

Claremont State Special School

Executive Summary





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.





Contents

1. Introduction	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders	6
1.4 Supporting documentary evidence.....	7
2. Executive summary.....	8
2.1 Key findings.....	8
2.2 Key improvement strategies	11



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Claremont State Special School** from **13 to 16 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

Laurelle Allen	Internal reviewer, SIU (review chair)
Kim Kelly	Peer reviewer
David Manttan	External reviewer



1.2 School context

Location:	Robertson Road, Silkstone
Education region:	Metropolitan Region
Year opened:	1978
Year levels:	Prep to Year 12
Enrolment:	151
Indigenous enrolment percentage:	9.4 per cent
Students with disability enrolment percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a
Year principal appointed:	2010
Day 8 staffing teacher full-time equivalent (FTE):	35.7
Significant partner schools:	Bundamba State School, Ipswich Central State School, Ipswich State High School, Raceview State School, Ipswich Special School, Ipswich West State Special School
Significant community partnerships:	Endeavour Foundation, Substation 66, Focal Community Services, Ipswich State High School, McIntyre Centre, Ipswich Garden Centre, Jane Farrall, Hayley Parfett and Janelle Samson, Special Education Training Alliance (SETA) Registered Training Organisation (RTO), Metropolitan Behaviour Support Service (MBSS) Hub, Sporting Schools, Metropolitan Region Teaching and Learning Team
Significant school programs:	Balanced Literacy, RoleM, Positive Behaviour for Learning (PBL), coaching, Awards Scheme Development and Accreditation Network (ASDAN), Augmentative and Alternative Communication (AAC), Age-appropriate pedagogies (AAP), Stephanie Alexander Kitchen Garden (SAKG), Special Education Training Alliance (SETA) certificate courses, Roadmap of Communicative Competence (ROCC) data project, Explicit Instruction (EI)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Curriculum (HOC), 33 teachers, 36 teacher aides, 59 students, 29 parents, two administrative officers, two therapists, Advisory Visiting Teacher (AVT), schools officer, four cleaners, workplace health and safety officer, four coaches and lead teacher.

Community and business groups:

- Parents and Citizens' Association (P&C) president and six members, chaplain, owner/manager of Ipswich Garden Centre, equine programs manager of McIntyre Centre, representative of Sporting Australia, transition officer of Department of Child Safety, Youth and Women and service manager of Focal Community Services.

Partner schools and other educational providers:

- Leadership coach, literacy consultant, teacher of Ipswich State High School, regional PBL coordinator, SETA RTO manager and Community Education Counsellor (CEC).

Government and departmental representatives:

- State Member for Ipswich and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Inquiry Cycles	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	STEM school plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Literacy Assessment Tools	Social Media Strategic Plan
Master Plan Document 2019	Staff Handbook 2019
School Team Charter	Teacher Aide Professional Development Plan
Conversational Code	Strategic Priority Frameworks
Role Descriptions	Next Steps Data 2018
Individual Curriculum Plans	Staff Induction Planners
Student Reports	Data Walls
PBL Implementation Actions Overview	Transition Passports
School data collection tools	School resource documents
Parent and Community Engagement Plan	Observation and Feedback schedules and documents
School-based curriculum, assessment and reporting framework	Headline Indicators (April, 2019 release)



2. Executive summary

2.1 Key findings

School leaders set aspirational and explicit school priorities and values that promote the expectation that all students attending the school can learn successfully.

Teachers and teacher aides identify that high expectations for students underpin their classroom practices. Parents articulate that leaders are welcoming, set high expectations for student success, and that the principal is highly trusted. There is strong evidence of supportive collegial relationships of staff with the leadership team and between teachers and teacher aides. All staff articulate the benefits of teamwork in ensuring positive outcomes for students.

School leaders set a clear strategic agenda and are committed to systematic and research-informed practices to improve learning outcomes for all students.

The school explicitly and widely communicates a statement of core purpose, providing the community with a narrative that describes supporting and developing 'RICH' students who are 'Respectful; independently able to the best of their ability; communicators across contexts; who have high self-esteem'. Leaders express a shared belief that a highly capable and reflective teaching team, and whole-school evidence-based decision making are the most significant factors in improving student learning and wellbeing.

