

# Clifton State High School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Clifton State High School acknowledges the Traditional Custodians of the country on which the school is located and pays respect to their Elders, past and present.

### About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	306
Indigenous enrolments	12.3%
Students with disability	26%
Index of Community Socio-Educational Advantage (ICSEA) value	959

### About the review

 3 reviewers from 10 to 12 July 2024	 98 participants	 44 school staff
 32 students	 13 parents and carers	 9 community members and stakeholders

### Key improvement strategies

<p><b>Domain 6: Leading systematic curriculum implementation</b> Review and refine curriculum planning documents in alignment with the requirements of the P–12 curriculum, assessment and reporting framework to ensure the Australian Curriculum (AC) is implemented with integrity.</p> <p><b>Domain 1: Driving an explicit improvement agenda</b> Strengthen the leadership capability of all members of the Senior Leadership Team to enable systematic and successful enactment of the school’s improvement agenda.</p> <p><b>Domain 8: Implementing effective pedagogical practices</b> Build teachers’ capability in using the principles of pedagogy to identify approaches, practices and strategies that are most effective in improving student learning.</p> <p><b>Domain 2: Analysing and discussing data</b> Establish opportunities for leaders and teachers to collaboratively analyse and discuss student outcome data to inform responsive teaching practices.</p> <p><b>Domain 8: Implementing effective pedagogical practices</b> Collaboratively develop a school-wide approach to the teaching and assessing of reading through the AC to ensure every student receives effective reading instruction.</p> <p><b>Domain 7: Differentiating teaching and learning</b> Build staff members’ understanding of evidence-informed inclusive practices and Department of Education policy to support a school-wide approach to inclusion.</p>
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### Key affirmations



**Staff describe being highly invested in the school and their students’ wellbeing and success.**

Teachers express a deep belief that every student is capable of successful learning. Staff articulate a strong commitment to improving the learning and wellbeing outcomes of all students. They indicate they care for students’ wellbeing, and describe how they build relationships and connect with students. Teachers and leaders highlight the strong culture of collaboration as a particular feature of the school. Parents, students and community members speak of staff going ‘above and beyond’. They express appreciation for staff members’ care and support for students.



**Students comment favourably on the school and the range of opportunities and experiences available to them.**

Students and parents describe an array of co- and extra-curricular activities complementing the formal curriculum. They express appreciation for the willingness and devotion of staff in providing these opportunities, particularly referencing the range of programs and opportunities not usually associated with small schools. Senior secondary students describe a variety of opportunities to support their career aspirations. Students, parents, community members and staff describe the school as an orderly and supportive place to educate young people. Many students express they look forward to attending school each day.



**Community members describe the school’s positive reputation and strong connections in the local community.**

Parents and students articulate a strong sense of belonging to the school. Community members commend the school on the welcoming environment. They speak of the attractive grounds and gardens, indicating these complement the warm reception they receive from staff members. Community members express appreciation for staff and students’ involvement in town events, including the Clifton Show and Anzac Day commemorations. School leaders describe strategic partnerships with families, parents, local businesses and community organisations. They indicate these relationships extend learning opportunities, lead to further study or employment pathways, and improve student wellbeing. Staff and parents describe intergenerational involvement with the school.