

Clermont State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Clermont State High School** from **1 to 3 November 2022**.

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

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

1.1 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Julie Pozzoli	Internal reviewer
Bert Barbe	External reviewer



1.2 School context

Indigenous land name:	Wangan and Yagalinggu Wirdi is the traditional language
Location:	Kitchener Street, Clermont
Education region:	Central Queensland
Year levels:	Year 7 to Year 12
Enrolment:	186
Indigenous enrolment percentage:	7.7 per cent
Students with disability percentage:	22.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	961
Year principal appointed:	2016



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, three Heads of Department (HOD), Head of Special Education Services (HOSSES), guidance officer, Business Manager (BM), 13 teachers, two teacher aides, Youth Support Worker (YSC), two administration officers, three cleaners, three schools officers, 31 students and 11 parents.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives, Paringa Feed Lot owner, agricultural industry representative, Glencore Clermont Mine representative, Life Church Pastor.

Partner schools and other educational providers:

- Principal of Clermont State School, Principal of St Joseph's Primary School and CQUniversity (CQUni) representative.

Government and departmental representatives:

- Central Queensland Region senior guidance officer, Councillor for Isaac Regional Council, school Adopt-a-Cop, State Member for Burdekin and ARD.



2. Executive summary

2.1 Key findings

Staff outline that strong positive relationships are central to the school's culture.

Staff share that a strong ethos of collegiality, teamwork and collaboration is embedded across the school. Most teachers outline a belief that high levels of trust exist amongst staff that support the de-privatisation of practice and an openness to working and learning alongside colleagues. Staff express appreciation for the professional and personal support from members of the leadership team and their colleagues.

The leadership team is united in ensuring the school maintains a strong focus on school improvement.

Strong collaboration exists within the leadership team, focused on improving teaching and learning aimed at providing high-quality outcomes for all learners. Staff express a strong commitment to the school and outline the importance of having clear and cohesive approaches. The leadership team plays an active role, with a strong presence in classrooms to support teachers to refine their pedagogical practices. Teachers articulate their appreciation for the ongoing support they receive and the strong investment in their professional growth.

The leadership team discusses being driven by a vision of learning excellence.

The principal describes the focus of the school over the last four years has been continually reviewed, refined and adjusted, informed by data and emerging contextual needs. The current focus on Universal Design for Learning (UDL) emerged through an identified need to further embed effective inclusive practices to support student engagement and success in accessing the curriculum. Historically, the school has periods of significant staff turnover, with members of the leadership team outlining the challenges this presents in maintaining consistent whole-school practices. Leaders acknowledge that prioritising the school's key focus areas would support the systematic and sustained enactment of the Explicit Improvement Agenda (EIA).

The whole-school approach to UDL is embedded in curriculum, assessment and pedagogy practices.

School leaders have strategically introduced whole-school UDL processes to explicitly encourage teachers to identify and address the learning needs of every student. Teachers acknowledge that students present at different stages and rates of learning and are capable of success when provided with learning at their level and appropriate, timely support. UDL processes are incorporated in the three levels of curriculum planning by designing classroom learning sequences to meet individual student needs and identifying reasonable adjustments to assist students to access and demonstrate their learning. Many teachers comment that they require further engagement with UDL, and additional support, to fully understand and engage with UDL processes. There is an emerging understanding of UDL pedagogy and its use in enabling curriculum access for all students.



The leadership team indicates that the expansion of the Bring Your Own 'x' (BYOx) program has been endorsed by the Parents and Citizens' Association (P&C).

With the emergence of the school's BYOx program, many students and staff express the need to build the digital capabilities of students and staff to engage effectively with online learning. Some students indicate a variety of digital platforms are used by teachers, citing the need for a consistent digital platform. Many staff and students indicate that the construction of a whole-of-school approach to the use of technologies, including the building of staff and student digital capabilities, would be welcomed.

High levels of pride in the school's accomplishments are apparent amongst staff, students and parents.

Students outline that their teachers know them well and are invested in their wellbeing, engagement and learning outcomes. Teachers express a belief that the workplace has a positive tone, and the school has many achievements yet to be fully recognised by the broader school community. Prominent community members articulate a desire to develop a range of communication strategies to share student academic, apprenticeship and employment pathways success with the wider community. Staff and parents articulate a desire for greater exposure of school activities to the wider community.

Leaders identify a vertical moderation has previously occurred with the local primary school and a high school in Emerald.

The leadership team discusses an openness to welcoming staff from other schools and exploring ways to expand networks and Professional Development (PD) opportunities. Some teachers express an interest in moderation with other high schools. The school utilises some of the supports from the regional Centre for Learning and Wellbeing (CLAW) to support staff PD. Some members of the leadership team recognise the importance of developing a broad professional network beyond the school to strengthen the current opportunities for staff and students.

Teachers possess knowledge and understanding of a range of effective pedagogical practices.

Leaders recognise that highly effective teaching is the key to improving student learning outcomes and accept personal responsibility for driving improvements in teaching practices. Teachers are able to describe a range of pedagogical approaches that they use in the classroom in response to the curriculum, the learning and the learner. Professional conversations regarding pedagogy are facilitated through paired planning sessions. The leadership team outlines an intention to create an environment where staff feel safe, valued and supported. They express a desire to nurture the strengths and potential of each staff member and share a belief that this will enhance learning opportunities for students. Teachers discuss the collegial engagement process as strength-based and an authentic approach to improving staff capability.



A belief of ‘learning excellence in a rural setting’ underpins the curriculum offerings at the school.

Staff describe the school as ‘small but mighty’. Curriculum offerings reflect the rural setting, with particular attention paid to students’ areas of interest. School leaders have prioritised the development and enactment of a coherent, sequenced and locally contextualised plan. They recognise, in the small, rural secondary setting, the importance of offering a range of subjects and learning experiences. The school collaborates with two Schools of Distance Education (SDE) to provide additional subjects, such as Japanese, Years 9 and 10 electives, and senior subjects. Learning experiences build on students’ existing skills and include Vocational Education and Training (VET) subject offerings and local work experience opportunities leading to School-based Apprenticeships and Traineeships (SATs).



2.2 Key improvement strategies

Prioritise the school's key focus areas to support the systematic and sustainable enactment of the EIA.

Prioritise and strengthen the whole-school UDL processes.

Develop a school-wide vision and approach to the use of digital technologies to enhance student learning and build digital capability.

Further develop a range of strategic communication strategies to share and celebrate student outcomes with the wider community.

Develop broader networks that are mutually beneficial for student learning and professional practice of staff.