Teachers and teacher aides value the extensive Professional Development (PD) opportunities extended by the leadership team and demonstrate a strong commitment to personal learning and development to improve their work with students.

The school has built a professional team of teachers and teacher aides who have a shared responsibility for student learning and success. Teachers acknowledge that the scheduled data conversations with members of the leadership team build their capability in understanding the learning needs of individual students. They appreciate the written feedback from the conversation and the resultant learning goals. There is a process of continual improvement in teaching that includes professional learning opportunities and classroom-based learning, mentoring and coaching. Teachers undertake active leadership roles beyond their classroom.

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

Leaders place a high priority on evidence-based pedagogies that meet the diverse learning and social emotional needs of students. The pedagogical framework identifies Dimensions of Teaching and Learning (DoTL) as the key pedagogy and lists many pedagogical practices and strategies. Leaders have scheduled a future review of the pedagogical framework to reflect current teaching practices used in classrooms. Teachers acknowledge the need for the framework to include evidence-based pedagogies.



The school demonstrates a strong commitment to developing and delivering curriculum aligned to the Australian Curriculum (AC).

A P-10 curriculum cycle that maps out a four-year cycle of units supports teachers to know when learning areas are being taught and identifies unit plans to be used for teaching and learning. Expectations and timelines for curriculum processes, including whole-school data, assessment and reporting in the school are clearly documented and referred to by teachers. Teachers are provided with unit plans and are guided by the Head of Curriculum (HOC) to unpack the plans to support the teaching and learning in their classrooms. Teachers acknowledge that they are continuing to develop their understanding and application of the AC.

Leaders place a high priority on evidence-based programs that meet the diverse learning and social emotional needs of students.

Staff are committed to student learning and wellbeing. Embedded evidence-based programs and practices are used consistently in the school. Inquiry cycles have been developed and Professional Learning Communities (PLC) established to prioritise a wide range of recent student learning and wellbeing initiatives. A coordinated whole-school student learning and wellbeing framework is currently in development.

The school places a priority on making the curriculum locally relevant and adopts the Planning Alternative Tomorrows with Hope (PATH) approach to recognising, valuing and building on students' existing knowledge and skills.

Currently, a wide range of Awards Scheme Development and Accreditation Network (ASDAN) courses, work experience and certificate courses are delivered for students as identified in PATH and Senior Education and Training Plans (SET). Teachers indicate that inclusion of Year 10 students in the senior sector and the changing student demographic will influence future senior curriculum provisions. Teachers and leaders acknowledge the need for the senior schooling curriculum to be reviewed.

The school places high priority on a student-centred approach to teaching and learning.

Staff and school leaders strongly believe that all students can learn when engaged and provided with appropriate supports and learning opportunities. Teachers acknowledge that many successful strategies are developed over time and are yet to be consistently documented. Parents observe that their child's transitions within the school have been most successful when accurate and timely sharing of effective differentiation strategies occurs. Parents state that they would value consultation regarding successful differentiated strategies that support their child.

The school uses its resources to appropriately respond to the needs of individual students.

Parents, teacher aides and teachers identify examples of the school responding to the learning, social and emotional needs of students by making changes in staffing, resourcing or facilities usage to enable a student to learn successfully.



Parents articulate that they are welcomed into the school and are appreciative of the cooperative and caring manner in which staff members interact with them and their child.

Parents speak highly of communication with the school and express confidence in the capacity of teachers and teacher aides to manage their child's health, emotional, and learning needs. Parents indicate that they feel included in their child's education and are confident in the school's ability to address their child's learning needs in a respectful, caring and challenging way. They express confidence in the school's leadership and the current direction of the school.



2.2 Key improvement strategies

Collaboratively develop a pedagogical framework that is reflective of current evidence-based practice, and ensures clarity of expectations and consistent teaching and learning decisions across the school.

Build teacher understanding and knowledge of the AC to facilitate classroom teaching and learning.

Develop a student learning and wellbeing framework including teacher capability development to cater for the diverse social emotional needs of students.

Review delivery of senior schooling curriculum to accommodate predicted changes in future student population.

Build teacher capability to record and deliver differentiated strategies within unit and Individual Curriculum Plan (ICP) planning, and implement a process to support transitions within the school.