Cloncurry State School P-12

Executive Summary

School Improvement Unit

Queensland Government

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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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 **Cloncurry State School P-12** from **27** to **29 August 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Wayne Troyahn   Internal reviewer, SIU (review chair)

Danielle Priday   Peer reviewer

Michael Sawbridge   Peer reviewer

1.2 School context

Location:	Daintree Street, Cloncurry
Education region:	North Queensland Region
Year opened:	1884
Year levels:	Prep to Year 12
Enrolment:	270
Indigenous enrolment percentage:	56.3 per cent
Students with disability enrolment percentage:	5.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	823
Year principal appointed:	1996
Day 8 staffing teacher full-time equivalent (FTE):	31 – including principal, deputy principal, Head of Department (HOD), Cluster Head of Special Education Services (HOSES), regional Head of Curriculum (HOC), class teachers, 0.9 FTE guidance officer
Significant partner schools:	Heatley Primary School – reading program connection, St Joseph's Catholic School P-10, Normanton State School P-10 –Teacher aide conference, Spinifex State High School, Childcare and Kindergarten (C&K) Cloncurry
Significant community partnerships:	Queensland Mines and Energy Academy (QMEA), Centacare, Police-Citizens Youth Club (PCYC), Glencore, Police Liaison Officer (PLO), Adopt-a-Cop and Cloncurry Shire Council
Significant school programs:	Reading Program P-8, Positive Behaviour for Learning (PBL)/Pathways P-6 and 7-12, work experience and placement 10-12, Learning Connections P-6, The Cloud online learning 10-12, Homework Club P-6 and Secondary Study Tutorials, Breakfast Club and Chaplaincy Program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD), cluster Head of Special Education Services (HOSES), Head of Curriculum (HOC) – remote communities, guidance officer, 25 teachers, PBL committee, Community Education Counsellor (CEC), 12 teacher aides, four public servants, Parents and Citizens' (P&C) executive, 17 parents, 14 students from student council and 18 primary and secondary students.

Community and business groups:

- PCYC, Centacare, QMEA and Childcare and Kindergarten (C&K) Cloncurry.

Partner schools and other educational providers:

- St Joseph's Catholic School, Normanton State School and Spinifex State High School.

Government and departmental representatives:

- Mayor of Cloncurry Shire Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Whole School Curriculum Plan
School improvement targets	School Opinion Survey 2018
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students

2. Executive summary

2.1 Key findings

Members of the community, parents, staff and students display a commendable pride in the school.

Parents articulate they are happy with the education their child receives. Parents communicate a high level of confidence in the teaching staff and a high level of satisfaction with communication. Staff are connected and committed to the school community as demonstrated by their involvement in a wide range of community events.

Learning walls are used across the school in an effective way to support student learning and assessment.

For each subject area, the learning walls display the curriculum intent, the assessment task and the success criteria for the task. Exemplars of student work samples are displayed on the learning walls providing a motivating and interesting learning environment.

The school has an established Responsible Behaviour Plan for Students (RBPS) that was collaboratively reviewed in 2018.

The collaborative development of the RPBS involved the whole-school community. Staff and students follow the RBPS. There is an action plan to implement Positive Behaviour for Learning (PBL) to enhance student learning with the key expectations '*Be a learner, Be safe, Be responsible and Be respectful'.* Restorative practices are a key feature of the school approach to positive behaviour. A number of staff members articulate a degree of inconsistency exists in the implementation of behaviour management processes.

Inclusive practices are apparent with all students with disability integrated into classrooms.

Support for students with disability in the classroom is provided by the classroom teachers. There are a number of students who have been identified as requiring an Individualised Curriculum Plan (ICP). These plans are developed by the year level teachers with support from the regional Head of Special Education Services (HOSES). Staff articulate they would appreciate further expert support in working with these students.

The school resources a co-teaching method to enable additional teaching resources.

This process is intended to provide additional capacity for the teachers to meet the learning needs of the diverse range of learners in each year level. Co-teachers support differentiation initiatives and provide the capacity to build teacher capability. Some teachers describe how the co-teaching has the potential to benefit particular cohorts of students, including high achievers and students with special needs.

A common understanding regarding effective methods for the teaching of reading is apparent across the school.

These methods include the articulation of reading strategies that are taught explicitly. For focused reading lessons, teachers and teacher aides use the Gradual Release of Responsibility (GRR) model to teach students in differentiated, levelled reading groups. This approach begins with teacher or teacher aide modelling reading skills and culminates with students demonstrating these skills independently. Teacher aides articulate planning for instruction independently of the class teacher. Currently communication regarding student progress in reading occurs informally between teacher aides and teachers.

All staff readily identify the key Annual Implementation Plan (AIP) focus areas.

Teachers are particularly focused on reading as the highest priority and speak about the impact of this continued focus. Some staff indicate that it may be timely to consider other areas for the AIP. The school is yet to complete a clear analysis of the whole-school data set to make informed decisions regarding the AIP.

The well-maintained school grounds are neat and tidy, providing a supportive learning environment.

Students speak positively in relation to the appearance of the school grounds. The murals painted by the student council and the colour scheme of classrooms provide an engaging visual appearance to the school. Class teachers have adopted the focus on making school intentionally inviting through their use of classroom displays.

Cultural partnerships have been developed with Elders, local Indigenous organisations and representatives.

The partnerships have been created to support a diverse range of outcomes. These include building cultural awareness for all students and staff, supporting student attendance, advising staff in regards to cultural protocols, creating pride and connection to the school and supporting academic achievement. Community members comment positively on the outcomes of these links.

2.2 Key improvement strategies

Develop consistency in the implementation of behaviour management processes supported with Professional Development (PD) in restorative practices to enhance consistency of implementation.

Invest in PD and resourcing to strengthen teacher capability to cater for a diverse range of learners including students with disability and students supported by an ICP.

Review the scope and purpose of co-teaching to ensure that this investment in human resources can support effective differentiation for students.

Develop a formal process for communication between staff members who contribute to the reading group framework so that classroom teachers are continually aware of and accountable for the reading outcomes of all students in their classrooms.

Review the focus areas in the AIP and ensure they meet student needs for 2020 based on a collaborative review and analysis of data.