

Cloncurry State School P-12

School Review Report





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 (HOSSES). 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.



3. Snapshot of previous school review

The last review carried out at the school was conducted from **26 to 29 May 2015**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2015 review was identified as 818 and the school enrolment was 267 with an Indigenous enrolment of 55 per cent and a student with disability enrolment of 12 per cent.

The key improvement strategies recommended in the review are listed below.

- Ensure that a clearly articulated whole-school improvement agenda is narrow and sharp and is accompanied by appropriate targets, timelines, appropriate resourcing and PD 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 PD 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 PD 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 RBPS 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 School Wide Positive Behaviour Support (SWPBS) to enhance student wellbeing and support staff with appropriate PD.
- Collaboratively review the school's curriculum plan and overarching curriculum documents and frameworks aligned to the Australian Curriculum (AC). 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.



4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

Staff at the school are committed to providing a student-centred environment focused on the learning and wellbeing needs of all students. Most teachers express confidence in their ability to positively impact on student outcomes and have high expectations for student engagement, attendance and positive dispositions for learning.

The school motto '*Excellence in Education in the Outback*' is proudly displayed in many areas of the school. Staff indicate their support for this motto. The school's activities are embedded in its basic premises.

The school leadership team has facilitated and is driving an AIP and an Explicit Improvement Agenda (EIA) based on school data including A-E academic achievement data, attendance data and standardised test results such as those of the National Assessment Program – Literacy and Numeracy (NAPLAN), using this data to guide improvement in school performance in line with state and regional targets.

The school's 2019 AIP is communicated to the wider school community. The key focus areas in the AIP are '1. Reading *Learning to Read and Reading to Learn* (LTR-RTL). 2. Level of Achievement (LOA) – Embed Quality Teaching & Learning practice (QT&L) to facilitate student development as assessment literate learners. 3. PBL: Positive Behaviour for Learning - Continue to embed a culture of positive behaviour for learning that is underpinned by an 'intentionally inviting' approach'. These are underpinned by the stated need of 'know thy learner'.

All staff readily identify the key 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 numeracy or attendance as a focus area. These staff members are yet to provide a clear analysis of the whole-school data set to make informed decisions regarding the AIP.

The school leadership in developing the AIP and EIA has ensured the EIA is narrow, sharp and supported with appropriate PD for all school personnel. The school's communication strategies have been strengthened to ensure that staff and parents have a clear understanding of the school direction to promote unity and cohesion. The AIP focus areas are widely publicised on many school publications including the school website and in areas such as the signature block on emails to enhance familiarity for all community members.

The school leadership has collaboratively developed a 2017–2020 strategic plan and its links to the 2019 AIP are demonstrated. Links are clearly outlined between the 2019 AIP, the State Schools' Strategy 2019–2023 and the Far North Queensland regional priorities. Performance measures are stated for all in the community to follow. The school leadership is yet to commence development in regards to the next strategic plan.



School targets are provided as part of the AIP. Dates are shown for when the desired targets are to be met. These are communicated to staff, parents, students and the wider school community via ways including the school website. Successful learner actions are documented as are the overall school strategies to achieve the targets.

Quality Assurance (QA) for the implementation of the AIP is addressed. An outline is provided in the AIP of resources and evidence required to demonstrate the achievement of the goals.

The strategic roles and responsibilities statement provides an outline of roles, responsibilities and accountabilities for all personnel in the school. It provides statements regarding the individual reference team for which respective leaders are responsible. Line management responsibilities are stated in addition to management and operational responsibilities. Some teachers express uncertainty regarding accountabilities of staff in their different roles.

The reference teams provide guidance for all areas of the school activities. The areas addressed in this structure include curriculum, senior schooling, management of school budget and resourcing and local accommodation committee. Responsible leaders and key actions are clearly identified to support school directions.

The school articulates strategies for improving levels of student wellbeing. This is based on the work of the PBL program. Staff speak positively regarding the use of PBL in supporting students in their learning. It is well supported by the expectations '*Be a learner, Be safe, Be responsible, Be respectful.*'

Improvement strategies

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

Collaboratively review current accountabilities, modify if required, and publicise for all staff to enact.

