

Clifton State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Clifton State High School** from **26 to 28 October 2020**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Cameron Hodges	Internal reviewer, EIB (review chair)
Heather Blessington	Peer reviewer
Boyd Jorgensen	External reviewer

1.2 School context

Location:	East Street, Clifton	
Education region:	Darling Downs South West Region	
Year levels:	Year 7 to Year 12	
Enrolment:	237	
Indigenous enrolment percentage:	14 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	953	
Year principal appointed:	2016 – substantive 2020 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting principal, deputy principal, Business Manager (BM), three Heads of Department (HOD), Head of Special Education Services (HOSES), director of teaching and learning, 18 teachers, guidance officer, School Based Youth Health Nurse (SBYHN), two school chaplains, two administrative officers, Industry Liaison Officer (ILO), agricultural assistant, seven teacher aides, cleaner, computer technician, school facility officer, school grounds officer, 43 students, seven parents and two Parents & Citizens' Association (P&C) executive members.

Community and business groups:

- Clifton Chamber of Commerce secretary, local bus operator, local farm manager Corella Stud, Clifton Returned and Services League of Australia (RSL) Sub Branch representative, Clifton Jam Factory operator and Clifton Show Society representative.

Partner schools and other educational providers:

- Nobby State School principal, Clifton State School principal and Pilton State School principal.

Government and departmental representatives:

- Toowoomba Regional Council retired councillor, State Member for Condamine and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Vision and Targets 2020
Investing for Success 2020	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 1 2020)
Professional Development plan 2020	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan 2020	Professional development plans
School Opinion Survey	School newsletters and website
Inclusive Education Handbook and differentiation placemats	Responsible Behaviour Plan for Students - 2018
School based curriculum, assessment and reporting framework	Headline Indicators (May 2020 release)

2. Executive summary

2.1 Key findings

School leaders, teachers and support staff are committed to success for every student.

School practices reflect the belief that every student is able to learn and achieve successfully. This belief is apparent in the programs, practices and systems that support differentiated teaching and learning for individual students, irrespective of their academic, social or cultural background. Teacher aides are purposefully allocated with staff and students, carefully matched for the best fit for student need. The allocation is closely monitored and adjustments are made on a daily basis to accommodate student and staff absences and make the best use of teacher aide expertise. A range of strategies is identified for teachers to use and are currently documented in the inclusive education handbook and differentiation planners.


School leaders are committed to the development of effective teaching and learning practices across the school.

Leaders of the school recognise that quality teaching is crucial to improving student outcomes. School leaders keep informed of research and are committed to enhancing teaching and learning practices across the school and to developing and embedding research-driven signature pedagogical approaches. There is a strong expectation from school leaders that staff members build positive relationships with students that produce mutual trust and respect, reflected in the establishment of classroom environments that are supportive of students and conducive to learning, with clear routines and structures. Students identify teachers' effective use of success criteria, formative tests, teacher anecdotal comments as they work, and conferencing as assisting in making clear actions they are able to take to improve and make further learning progress.

The school leadership team is united in the belief that all students are able to succeed when provided with a responsive curriculum, individual tailored support and clear expectations.

Strong commitment to student improvement is apparent in addition to the provision of opportunities for the full range of students to successfully transition to their chosen pathway. The school has a published Annual Implementation Plan (AIP). The AIP for 2020 outlines two key priorities. The literacy priority outlines a range of strategies including the implementation of the Tactical Teaching of Reading (TTR) and the Tactical Teaching of Writing (TTW). The teaching and learning priority is focused on the implementation of the school's pedagogical approach – NASOT (New Art and Science of Teaching)¹. Line management is conducted on a regular cycle by school leaders. Agreed line management protocols and the key accountability roles in monitoring implementation of key school

¹ Marzano, R. J. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree Press.



agendas are yet to be apparent. The leadership team has a strong working knowledge of the school's AIP.

The school principal and staff members have a strong focus on providing a safe and supportive environment with clear expectations to support all students.

School staff members express that positive teacher student relationships are crucial to their role and 'knowing their students' is an essential component of the school culture. The local community is exceptionally proud of their local high school. Staff and students express a strong sense of belonging to their school. The school has a published Responsible Behaviour Plan for Students (RBPS) and a representative group is currently developing a new Student Code of Conduct. The Professional Learning Community (PLC) – Behaviour meets fortnightly and is currently reviewing the school-wide matrix of student expectations. A key component of the matrix is the four school 'keys to success' of *'Be Respectful, Be Safe, Be Responsible and Accountable and Be a Productive Learner'*.

