

Clontarf Beach State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Clontarf Beach State School** from **21 to 23 May 2018**.

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 consider 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

Darren Marsh	Internal reviewer, SIU (review chair)
Rodney Wood	Peer reviewer
Jenny Nayler	External reviewer



1.2 School context

Location:	Elizabeth Avenue, Clontarf
Education region:	North Coast Region
Year opened:	1950
Year levels:	Prep to Year 6
Enrolment:	450
Indigenous enrolment percentage:	8.5 per cent
Students with disability enrolment percentage:	4.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	973
Year principal appointed:	2016
Full-time equivalent staff:	35.69
Significant partner schools:	Clontarf Beach State High School
Significant community partnerships:	Clontarf Beach Baptist Church, Peninsula Early Learning Strategy (Early Learning providers: Sesame Lane Clontarf, Creative Kids Clontarf), School Aid Trust: Sean Gordon, The Redcliffe Breakfast Club
Significant school programs:	Whole School Phonics (LEM), Clontarf Culture: Whole School Culture, Positive Behaviour for Learning (PBL) focus, Clontarf Beach State School Coaching Framework



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Support Teachers Literacy and Numeracy (STLaN), Head of Curriculum (HOC), Business Manager (BM), three student engagement coaches, guidance officer, 17 class teachers, specialist teachers – Health and Physical Education (HPE), music and Language Other Than English (LOTE), Speech Language Pathologist (SLP), Parents and Citizens Association (P&C) president and treasurer, seven teacher aides, two administration officers, schools officer, digital technology advisor, master teacher, school chaplain, 36 parents, student leaders, 25 students and tuckshop convenor.

Community and business groups:

- Baptist Church representative, Indigenous community representative and executive coach.

Partner schools and other educational providers:

- Sesame Lane Child Care Centre and Clontarf Beach State High School.

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional Learning Framework 2018	Curriculum Framework
School Structure Plan	Whole School Framework
School Pedagogical Framework	Professional Development Plans
Personalised Learning Plan	School newsletters and website
Inclusive Education Plan	School Opinion Survey
Coaching Partnerships Plan	Leadership Structure and Responsibilities
Student Support Team Plan	ICP Process Plan
Complex Case Management Plan	Whole School Data and Assessment Plan
Student Learning and Wellbeing Framework	School Improvement Targets and Timelines
Responsible Behaviour Plan for Students	



2. Executive summary

2.1 Key findings

The school works to maintain a learning environment that is safe, respectful and inclusive.

A welcoming and orderly environment greets people upon arrival at the school where there is a sense of community that is acknowledged by parents, students and staff members. Students are positive in their work engagement, use of manners and personal interactions with peers, staff and visitors.

All staff members express a strong commitment to the endeavours of the school that focus on enhancing student learning outcomes.

The school has committed staff members. Parents speak positively regarding how staff members are approachable, supportive and responsive to individual needs. Staff, students and parents take pride in their school.

All school staff members are committed to the improvement of learning outcomes for students.

The united purpose and commitment of the staff members to student learning and success are highly apparent. Regular teacher reference to school-wide targets to measure successful learning is developing. Processes to closely monitor the implementation of the school's Explicit Improvement Agenda (EIA) in terms of student outcomes and progress towards aspirational school targets are emerging.

The school curriculum framework provides a strategic direction to inform teaching and learning from Prep to Year 6 aligned to the Australian Curriculum (AC).

School leaders identify the need for teacher collaboration in the development of curriculum planning documents. School leaders and teachers are reviewing and refining curriculum planning documents to maximise student engagement, learning and wellbeing. Whole-school planning to develop a coherent, sequenced whole-school plan in line with the AC is being developed.

The strategic leadership team gives high priority to the collection, analysis and discussion of data.

A range of school-based data sets is used to inform and drive the school improvement agenda. The strategic leadership team has a clear understanding of student achievement trends over time and regularly reflects on school programs and teaching strategies. Teachers discuss and analyse student achievement data, using this to inform teaching and learning. Some teaching staff members articulate that opportunities to further develop their data literacy would be valuable, in addition to welcoming further opportunities to discuss student achievement data across year levels.



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

Staff members use effective research-based teaching practices, especially in relation to the school priorities of reading, writing and number. School leaders spend time working with teachers, providing feedback on teaching. A range of evidence-based teaching strategies is promoted for teacher use. The school's pedagogical framework articulates a commitment to instructional strategies informed by *The Art and Science of Teaching*^{1 2}(ASoT). Teaching practice, informed by the 10 instructional design questions is yet to emerge.

The school has developed a culture that reflects the belief that all students are capable of learning.

All staff members are focused on the collective and individual learning needs of students. Teachers work at understanding where students are in their learning. Observations across classrooms indicate teachers develop goals for students in reading using the literacy continuum. The setting of individualised learning goals and feedback models for students has commenced and is developing.

The principal leads the school's strategic use of resources to maximise the learning and wellbeing needs of students as well as supporting the professional growth of staff members.

The school maximises the use of its learning spaces. Staff members take pride in the presentation of classrooms, school buildings and playgrounds. Effective use of the physical environment is demonstrated throughout the school including the use of open spaces for eLearning as a result of the recently established Wi-Fi connectivity. The school is exploring the benefits of 'flexible' furniture to support student engagement and learning. Students and teachers express enthusiasm for this project.

The school is building a team of highly capable teachers.

Coaching of school staff members is identified as a key strategy to build the expert teaching team. Strategies are developed to support teachers' understandings and skills, especially in relation to school improvement priorities. School leaders lead and model professional learning.

Parents feel that the school responds well to the identified needs of individual students.

Parents and carers report that the school works productively with them to maximise student engagement and achievement. School staff members recognise parents and carers as partners in building student success.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

² Marzano, R. J. (2017). *The New Art and Science of Teaching*. Solution Tree and ASCD.



The school has developed effective partnerships in response to identified needs within the school.

School partnerships include those with parents, local businesses and community organisations. There is a strong commitment of partners to ensuring success of the programs. The school's partnerships are being implemented with the goal of improving student learning.



2.2 Key improvement strategies

Maintain the school's sharp EIA focus; ensuring teachers have time to deeply embed key improvement strategies that are directly linked to the achievement of aspirational benchmarks and targets in monitoring the learning for all students.

Collaboratively review whole-school curriculum planning documents to create a whole-school curriculum plan aligned to the AC that maximises student wellbeing and learning.

Review the school pedagogical framework and build teacher skills in relation to identified pedagogical strategies.

Further develop teacher data literacy skills to enable deep understanding and confidence in using data to inform teaching and learning.

Build on whole-school learning goal processes to further develop teacher capability in the development of learning goals that link to feedback regarding the next steps of learning for all students.