Clarke Creek State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Clarke Creek State School** from **9** to **10 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the National School Improvement Tool. From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years; and improvement strategies – the next steps for the improvement – to inform the school's next 4-year strategic planning cycle. This school is prescribed to deliver a Kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the seven areas of the National Quality Standard. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
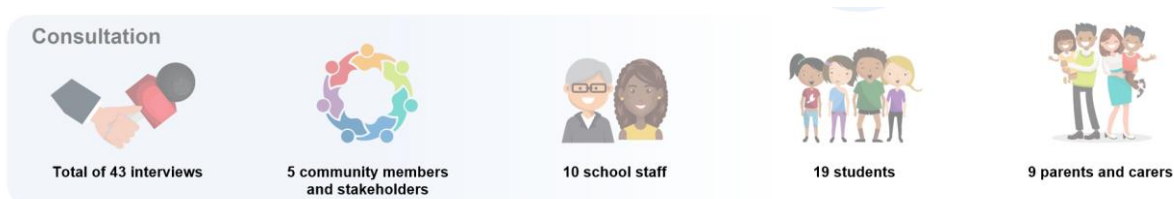
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Keith Graham	Internal Reviewer, SRR (review chair)
Sharelle Hall	Peer Reviewer
Rebecca Hurwood	SDK Reviewer

1.3 Contributing stakeholders

Consultation

Total of 43 interviews | 5 community members and stakeholders | 10 school staff | 19 students | 9 parents and carers

1.4 School context

Indigenous land name:	Barada Barna
	We acknowledge the shared lands of the Barada Barna nation and the Barada Barna people of the Barada Barna language region.
Education region:	Central Queensland Region
Year levels:	Kindergarten to Year 6
Enrolment:	23
Indigenous enrolment percentage:	4%
Students with disability percentage:	4%
Index of Community Socio-Educational Advantage (ICSEA) value:	938

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **11** to **12 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 962 and the school enrolment was 16 with an Indigenous enrolment of nil and a student with disability enrolment of nil.

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

- Using whole-school achievement data, collaboratively develop and communicate a narrow Explicit Improvement Agenda (EIA) that includes improvement strategies, timelines, roles and responsibilities and success checks. (Domain 1)

- Develop the 'B' cycle of the whole-school Curriculum, Assessment and Reporting Plan (CARP) across the learning areas including assessment tasks for the multi-age setting. (Domain 6)

- Review and refine parent and school engagement and communication processes, to ensure partnerships are strengthened in meeting the needs of students, families and the school. (Domain 9)

- Review the pedagogical framework to align agreed signature teaching practices to expectations for their use across the learning areas in both classrooms. (Domain 8)

- Collaboratively develop a whole-school data collection plan that includes collection tools, timelines, year levels and where the data is to be stored, including a clear purpose and expectations for collecting the data, enabling the identification of gaps in learning and tracking of student progress over time. (Domain 2)

- Formalise the identification of student need and allocation of targeted support model, clearly documenting decision-making and review processes. (Domain 7)

2. Executive summary

2.1 Key affirmations

Student learning is supported by a calm and purposeful school environment.

The principal speaks of the purposeful and methodical way they lead the school. Staff and students describe the school culture as positive, calm and conducive to learning. Staff explain how this environment positively facilitates the delivery of the curriculum supporting students to realise their potential. They share that the principal's deliberate and ordered leadership approach promotes consistency and clarity across the classrooms.

Systematic planning and assessment documents support access to the curriculum for every student.

A coherent and sequenced curriculum plan, encompassing the 3 levels of planning, is established. This plan is comprehensive, provides clarity and consistency for teachers, includes assessment procedures, and aligns with the Australian Curriculum (AC). The fidelity of curriculum delivery is quality assured through a range of moderation processes. Teachers articulate how these moderation processes provide them with a deep knowledge and understanding of the AC, which helps them facilitate access to the curriculum for every student.

Staff describe their personalised approach to student learning and wellbeing.

Staff members articulate the importance of knowing all learners to identify and address their individual needs. The small number of students allows for an individualised approach to education where each student's individual needs influence the curriculum delivery. Strong staff and student relationships support staff to use teaching and learning practices that maximise the engagement of all students. Students and staff express the belief that the small, country nature of the school, where everyone knows everyone, is a defining strength.

A diverse and professional staff team is committed to continuous professional improvement.

The principal values the range of diverse experience and knowledge among staff, and recognises the importance of an expert teaching and support team. The principal encourages staff to undertake continuous professional improvement through a culture of collaboration and trust. Staff speak appreciatively of the opportunities to learn from and assist each other. A strong sense of commitment to the community, ongoing learning and professional improvement is apparent among staff members.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop quantifiable targets linked with student learning outcomes, including reading, to measure of the impact of AIP initiatives and monitor student progress.

Domain 2: Analysis and discussion of data

Build on existing data processes to further develop the data literacy of staff to deepen discussion, guide targeted teaching and monitor student progress.

Domain 8: Effective pedagogical practices

Refine staff understanding of the school's pedagogical approaches to provide a curriculum that is responsive to learners' interests, capabilities and progress.

Domain 7: Differentiated teaching and learning

Develop common understanding and clear expectations for how teachers are to plan for differentiated, focused and intensive teaching to provide all students access to appropriate year level curriculum in ways that meet diverse learning needs.

Domain 3: A culture that promotes learning

Refine existing parent partnership and communication strategies to encourage and strengthen greater parent participation in school-wide activities.