Commence processes for the development for the next strategic plan based on the review report findings as one data source.



4.2 Analysis and discussion of data

Findings

The senior leadership team articulates the belief that the use of reliable student data is essential for improvement in student learning. They acknowledge the need for all staff to develop data literacy.

Data analysis informs the AIP development, to monitor progress over time and to communicate aspects of school progress to the wider community. The principal discusses data trends with key groups and provides an analysis of results to support discussions. Data used includes academic performance, attendance, PBL data, Year 12 outcomes and NAPLAN. Standardised test results for PAT-R and PAT-M are considered in additional analysis.

The school has a data plan for the collection, analysis and use of a range of data. It is included in the schedule for teachers published at the start of the year. Each year on the school professional development day in October the leadership team conducts a school progress review based on all available data.

It is expected that teachers 'know thy learner'. The school leadership states this is supported by staff in using data with the full range of academic performance and wellbeing information on each student they teach.

Data walls are located in some areas of the school and are used by some teachers to support discussions regarding student learning. School leaders indicate that staff are encouraged to use data walls and equivalent computer methods to generate, review and reflection on outcomes.


Student learning plans are developed by teachers in discussions between teachers, parents and students. These plans are developed in Term 1 and Term 3 each year whereby students negotiate goals for future learning. Data examined includes academic and behaviour outcomes. Teachers identify the review process employed in this cycle.

The leadership team describes the methods used to enhance data literacy skills for all staff. The leadership team leads data conversations with each teacher each term where the performance and progress of individual students in their classes are examined. Any issues are examined in depth and discussions regarding modifications to planning occur. Most teachers describe the value of these discussions.

Classroom teachers describe data analysis to support methods for differentiation in their classes. Some teachers are aware of classroom dashboard available in OneSchool.

Some co-teachers work with teachers to analyse student data to monitor progress and plan learning to meet needs. Teachers and co-teachers use academic performance data and reading levels to group students for reading instruction.

NAPLAN participation rates in 2018 range in Year 3 from 88.9 per cent to 100.0 per cent, 100.0 per cent for all stands except numeracy in Year 5, and 96.0 per cent for all strands in



Year 7. Participation rates in Year 9 reflect a downward trend over the past few years and range from 75.0 per cent to 83.3 per cent. 2018 data indicates no students were withdrawn in Years 3, 5, 7 and 9 in any strand.

NAPLAN 2018 data indicates Upper Two Bands (U2B) achievement is above Similar Queensland State Schools (SQSS) in all areas in Year 3, and similar to SQSS in all areas in Year 5 with the exception of numeracy which is below SQSS. Year 7 U2B achievement is similar to SQSS in writing, grammar and punctuation and numeracy, and below SQSS in reading and spelling. Year 9 U2B achievement in spelling and grammar and punctuation is above SQSS, similar in reading and writing, and below SQSS in numeracy.

The Mean Scale Scores (MSS) achievement for Year 3 is above SQSS except for spelling which is similar in 2018. For Year 5 and Year 7 MSS achievement is similar to SQSS in all areas. In Year 9 MSS is above SQSS in all areas except for numeracy which is similar.

Year 3 achievement at or above the National Minimum Standard (NMS) is above Queensland State Schools (QSS) in writing, spelling and numeracy, below in reading, and similar to QSS in grammar and punctuation with a variance of 0.9 per cent. Year 5 and Year 7 NMS achievement is below QSS across all strands. Year 9 NMS achievement is above QSS across all strands.

The 2016-2018 student relative gain Year 3 to Year 5 is similar to SQSS across all strands except writing which is above SQSS. Year 5 to Year 7 relative gain is above SQSS across all strands. Year 7 to Year 9 relative gain is above SQSS in reading, spelling and grammar and punctuation, similar in writing and below SQSS in numeracy.

IN 2018 100.0 per cent of students achieved a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). This has been a school success for the last five years. The school's Head of Department (HOD) is responsible for the tracking of QCE/QCIA data and linked responsibilities for all students including those with disability. 24 per cent – 5 students, of all students in 2018 were eligible for an Overall Position (OP) score. In 2018, 40.0 per cent of eligible students received an OP in the range 1–15. This was a decline from previous years with the result for 2017 being 50.0 per cent.

