

Clinton State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	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 the Education Improvement Branch (EIB) at **Clinton State School** from **21 to 23 July 2020**.

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 the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Darren Marsh	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Harvey Road, Clinton	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	940	
Indigenous enrolment percentage:	16 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	22 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	940	
Year principal appointed:	July 2017	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, Head of Department – Curriculum (HOD-C), Business Manager (BM), 40 classroom teachers, six inclusion teachers, six specialist teachers, two support teachers, cultural teacher, Community Education Counsellor (CEC), two Indigenous Education Workers (IEW), student well-being teacher, student behaviour coach, 18 teacher aides, three administration officers, two cleaners, guidance officer, Speech Language Pathologist (SLP), Information and Communication Technology (ICT) technician, Regional Business Manager, 89 students and 27 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) vice president, Allied Health senior speech pathologist, Allied Health program coordinator, Communities for Children executive officer, Queensland Minerals and Energy Academy (QMEA) project manager and Future Makers learning officer.

Partner schools and other educational providers:

- Boyne Island State School principal, Calliope State School principal, Gladstone State High School head of junior school and CQUniversity (CQUni) senior lecturer.

Government and departmental representatives:

- Regional Early Years Coach and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Clinton Way of Reading	Community Partnership Priorities Plan
School pedagogical framework	Professional development plans
School assessment plan	School newsletters and website
School Opinion Survey	Learning and Wellbeing Framework
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting plan



2. Executive summary

2.1 Key findings

Students express that teachers and staff members care about them and help them to learn and be their best.

Staff at the school demonstrate an understanding of the importance of building mutually respectful relationships across the school community that result in successful student learning. Interactions between staff, students, parents and families are caring, polite and inclusive. Parents articulate that they are able to easily communicate with school staff regarding their child's needs and progress. Parents describe the caring way in which the leadership team and staff members attend to students and their openness in finding a solution to any problem that may arise.

An explicit, coherent and sequenced plan for curriculum delivery exists at the school.

Staff members express appreciation for the work of and support provided by the Head of Department – Curriculum (HOD-C). School curriculum and planning documents in addition to previous and upcoming units of work are stored in the school's OneNote central repository. Teachers articulate that the organisation of the documents helps to enable the alignment of teaching and learning in the delivery of a consistent curriculum for students. This organisation and ease of access to school curriculum documents are acknowledged and appreciated by staff members.

School leaders recognise that highly effective teaching is the key to improving student learning through the school.

The leadership team is committed to a research-based and multifaceted approach encompassing the philosophies of the Gradual Release of Responsibility (GRR) model, Age-appropriate pedagogies (AAP), Explicit Instruction (EI) and the Dimensions of Teaching and Learning (DoTL). School leaders articulate the current pedagogical framework is a newly constructed document. Staff member understanding and use of the key pedagogical approaches vary. School leaders and staff members acknowledge that further work is required to embed the pedagogical framework.

The leadership team places a high priority on continuously supporting a culture of professional learning across the school.

The leadership team acknowledges the benefits of coaching, mentoring and quality feedback as a key driver in building expert teaching teams. The leadership team indicates that this practice is not currently as formalised as they would deem necessary to build deep knowledge of signature practices across the school and to quality assure how they are implemented. The leadership team is committed to reinvigorating the process in line with the improvement agenda.



The school works to maintain an environment that is safe, respectful, tolerant, inclusive and promotes learning and wellbeing outcomes.

The school uses the Positive Behaviour for Learning (PBL) framework to promote an environment reflective of its expectations that all students will learn successfully. The school expectations are '*Be Safe, Be Respectful and Be A Learner*'. The school's PBL mascot, Clint the frog, is highly visible and valued throughout the school and contributes to the promotion of appropriate behaviour. Some staff members indicate that there is yet to be consistency regarding how some of the PBL strategies are implemented and followed through across the school. Some students articulate the belief that school rules and expectations are not always consistently applied. School leaders acknowledge the need to collaboratively review the Responsible Behaviour Plan for Students (RBPS) to provide greater consistency in the implementation of associated PBL strategies and processes.

There is an emerging culture across the school to address the learning needs of individual students within an inclusive education philosophy.

The school has moved to a more inclusive model of provision for students with disability and diverse learning needs. Some teachers express that they are yet to be sure of the roles and responsibilities of support personnel and that there is some variation in the language used to describe these roles. The leadership team and inclusion personnel acknowledge that it is important to consistently monitor the policy and organisational practices to ensure that teachers are optimally supported to meet the needs of students with diverse needs alongside their same-aged peers.

Staff members articulate the belief that all students are able to learn and are at different stages in the learning process.

Staff members acknowledge that there is an emphasis on identifying and responding to the needs of students experiencing difficulties with their learning. They additionally indicate a need to strengthen the whole-school focus on the provision of individualised support for all students, in particular for high achieving students.

The school community acknowledges the range of purposeful partnerships established by the school.

Partnerships are established between the school and a range of community persons and groups, agencies, local businesses and educational partners. Parents and families are considered partners in the life of the school. These partnerships are developed on the basis that they strive to improve opportunities and outcomes for students. A Community Partnership Priorities plan is developed by the school. The plan includes priority areas, strategies and initiatives and key measures. Goals, progress and achievements are monitored and refined when and as required.



The principal and school leadership team are committed to improving learning and wellbeing outcomes for all students at the school.

Staff members and parents express admiration for the commitment, dedication and organisation the principal brings to the school. Parents comment on the approachable and supportive nature of school leaders and the focus on supporting students. The school community acknowledges the dedication and hard work of staff in supporting the academic and wellbeing needs of students.



2.2 Key improvement strategies

Embed the signature and high-yield strategies documented in the pedagogical framework to ensure consistency of practice across the school.

Strengthen and formalise coaching, mentoring and feedback processes within the school to further embed consistency of practice.

Collaboratively review whole-school PBL approaches and processes to ensure alignment of practice, shared understanding and consistent implementation across the school.

Collaboratively review inclusive education practices to further develop and communicate a shared whole-school understanding of, and vision for, inclusion including associated attitudes, and roles and responsibilities for all staff members.

Support staff members to design and deliver differentiated learning experiences for all students, including high achieving students, to ensure they are appropriately engaged, challenged and extended in their classroom learning.