The school caters for the individual learning needs and aspirations of students through diverse curriculum offerings with a local flavour.

The school has developed a school-wide template for the development of unit plans for Years 7 to 10 programs based on the Australian Curriculum (AC). Teachers utilise a combination of Curriculum into the Classroom (C2C) units and school-developed units as the basis of their unit planning. Year or band plans are apparent for all curriculum areas. The school has met all Queensland Curriculum and Assessment Authority (QCAA) requirements for curriculum documentation in senior programs. The school is yet to develop an explicit, coherent, sequenced whole-school plan for curriculum delivery across Year 7 to Year 12 that makes clear what teachers should teach and what students should learn. School leaders express a willingness to develop this plan and have sourced resources to assist in the development of this plan. The schools co-curricular and extracurricular offerings include an expanding instrumental music program, cattle team, equine teams, a range of sporting opportunities and a popular shooting and quad bike program to provide students with skills related to desired employment pathways.

The principal and other school leaders view the timely and reliable collection, analysis and use of student data as crucial to their leadership of the school.

Data is currently used by school leaders to guide whole-of-school decision making and to monitor progress towards overall school targets. A one-page data management plan is developed and shows data sets, timing, who is responsible for actioning the data, and the area of school performance that it informs. A systematic plan for the collection, analysis and use of student achievement and wellbeing data and its application to improve learning and wellbeing outcomes is yet to be developed. The school has achieved 100.0 per cent Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) attainment for the period 2015 to 2019. QCE/QCIA attainment for Indigenous students has additionally been at 100.0 per cent across the same period. The school undertakes a case management approach to the tracking of students with disability. The school has established procedures to explicitly track the academic achievement data of students with disability in comparison to year level cohorts.



School leaders support and resource a range of Professional Development (PD) experiences to maintain capability development.

Staff members value the support provided in the implementation of the new QCAA senior syllabuses. Staff members have been provided with release time to prepare teaching and learning plans and assessment items. The school has a collegial engagement framework in which every teacher has an allocated line manager to provide formal written feedback aligned to NASOT on an agreed cycle. Staff members express that this framework is yet to be consistently implemented. As a participant in the Future Teacher Program the school supports students in attaining early university entry into teacher education courses and has a 'Future Teachers' club that provides opportunities for students to engage in an educational role with their peers.

School leaders utilise all available human, physical and financial resources to support the individual needs and aspirations of students.

Key school agendas in teaching and learning and wellbeing are supported through the prioritisation of school financial resources. The school deliberately allocates staff to maximise the senior offerings available for students in Years 11 and 12. The provision of a wide range of senior curriculum offerings is greatly appreciated by students and their families. The school's popular agriculture program is supported through the agricultural block and arena. A number of local businesses and farms support this program through the donation of time, resources and transport assistance. The attractive school grounds are recognised as a credit to the facility and cleaning staff.

The school is held in high regard by parents and the wider community.

The school actively seeks ways to enhance staff member and student learning and wellbeing by partnering with parents and carers, local primary schools, universities, local businesses and community organisations. School staff have played an active and strategic role in gaining commitment from key business, industry and community partners to ensure the education and wellbeing of students are enhanced by an extensive range of high quality school and community partnerships. There are a number of strong established partnerships to support the delivery of the school's agricultural programs including Budgee Garlic & Herbs, AgForce, and Corella Stud. An innovative quad bike program with a safety focus, supported through a local business, has recently been introduced with positive feedback from staff, parents and students. Staff members and students appreciate the support they receive from the Clifton community in preparing them for their future.

2.2 Key improvement strategies

Collaboratively develop, document and implement line management practices for all school leaders with an inbuilt Quality Assurance (QA) process.

Refine, communicate and implement a matrix of expected behaviours to enhance consistency in the implementation of the school's agreed code of conduct.

Collaboratively develop a whole-school curriculum plan across Year 7 to Year 12 to ensure alignment with AC and QCAA syllabuses.

Collaboratively review and refine the school's data plan, documenting the full range of data to be collected, including wellbeing data, responsibilities for the collection, analysis and application of the data to improve student learning outcomes.

Collaboratively revise and implement collegial engagement processes to enable ongoing observation, feedback, mentoring and coaching processes for all teachers.