Transition statements are provided by the local kindergarten to support the needs of learners in the early years. This allows early support to occur in a range of areas including reading.

The school administration monitors student attendance and behaviour data. Discussions with all staff are held to ensure the school is progressing in its support of student learning and wellbeing.

The school is developing processes and practices to analyse data regarding academic achievement, behaviour and attendance so that comparisons can be made between different cohorts, including students with disability.



Improvement strategies

Embed the use of classroom dashboard as standard school practice for all teachers.

Develop all teachers' understanding of data walls and implement effectively across the whole school.



4.3 A culture that promotes learning

Findings

Parents, students and staff report a caring culture across the whole-school community. Students and parents voice a high level of appreciation for staff giving their personal time above and beyond to provide additional support to student learning and achievement.

The leadership team is driving the development of a collegial culture based on the beliefs that everyone is a learner, and all staff are responsible for all learners. This is reflected in the school's AIP, 'know thy learner' and termly data meetings whereby teachers and the leadership team review each student's LOA and set future learning goals.

The leadership team has introduced and is managing an unrelenting focus on student learning, starting with reading as the driving force behind school improvement efforts. Clear classroom routines; high standards regarding student reading behaviours; and explicit teaching practices, including scripted reading questions and the opportunity for student oral rehearsal, signify an enhanced level of expectation for every learner in the school.

Relationships amongst staff, parents and the community are predominantly positive. Most parents report high levels of satisfaction with their child's teacher and the quality of regular home-school communication from individual teachers and the school. Several staff members identify communication amongst staff as an area for further development.

The school RBPS was collaboratively reviewed in 2018. An action plan has been developed to implement PBL to enhance student learning with the key expectations '*Be a learner, Be safe, Be responsible and Be respectful.*' These agreed school expectations are prominently displayed and widely known. Students are able to discuss these in detail. Staff refer to the expectations when discussing behavior choices with students. The PBL committee has developed an explicit behaviour matrix that informs pastoral care lessons. There is a fortnightly PBL focus. The PBL committee meets regularly to manage this program. Negotiated class rules are recorded by the teacher, as are follow-through procedures, records of work with students at risk and classroom routines and plans. Several staff members identify inconsistency regarding the implementation of behaviour management processes.

Restorative practices are a key feature of the school approach to positive behaviour. Some staff are trained in restorative practices and use a scripted 'chat' version of the process to enable students to take responsibility for their own behaviour. There is a deliberate intention to move from an extrinsic reward system to intrinsic motivation for behaviour. Observations and conversations with staff members, parents and students identify that there is further work to be done to realise this intention. The leadership team acknowledges that consistency of behaviour management processes will enhance the school culture.

Improving school attendance is a focus for 2019. The Semester 1 School Data Profile indicates student attendance in 2018 was 84.8 per cent compared to 86.7 per cent in 2014. Similarly, attendance less than 85 per cent was 41.1 per cent in 2018 compared to 34.4 per



cent in 2014. The student attendance rate for 2018 was in the bottom quartile when compared with all State schools.

Teacher aides indicate satisfaction with their teaching and learning role within the school. Teacher aides express a high level of satisfaction with the opportunities for professional learning and view themselves as integral contributors to student learning.

The school grounds are neat and tidy. 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.

The school has a Community Education Counsellor (CEC) and a school chaplain. The school leaders and teachers speak positively of their invaluable support for students.

The leadership team reports a reduction in behaviour incident referrals from 419 in August 2018 to 301 in August 2019.

School Disciplinary Absences (SDAs) are low compared with State schools with a rate of 23.2 per cent per term per 1000 compared with the State schools rate of 43.3 in 2018. Exclusion rates are higher than State schools at 1.8 per term per 1000 compared with 0.9 for State schools.

