in the U2B.

Assessment processes are aligned with the curriculum and designed to clarify learning goals and establish where individual students are in their learning, identify the next steps and to monitor learning progress across the years of school. Students express satisfaction with formative assessment conducted by teachers.

Quality assured C2C tasks are utilised for summative assessment with any modifications approved by the relevant HOD. A whole-school moderation process is clearly outlined for teaching staff. The school leaders' expectation that teachers moderate student tasks and responses with a colleague is adopted across the school. Teachers, particularly early career teachers, express satisfaction with these support processes.

Reporting processes are aligned with the curriculum and designed to provide parents, families and students with information regarding achievement of the curriculum.



PD is provided to build teaching staff skills in curriculum planning and development, with a focus on the teaching of writing and numeracy.

### **Improvement strategies**

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

Build teacher understandings of the AC in order to best respond to individual student needs and the local context.

Collaboratively develop a whole-school approach to teacher use of exemplars to clarify for students what constitutes success in order to improve student engagement and learning.



## 3.7 Differentiated teaching and learning

### Findings

There is a school-wide belief that all students are capable of learning successfully. School leaders and teachers recognise the need to ensure all students are motivated, given the necessary support and provided with appropriate learning opportunities to maximise their outcomes. Teaching practices reflect this belief and teaching staff recognise that students are at different stages in their learning and may progress at different rates.

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. This document is available to all staff members and the process is shared with staff members in dedicated PD sessions. This process and the associated PD are highly valued by staff to support the belief of every student achieving and succeeding.

HODs, the HOSES, the learning support teacher and the welfare committee work collaboratively with classroom teachers to identify students who may require additional support. A range of relevant information, instruments, diagnostic testing and achievement data is utilised to determine the level of support and intervention required. ICPs are developed for students who are identified as being significantly below, or above, their year level. 10 students, working below their year level, are currently on ICPs for English and mathematics. Two students are presently being assessed to determine their individual needs for intervention. There are no students identified as working significantly above their year level.

ICPs are developed by the HOSES and learning support teachers and are shared with teachers and recorded on OneSchool. Parents are involved in the process when their child is identified as requiring an ICP to support and improve their learning. ICPs are shared with the parents and their child's progress towards goals is communicated to them. A case manager is identified and allocated to each student. ICPs are reviewed on a regular basis by the HOSES and learning support teachers.

Most teachers are using the OneSchool class dashboard facility as a key source of data to develop a class profile document referred to as a 'Know Your Class' data placemat. This data is utilised by some teachers to identify starting points for learning. The use and format of this resource vary across departments and subject areas. It is emerging as a consistent whole-school process. Teacher capacity to interrogate data to inform teaching practices that support specific differentiation strategies in the classroom varies across the school.

Teaching staff, in consultation with the HOSES and the welfare committee, identify levels of differentiation and intervention required by students. The school's identification and referral process is clearly documented to support teachers in providing intervention for students at an appropriate level. Teachers are assisted with understanding and implementing differentiation strategies at the three levels of differentiated teaching, focused teaching, and intensive teaching. Many teachers indicate their interest in further PD to strengthen their use of differentiation strategies in the classroom.



### **Improvement strategies**

Collaboratively develop a whole-school differentiation framework and processes to quality assure its effectiveness in improving student outcomes.

Implement the use of the 'Know Your Class' data placemat as a consistent whole-school practice and develop processes to quality assure its use.



## 3.8 Effective pedagogical practices

### Findings

The school leadership team keeps informed of research regarding effective teaching practices, especially in relation to writing.

The school leadership team establishes and communicates clear expectations regarding the use of EI. Teacher articulation of learning intents and success criteria is apparent in classroom practice. Students speak confidently regarding the key role that learning intents and success criteria have in their learning. Some teachers express a desire to observe their colleagues' use of EI in general and particularly in the teaching of writing.

Inquiry-based learning is utilised to deepen student knowledge through indirect instruction.

School leaders and the principal spend time working with teachers, providing feedback on teaching. Some teachers indicate satisfaction with written and verbal feedback received from HODs.

School leaders actively promote a range of evidence-based teaching strategies, especially in relation to the teaching of writing. Teachers identify improved student engagement as a result of the use of newly acquired strategies.

Some teachers express a desire to have opportunities to participate directly in the writing program and to expand their repertoire of strategies in general. Routine evaluation of the effectiveness of specific pedagogical strategies in order to make adjustments to teaching practice is yet to be developed.

Teaching staff create learning environments in which students feel safe to take risks and are supported to learn. Students indicate that connections are made between new material and past learning. Teachers articulate their use of a range of strategies to check for understanding and to determine pathways for ongoing learning for individual students.

Some departments provide opportunities for more student-directed learning. This is exemplified by science teachers providing opportunities for students to pose scientific questions or hypotheses and to gather relevant data to make informed conclusions.

Teaching staff provide regular, timely and purposeful feedback to students. Students speak positively of the ways in which teacher feedback supports them to understand and undertake the next steps required for their learning.

### Improvement strategies

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 knowledge of EI and develop a whole-school approach to teacher observations of colleagues' practice.



### 3.9 School-community partnerships

#### Findings

The school enjoys strong support from many members of the community, local businesses, parents, staff members and students. The school is identified as central to many community-based celebrations and events and its support of these is highly valued in the wider community.

Parents, students and staff members articulate pride in the school and express a strong feeling of ownership of the school. Parents are invited to attend parades to celebrate encouragement awards, academic and sporting achievement awards, and a range of other student successes. Parents feel welcome in the school and express satisfaction with the school's response to any expressed issues that may arise. They express confidence in the school's capacity to provide a good education for students.

The leadership team and staff members are deliberate in developing strategic partnerships with businesses, tertiary and vocational education and training providers in order to enhance student opportunities and improve outcomes.

The school has a suite of Memorandums of Understanding (MOU) with a range of organisations and educational partners including the Queensland Minerals and Energy Academy, CQUniversity TAFE and UVAIR. These partnerships are well established and sustainable. They have become an accepted part of the culture of the school community and are considered essential to enhance the range and quality of curriculum offerings available to students. The school's projects officer is integral to the development and sustainability of these partnerships.

Formal processes for evaluating the effectiveness of these partnerships in meeting the intended learning outcomes for students are not yet developed. School leaders acknowledge the need for the development of a Parent and Community Engagement (PaCE) framework.

The school has a number of significant programs to enhance student opportunities to study in areas of interest and to prepare them for employment in locally relevant industries. These programs include Certificate II Engineering Pathways, Agricultural Studies, Certificate II Self-Awareness, STEM including Certificate III Aviation: Visual Line of Sight, and a strong health and wellbeing program. Students and parents articulate high levels of satisfaction with the range of courses, subjects and extracurricular opportunities offered at the school.

Students speak enthusiastically and express high levels of satisfaction regarding the range of transition activities they are able to participate in when in Year 6. Their transition program included opportunities to visit and participate in activities in the high school setting and visits by staff and students of the high school to their primary schools. The principal of the local primary school expresses strong support for the Year 6 to Year 7 transition programs provided for students. Physical resources are shared for a range of activities throughout the year, providing additional informal transition opportunities.



Many staff members and students participate in community-based sporting competitions and cultural events.

### **Improvement strategies**

Collaboratively develop a PaCE framework to formalise community engagement practices and processes for evaluating the impact of partnerships on student outcomes.