# Clover Hill State School

## Executive Summary

School and Region Reviews

Queensland Government

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## 1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Clover Hill State School** from **25** to **27 July 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR website.

### 1.1 Review team

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|---|---|
| Bradley Clark | Internal reviewer, SRR (review chair) |
| Alana Scott | Peer reviewer |
| Garry Lacey | External reviewer |
| Matthew Glen | External reviewer |

## 1.2 School context

| | |
|---|---|
| **Indigenous land name:** | Yugambeh |
| **Location:** | Clover Hill Drive, Mudgeeraba |
| **Education region:** | South East Region |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 934 |
| **Indigenous enrolment percentage:** | 2.9 per cent |
| **Students with disability percentage:** | 9.0 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 1052 |
| **Year principal appointed:** | 2019 |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), Head of Department – Curriculum (HOD-C), two Support Teachers Literacy and Numeracy (STLaN), guidance officer, four mentor teachers, 38 teachers, three administrative assistants, 10 teacher aides, 41 parents, 28 students and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Brick Builders Partnership and Outside School Hours Care (OSHC) relations manager.

Partner schools and other educational providers:

- Mudgeeraba Creek State School, Elenora State School and Robina State High School.

Government and departmental representatives:

- ARD, Division 9 Councillor, State member for Mudgeeraba and South East Region – Principal Advisor – Positive Behaviour for Learning (PBL).

# 2. Executive summary

## 2.1 Key findings

**Members of the community, parents, staff members and students display enormous pride in the school.**

Parents indicate they are extremely happy with the education their child receives at the school and the opportunities provided. Key community members speak positively regarding the school's status within the local community. State and local government members regard the school as one that is community-focused and works closely with all stakeholders to achieve the best outcomes for students. The school has a supportive and dynamic Parents and Citizens' Association (P&C).

**A comprehensive school plan for curriculum delivery has been clearly documented.**

The whole-school plan makes clear what is to be taught and when, linked to a range of research perspectives, influencing pedagogy in the classroom. The school has detailed three levels of planning documentation and process checklists. Teachers revise the units to be taught and plan based on a range of programs with reference to the Australian Curriculum (AC). Units include summative assessment tasks and embed agreed signature practices and programs.

**The leadership team expresses a shared commitment to improving learning and wellbeing outcomes for all students.**

Teachers comment on the fast pace of school improvement and describe many changes that have occurred over the last few years. Staff share a belief that the current school priorities and strategic focus are appropriate for the school's context. Staff collectively outline a perception that the focus on Promoting Literacy Development (PLD)[1] has led to improved teaching and learning practices. A shared understanding of the whole-school approach to monitoring the impact of new initiatives is yet to be developed. Explicit quantitative targets to determine the degree to which new whole-school initiatives have impacted on Levels of Achievement (LOA) are yet to be collaboratively developed.

**The school devises and communicates a data literacy plan schedule.**

The data literacy plan schedule is provided to staff at the beginning of the year, outlining what data is collected, its purpose, timelines for collection and generic targets. It is apparent that the data collection is aligned to school priorities. Staff ownership and understanding of targets outlined in this plan is developing. The leadership team identifies the importance of analysing data with higher levels of sophistication, including school-wide disaggregation of data for students in priority groups. A systematic approach to utilising data to inform teaching and learning, identify starting points for learning, and develop support provisions for students is yet to be consolidated.

[1] PLD. (2020). *Resources to improve literacy levels within primary schools*. https://pld-literacy.org/

**Staff members express a genuine desire to engage in continuous improvement of their professional practice.**

The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students. Strong alignment to recent research underpins the work undertaken within the school to enhance curriculum, teaching and learning processes. The development of a culture of collegiality and collaboration amongst staff members is continuing to evolve through the work of school leaders. Teaching staff demonstrate a strong commitment to supporting students' learning and increasing confidence and expertise in their own professional practice. A collegial engagement framework has been developed that provides information on capability development opportunities for all staff members. The principal is committed to embedding the planned elements of the collegial engagement framework to foster the capability development of all staff members and promote sustainability of their professional learning.

**The school places a high priority on promoting a genuine belief that all students are able to learn.**

Teachers readily acknowledge the learning diversity within their class and recognise that students are at different stages in their learning journeys. A process has been undertaken to plot current inclusive practices against the Department of Education's (DoE) 'Signposts for Inclusion' to identify possible next steps. A plan that details a strategic process for the enhancement of the school's inclusive culture is yet to be developed. School leaders are continuing to develop a model for inclusion to ensure students with disability and those with diverse needs are appropriately catered for. The principal indicates a commitment to strengthening these strategies to ensure the school's inclusive education practices are genuinely supportive and meet system expectations for an inclusive culture.

**The leadership team articulates that highly effective pedagogical practices are the foundation for improving student learning.**

Some teachers express a desire for students to take a more active role in the learning process through student goal-setting the development of high-quality feedback for students. They recognise that teachers' strong understanding of learning intentions and success criteria will support students to develop greater efficacy and ownership of their learning. Some staff recognise that the development of assessment literate learners is a natural progression of the strategic agenda to extend on the positive gains obtained through the Explicit Instruction (EI) pedagogy. The leadership team discusses that embedding assessment-literate learners will complement and support the High Impact Teaching (HIT) strategies that are currently embedded within the school.

**Staff speak highly of the opportunity to engage with external expertise.**

The leadership team outline that EI has been a key school priority for several years. The school has developed a professional partnership with John Fleming to provide bespoke professional learning opportunities, support the development of strategic implementation and to act as a critical friend. Teachers discuss the use of success criteria, learning intentions, warm-ups and plough backs as being a part of their everyday practice. Teachers express

confidence in using this pedagogical approach and express appreciation for the way the school has supported this initiative.

**The school offers a range of initiatives that are highly valued by staff, students, parents and community members.**

The school has developed a range of co-curricular opportunities to extend the learning of high-achieving students in academic, sporting and cultural programs. Four extension programs are offered in touch football, music, Science, Technology, Engineering and Mathematics (STEM) and dance. These X programs are popular with students, with many accepting the opportunity to trial or audition for inclusion in one or more. Booster programs in reading and mathematics are also offered at various stages throughout the year. Students of different year levels are also encouraged to participate in other enrichment opportunities such as Build a Brick, STEM club, chess club, choral groups, music showcase day, disability eisteddfod, gala nights and book fair. The school hosts a range of whole-school events including Anzac Day, PBL celebrations, excellence awards assembly, Under 8s day celebrations, athletics carnival and graduation.

## 2.2 Key improvement strategies

Collaboratively develop precise whole-school student targets, including for LOAs, to promote collective ownership and monitoring of the impact of actions aligned to school priorities.

Develop systematic data systems and processes to enhance the culture of continuous improvement and promote individual and collective efficacy to monitor and celebrate progress.

Embed the all elements of the collegial engagement framework to foster the capability development of all staff members and promote sustainability of their professional learning.

Collaboratively develop and communicate a whole-school model and approach for inclusivity to guide systems and processes to improve educational outcomes for all students.

Develop students as assessment-literate learners through the provision of high-quality feedback, linked to their learning goals, to support them to take the next steps in their learning.