Regarding the statement 'This is a good school' in the 2018 School Opinion Survey (SOS), 97.6 per cent of staff agree, compared with 91.4 per cent for the Like Schools Group (LSG). 93.6 per cent of students agree with this statement compared to 81.8 per cent for LSG. 100.0 per cent of parents agree 'This is a good school' compared to 87.2 per cent for the LSG.

Similarly, for the statement, 'I would recommend this school to others' 100.0 per cent of parents agreed compared to 87.1 per cent for LSG and 92.4 per cent of students agree compared to 80.4 per cent for the LSG. With regards to the statement 'Student behaviour is well managed at this school' 81.4 per cent of staff agree compared to 82.6 per cent for the LSG. 100.0 per cent of parents are satisfied with behaviour management compared to 75.5 per cent for the LSG. 83.0 per cent of students agree that student behaviour is well managed compared to 68.3 per cent for LSG.

In the 2018 SOS, 81.0 per cent of staff agree with the statement 'I feel that staff morale is positive at this/my school' compared with 75.9 per cent for LSG.

Improvement strategies

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

Explore new approaches to improve attendance.

Investigate ways to improve communication between staff members.



4.4 Targeted use of school resources

Findings

The leadership team makes data-driven decisions in regards to the use of human and financial resources to support priority programs and strategies aligned with the school EIA. All classes are allocated additional teacher and/or teacher aide support to facilitate the reading program. Staff meet with the leadership team once per term to discuss LOA and establish goals for identified students. Human and financial resources have been allocated to enable the introduction and implementation of the PBL program.

At the time of the review the current bank balance is \$759 668. The school's budget is developed with alignment to the EIA and is aligned to support the educational needs of students. The leadership team informally reviews whole-school budgetary allocations to ensure maximisation of student outcomes.

The school operates a computer lab and a laptop program for students from Year 7 to Year 12. Other technologies that are being accessed to enhance learning are iPads, interactive whiteboards and classroom computers. Staff members indicate that limited access to human technical capacity has impeded the progress of the school's use of technology.

Members of the leadership team indicate they are active in advocating to ensure quality PD is available for staff within reasonable travel distance.

Student wellbeing and learning are supported by a full-time guidance officer, a CEC and the chaplain.

The school has implemented a co-teaching program to enable teachers to co-plan and co-teach. Co-teachers support differentiation initiatives and provide the capacity to build teacher capability.

The school accesses regional support personnel to support the implementation of the EIA. These include a cluster HOSSES and a cluster Head of Curriculum (HOC).

Teacher aides indicate a high level of satisfaction regarding their access to quality PD to meet the educational needs of the students they support.

The school has received \$197 322 in Investing for Success (I4S) funds in 2019. The school goals are to achieve greater than 85 per cent in NMS in NAPLAN; and to achieve greater than 85 per cent 'C' or better results in English, mathematics and science across all year levels. The school methods articulated include building teacher capability, focused intervention and improving student attendance. This is based on the research of Sharratt



and Fullan's¹ 'Putting Faces on the Data: What great leaders do!', and Fisher, Frey and Hattie's² 'Visible Learning for Literacy K-12'.

Improvement strategies

Strategically monitor the effectiveness of resources provided to ensure that expenditure meets the needs of students.

Develop an action plan to improve student access to Information and Communication Technology (ICT) devices.

Review the school budget allocation processes to ensure funds are provided to support improved learning outcomes for students.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin Press.

² Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy*. Thousand Oaks, CA: Corwin.



4.5 An expert teaching team

Findings

The principal and deputy principal place high priority on attracting the best possible teachers. The majority of teachers are experts in the field in which they teach and are keen to expand their knowledge in those fields.

The leadership team understands and prioritises the importance of developing the capability of teachers to improve student learning and success. The leadership team expects all teachers to commit to continuous improvement. There is a high level of commitment and enthusiasm from staff members to improve student learning outcomes.

The principal and other school leaders indicate that the high staff turnover due to transfers impacts school improvement. The leadership focuses on building the capability of all teaching and non-teaching staff. They identify a key issue of access to 'knowledgeable others' by all staff. Building staff capacity is identified by leaders as a continuing major concern for the school's progress.

