

Clare State 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 **Clare State School** from **21 to 22 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 Lead Principal 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

Stephen Bobby

Internal reviewer, SIU (review chair)

Mark Johnstone

Peer reviewer



1.2 School context

Location:	Larkin Street, Clare
Education region:	North Queensland Region
Year opened:	1950
Year levels:	Prep to Year 6
Enrolment:	19
Indigenous enrolment percentage:	Nil
Students with disability enrolment percentage:	5.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	983
Year principal appointed:	2016
Full-time equivalent staff:	1.4
Significant partner schools:	Airville State School, Millaroo State School, Ayr State High School
Significant community partnerships:	Clare Club, Mio College, Burdekin Shire Council, SunWater
Significant school programs:	Phonological Awareness for Literacy (PAL), Positive Behaviour for Learning (PBL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, classroom teacher, three teacher aides, Business Manager (BM), four parents, cleaner and 19 students.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Head of junior secondary Ayr State High School and principal Airville State School.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Learning and Wellbeing framework
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School pedagogical framework	Triangulation Data Wall
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Responsible Behaviour Plan for Students	Classroom Daily Planning, including Differentiation Adjustments
School based curriculum, assessment and reporting framework	Classroom Learning Walls – English, Mathematics, HASS and Science



2. Executive summary

2.1 Key findings

Staff members, parents and students openly comment that we ‘love our small school’ and that their greatest asset is the people.

The character of the school is epitomised by the obvious sense of pride and belonging articulated by all members of the school. The principal, staff members, parents and community members have built and maintained a positive culture that promotes learning and develops relationships that foster and are responsive to the needs of the students and the wider community. Parents comment that they always feel welcomed into the school. Community members speak of the principal’s ‘open door’ approach to all interactions.

The school clearly articulates strategies for improving students’ achievement and wellbeing through the use of student goal setting.

All students have individual learning goals that are referred to regularly and updated each term. Parents are involved in the goal setting process to identify a specific learning goal for their child. The school communicates student learning data and improvement needs to parents to inform the setting of a personal learning goal. The school has an expectation that all students with their families will develop a new personal learning goal each term. All students in the school have a minimum of three individual learning goals. Students additionally identify a personal learning goal from their areas of interest or talent. The setting of learning goals is an established practice at the school.

The principal and staff members are implementing a clear improvement agenda with an overarching focus on improving student learning outcomes in writing.

The principal, parents and staff members are committed to improved learning outcomes for all students. The principal has embraced a collaborative approach to enact the schools’ improvement agenda. A Reading Framework is developed to provide an overview of the model for the teaching of reading expected at the school. All staff members are able to articulate the expectations regarding the ongoing priority area of reading. A plan that outlines similar school-wide expectations for the teaching of writing skills is yet to be developed.

All staff members speak of being willing to improve their current teaching skills to support student learning.

The principal views the development of staff members into an expert and coherent teaching team as crucial to improving student learning outcomes. Teaching staff members are open to constructive feedback and provide informal feedback to colleagues. Some teaching staff members are able to articulate instances of informal modelling and coaching. Some staff members express a desire for further opportunities to learn through observation, including coaching and mentoring with staff members within and beyond the school. The school is yet to develop an agreed approach to classroom-based teacher development including modelling, coaching and watching each other work.



The principal articulates commitment to continuous improvement of teaching practices that are essential to maximising student learning.

The school's pedagogical framework is based on the Dimensions of Teaching and Learning (DoTL) and the practices of the Gradual Release of Responsibility (GRR) model. It is acknowledged that GRR is the key pedagogy within the school and that there is an opportunity for the school's pedagogy framework documentation to be updated to better reflect the practices implemented within the school.

The principal views reliable and timely school data as important to improving student learning outcomes.

The principal has led the school staff and community members to understand current school and student performance. The principal analyses school performance data and is aware of school trends. This data analysis is utilised to direct physical, financial and human resourcing. The principal uses a *Data Triangulation Wall* to summarise individual student performance across all assessment areas. Some staff members indicate their willingness to improve their understanding in the use of this data triangulation to better inform their practice.

The school develops strategies to engage families of pre-Prep students to further prepare them for the expectations of school.

The local township does not have an early years learning centre. The school offers a Prep open day during Term 4 to highlight the school's Prep learning opportunities to prospective Prep families. A playgroup operates in the school one day a week. A local community member coordinates the playgroup affiliated with Playgroup Queensland. As part of the playgroup program the Home Interaction Program for Parents and Youngsters (HIPPO) is offered to parents and students in the year before they start school. The principal articulates the need to enhance the transition to Prep program at the school.

There is a comprehensive curriculum plan developed by the principal, school staff and the neighbouring cluster school principal and staff members.

The plan covers each of the key learning areas using the Australian Curriculum (AC). The Curriculum into the Classroom (C2C) resources are utilised as a significant tool to inform the planning and teaching sequences. Teaching staff identify their classroom planning as a collaborative process. Marking guides are annotated to build clarity of understanding for teachers and students. Teachers make decisions regarding what students need to know or do to achieve the standard, and communicate these to students. Learning walls are created in all key learning areas with success criteria re-written in 'kid friendly' language. Students articulate that this helps to improve their understanding of the learning journey.



The school is identified in the community as a hub to bring people together through the events that it hosts.

Parents and Citizens' Association (P&C) members speak of being highly informed by the principal regarding all aspects of the school's life. The P&C executive consults with the principal, parents and families, to establish how the organisation can enhance the resources within the school. The P&C provides financial and in-kind support for the school through activities coordinated by the committee, including the annual Fancy Dress Ball, Clare Cricket Carnival and the Burdekin Boars and Barra Competition.



2.2 Key improvement strategies

Collaboratively develop a school-wide framework for the teaching of writing skills that includes a shared understanding of teaching expectation, year level benchmarks and high-yield teaching strategies.

Develop regular opportunities for all staff members to be involved in coaching and mentoring with colleagues within and beyond the school.

Review the alignment of the school curriculum and pedagogical framework to enable the delivery of a coherent approach to teaching and learning across the school.

Engage all staff members in Professional Development (PD) to build their personal data literacy skills.

Further develop strategies to engage families of pre-Prep students to further prepare them for the expectations of school.