



School Improvement Unit Report

Cloncurry State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Cloncurry State School from 26 to 29 May, 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Daintree Street, Cloncurry
Education region:	North Queensland
The school opened in:	1884
Year levels:	Prep to Year 12
Current school enrolment:	267
Indigenous enrolments:	55 per cent
Students with disability enrolments:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	818
Year principal appointed:	1994
Number of teachers:	24
Nearby schools:	Hughenden State School, Julia Creek State School, Spinifex State College.
Significant community partnerships:	Community Liaison Committee, Police-Citizens Youth Club.
Unique school programs:	Attendance Strategy



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principal, Head of Department (HOD)
 - Business Services Manager and office staff
 - 24 class teachers
 - Eight teacher aides
 - Guidance officer, attendance officer
 - Chaplain, community education counsellor
 - Three cleaners, janitor groundsman
 - 28 student leaders and students across the school
 - Parents and Citizens' (P&C) association executive
 - 20 parents, six community members
 - State Member of Parliament, police liaison officer

1.4 Review team

Esta Thiris	Internal Reviewer, SIU (review chair)
Tony Fuller	Internal Reviewer
David Curran	External Reviewer



2. Executive summary

2.1 Key findings

- Students, teachers and parents speak well of the school.

The tone of the school is positive and friendly. The school presents as calm and classes are orderly and purposeful. There is a positive, caring relationship between staff, students and parents. Students acknowledge the opportunities offered by the school as being the source of pride in their school.

- The school has developed an improvement agenda which includes school-wide targets for improvement.

The principal and leadership team are committed to improving learning outcomes for all students. School leaders have analysed school performance data with staff and are aware of trends in student achievement.

- The leadership team comprises the principal, deputy principal and head of department.

The leadership team is constantly in the process of team building through the changeover of key personnel. There is some evidence that this team has clarity of direction. Leadership staff have basic role and responsibility statements to influence day-to-day practices.

- The school has a curriculum plan along with a number of overarching school-based curriculum programs and frameworks.

The school utilises Curriculum into the Classroom as the significant resource to deliver the Australian Curriculum. There is some evidence that the school's curriculum plan, school-based programs and frameworks consistently influence classroom practice.

- There is a formal process of teacher observation and feedback across the school.

There is evidence that staff observe best practice in each other's classrooms and in other schools. Teachers indicated that they are open to receiving feedback on their teaching through a formal school-wide process. Formal mentoring and coaching practices have not been established at this time. The principal indicated this as a key priority for the workforce plan.

- The school has established and developed beneficial partnerships with local businesses, community organisations and individuals to improve opportunities and learning outcomes for students.

The school has maintained a relationship with a great number of community organisations such as Police-Citizens Youth Club (PCYC), Cannington Mine, Cloncurry Pastoral Care, Glencore Community Partnerships-North Queensland,



Queensland Institute of Medical Research, Cloncurry Shire Council and Cloncurry Youth Justice.

- The school's rules – *Be respectful, Be responsible, Be safe and Be a learner* – are visible throughout the school and are identified and understood by all students and supported by staff and parents. These rules form the basis for student behaviour expectations.

The school has adopted School Wide Positive Behaviour Support (SWPBS) as the significant platform to support students' wellbeing and behaviour across the school. The school provides positive incentives to acknowledge appropriate behaviour. These include personal behaviour awards (PBs), certificates on assembly and end of term rewards day. This approach is in the process of being embedded across the school.

- The school has implemented an extensive attendance strategy.

The principal has indicated that attendance is a priority for 2015. The school has an attendance target of 95 per cent. The school has appointed an attendance officer three days per week to case manage students with poor attendance.



2.2 Key improvement strategies

- Ensure that a clearly articulated whole school improvement agenda is narrow and sharp and is accompanied by appropriate targets, timelines, appropriate resourcing and professional development for all school personnel. Strengthen the school's communication strategies to ensure that staff and parents have a clear understanding of the direction of the school to promote unity and cohesion.
- Build the capacity of the leadership team by accessing professional development and coaching to enhance instructional leadership capacity.
- Review and document the roles and responsibilities of school leaders and support team to ensure all members are instructional leaders. Clearly communicate the roles and responsibilities to all staff.
- Further develop a systematic whole school approach to building teacher capacity. This approach includes high quality professional development linked to the school's improvement plan with coaching, mentoring, feedback and supervision processes to embed evidence-based teaching and build consistency of delivery of teaching practices across the school.
- Review the school's Responsible Behaviour Plan for currency and effectiveness to determine its fit for purpose in 2015. Develop a comprehensive action plan to sustain and embed the early implementation of SWPBS to enhance student wellbeing and support staff with appropriate professional development.
- Collaboratively review the school's curriculum plan and overarching curriculum documents and frameworks aligned to the Australian Curriculum. Ensure that the curriculum plan includes a developmental scope and sequence document for Prep to Year 10. These documents should be the reference against which flexible delivery is designed, implemented and monitored.
- Leverage the established relationships with the wider school community including the Indigenous community and other organisations to promote student learning.