The school is developing a systematic whole-school approach to building teacher capacity. This approach includes PD linked to the school's AIP with coaching, mentoring, feedback and supervision processes to embed evidence-based teaching and build consistency of delivery of teaching practices across the school. Teachers identify the value of mentoring practices to support their development.

There is a documented termly school PD schedule. This schedule is based on a review of what occurred in previous terms and what is required for future progress. The teaching and learning calendar provides a PD guide for teachers covering classroom planning, classroom practice and school organisation. Some staff express appreciation for the opportunities that have been provided.

Key school developments have been enhanced for teachers by visits to other schools including Heatley State School. Development of the school reading program exemplifies this approach. Staff collaboratively developed the program to meet students' needs. This approach is identified as signature school practice.

The school provides PD to meet the directions of the AIP. Access to the Centre for Learning and Wellbeing (CLAW) provides valuable support for teachers and teacher aides in their PD.

Co-teaching practices have been adopted to assist teachers to work in classrooms alongside colleagues to add to their teaching effectiveness. This is guided by the Instructional Coaching Model. The method is stated to be intentionally flexible to be as 'operationally convenient' to the circumstance as deemed by the teachers concerned.

Teacher aides recently completed a PD program at Normanton State School. All teacher aides speak of the value of the sessions in terms of the quality of presenters and the opportunities to share with colleagues from other schools.



A wide range of practices is adopted to attract new staff to the school. The school has an induction program for new staff – teaching and non-teaching. Innovative practices are employed to attract new staff. Newly appointed graduate teachers are flown to the school in the year previous to their employment to ensure they will assimilate into the culture of the school. With reading as a key school focus, new teacher aides are provided with PD in the school methods before commencing at the school.

A Mentoring Beginning Teacher (MBT) program is operating in the school. Some teachers identify a series of programmed lesson observations, meetings with peers and PD sessions with CLAW in Mt Isa. Some teachers indicate an inconsistency in approaches that have been used with different staff.

The teacher handbook is provided to teaching staff on commencement at the school. Some staff acknowledge the value of the handbook. It is updated annually. Areas covered are school priorities, pedagogical framework, student management and wellbeing, development of professional practice and general information for teachers.

The school has an identified Annual Performance Development Plan (APDP) process for all staff to follow. Staff complete a school template outlining their plan discussing this with line managers. Teaching and non-teaching staff identify the value of the process.

The principal strives to build the capacity of the leadership team by accessing PD and coaching to enhance instructional leadership capacity. This includes mentoring of key leaders. Another supportive approach is the creation of the Leading Strategically group whose membership includes key school leaders including 'aspirational' teachers.

Professional Teaching Teams (PTT) meet regularly to support teachers in developing as an effective teaching team. These professional learning committees meet with a common planning cause examining particular year level programs and provide opportunities for teachers to share and collaboratively develop to support student learning.

Improvement strategies

Collaboratively develop new processes to improve teacher capability accounting for the possible loss of staff in coming years.

Develop and implement a range of methods to attract and retain staff for the school to effectively support student learning.

Develop QA practices to monitor the progress of the co-teaching initiative.



4.6 Systematic curriculum delivery

Findings

The school has collaboratively reviewed the school's curriculum plan and overarching curriculum documents and frameworks aligned to the AC, ensuring that the curriculum plan includes a developmental scope and sequence document for Prep to Year 10. These documents are the reference against which flexible delivery is designed, implemented and monitored.

The school has developed a scope and sequence for delivery of the intended and enacted curriculum aligned with Version 8 of the AC. Teachers use Curriculum to the Classroom (C2C) unit plans and assessment tasks that support vertical alignment of the AC from Prep to Year 10. The whole-school curriculum plan is shared with the community via the school's website.

Members of the school leadership team, including the principal, work collaboratively with teachers to ensure that the curriculum is planned, taught and assessed in the intended way. Subject teachers in the secondary school plan collaboratively for the different subject areas.

Processes are established to support teachers to make adjustments to the intended curriculum and assessment tasks to meet the differentiated needs of students.

The school accesses a regional HOC to support teachers in planning, assessing and reporting on the AC. The HOC supports teachers to develop a standardised and consistent process, focused on sharpening understanding of curriculum intent, effective pedagogy, and differentiation.

Investment in PD regarding new QCE materials is ongoing. A balance between vocational and academic education exists. Preparation has ensured the school is ready for the new QCE system.

A senior schooling reference committee meets frequently. The school offers senior students flexible learning options through Authority/General subjects, distance education, applied/Subject Area Syllabus (SAS) subjects, Technical and Further Education (TAFE) studies, and school-based apprenticeships.

Moderation processes are apparent in the school to support the development of valid and authentic decisions regarding assessment. Teachers meet with teachers in adjacent year levels to discuss and moderate student work samples. Moderation with colleagues from other schools has occurred.

Teachers describe regular opportunities to meet with the regional HOC to evaluate and refine curriculum programs. These occur at the beginning of term and midway through the term.

The school has established reporting processes including four reports. Written reports to parents are provided at the end of Semesters 1 and 2. Verbal reports occur at the end of Term 1 and Term 3. These involve the development of student learning plans.



The effective teaching of reading is identified as a key priority within the current strategic plan. A school-wide process and commitment to teaching reading is apparent.

Learning walls are used effectively 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. They display exemplars of student work samples providing a motivating and interesting learning environment.

Improvement strategies

Create opportunities for teachers to plan collaboratively in year level phases in the primary school and deepen understanding of the AC through effective PD.

Review the delivery of the curriculum in Years 7 to 10, particularly in Year 9 and Year 10.

Enhance the whole-school curriculum plan to incorporate the general capabilities and cross-curriculum priorities.



4.7 Differentiated teaching and learning

Findings

Significant planning and resourcing exist to support a differentiated approach to teaching reading in classrooms from Prep to Year 8. Students are grouped according to reading levels and are taught in these groupings.

The school resources a co-teaching method to enable additional teaching resources across the year levels. This resource is intended to provide additional capacity for the teachers to meet the learning needs of the diverse range of learners in each year level. Some teachers describe how the co-teaching has the potential to benefit particular cohorts of students, including high achievers.

Students are well known by teachers. Teachers are able to comment on individual student performance and goals. Positive teacher–student relationships are viewed as critical to individual student success.

Teachers are able to speak about how they differentiate assessment practices, and are exploring ways of providing students with alternative ways to demonstrate their understanding of AC achievement standards.

Teachers speak about differentiation in classrooms explaining how they adjust teaching methods and the curriculum to meet the needs of students. Particular attention is paid to ensuring students are grouped according to instructional level in reading.

Teachers meet with the HOC to explore ways of differentiating the C2C units and assessment tasks to meet the needs of all learners in the classroom.

Students with disability are integrated into classrooms. Support for students with disability in the classroom is provided by the classroom teachers.

There are sixteen students who are identified as requiring an ICP. These plans are developed by the year level teachers with support from the regional HOSSES. Staff articulate they would appreciate further expert support in working with these students.

The school has invested in the PD of teacher aides. Teacher aides are regarded as a significant resource in providing effective differentiated teaching in the reading component of the AC.

Some teachers are encouraging and assisting students to monitor their own learning and set goals for future learning. Some teachers are eager to develop this skill and view student goal setting as an important component of their teaching practice.

Communication with parents through the student learning plan process provides information regarding where students are in their learning, progress made, and next steps in learning.

Opportunities exist for students to be supported in homework and assignments. These include the Homework Club for primary students, before school tutorials and 'Smashing Assessment Sunday' for senior students.



Improvement strategies

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 the co-teaching so that this investment in human resources supports effective differentiation for students.

Develop a school-wide evidence-based approach to differentiation for students with diverse needs.



4.8 Effective pedagogical practices

Findings

Dimensions of Teaching and Learning (DoTL) is the identified school pedagogical practice. This is described in the school teacher handbook. Through the handbook, the school leadership team has established clear expectations regarding the use of effective teaching strategies throughout the school. Most teachers are able to talk about these strategies.

The school has a set lesson plan guide that teachers are expected to follow in line with this framework. Steps in the orientation phase, followed by the enhancing phase and the synthesising phase are outlined. There is an expectation that explicit modelling occurs with checks for understanding.

Most teachers describe how they use learning objectives and success criteria to support student learning and success in the classroom.

For focused reading lessons, teachers and teacher aides use the GRR model to teach students in differentiated, levelled reading groups. This approach begins with teacher/teacher aide modelling of reading skills and culminates with students demonstrating these skills independently. This practice occurs from Prep to Year 8. Teacher aides plan for instruction independently of the class teacher. Currently, communication regarding student progress in reading occurs informally between teacher aides and teachers.

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, and the application of three key questions in all reading lessons. These are – ‘Does it look right?’, ‘Does it sound right?’ and ‘Does it make sense?’.

Each student completes a student learning plan with the focus ‘Be a Learner’. The learning plan includes sections for student goals, parent goals and teacher/school goals. The school endeavours to work in partnership with parents to support student learning. Students are expected to include strategies for how they will address the goals.

Some teachers explain how they provide feedback to students regarding their learning and schoolwork. They are able to speak about goal setting with students. Some students are able to explain how they use feedback to improve their schoolwork.

Teachers are encouraged to share and discuss pedagogical practices in PTTs. These PTTs provide teachers with opportunities to resolve problems of practice concerning pedagogy.

Some teachers describe how they have received feedback from school leaders regarding their pedagogical practices.



Improvement strategies

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.

Strengthen capability in the school's chosen pedagogical framework so that all teachers intentionally use these models.

4.9 School-community partnerships

Findings

Members of the community, parents, staff and students display a commendable pride in the school. Parents indicate they are happy with the education their child receives at the school. Parents communicate a high level of confidence in the teaching staff and a high level of satisfaction with communication.

The school communicates with the community in a range of ways including through the Facebook page and school newsletters that are bright and entertaining.

In response to the previous review in 2015, the school has leveraged established relationships with the wider school community, including the Indigenous community and other organisations to promote student learning. There are a large number of partnerships with community organisations and local businesses that have been developed to support improved outcomes for students. These partnerships cater for students' health and wellbeing, assist with transitions to Prep, provide transitions to the workforce and post-school learning, enhance cultural development and awareness, support staff PD, and enable performance opportunities for a range of school groups.

Cultural partnerships have been developed with Elders, local Indigenous organisations and representatives. These partnerships have been created to build cultural awareness for all students and staff, support student attendance, advise staff about cultural protocols, create pride and connection to the school, and to support academic achievement.

A wide consultation process was conducted regarding the RBPS that engaged several groups of parents and included community members.

The school has a growing Parents and Citizens' Association (P&C) that conducts a number of fundraising and business ventures to provide monetary and resource support to the school. The P&C coordinates the school tuckshop and provides financial support to the breakfast program, chaplaincy and PBL.

The school has developed partnerships with the local catholic school and three other state schools to facilitate PD. Staff engage in moderation on an individual level with other staff at these schools.

The majority of Prep students come from Childcare and Kindergarten (C&K) Cloncurry. The school and C&K have established a comprehensive transition program including an individual meeting between the Prep teacher and parents. This is in addition to the Prep enrolment interview, two Prep immersion days, and twice weekly lessons at the school in a range of different learning areas for pre-Prep students from mid-Term 3 until the end of the year.

Next Steps data indicates successful transitions for the vast majority of students completing Year 12. The latest results for 2017 graduates indicate that 87 per cent of Year 12 students successfully moved in to post-education/training or full-time employment when they left school.



Staff are connected and committed to the school community as demonstrated by their involvement in a wide range of community events in addition to the time they commit to improving student outcomes through providing before school, after school and weekend tutorials and homework clubs.

There is an active student council that addresses identified needs in the school community such as beautification of the school grounds. The student council has painted multiple murals to make the school more intentionally inviting.

A daily breakfast program operates at the school to improve attendance and enable students to have a healthy breakfast. This is supported by the P&C, Centacare and the school chaplaincy program.

Improvement strategies

Build on the momentum of the work with other schools to organise a formalised approach to moderation.

Implement a review cycle to evaluate whether partnerships are sustainable and are having their intended impact of improving outcomes for students.