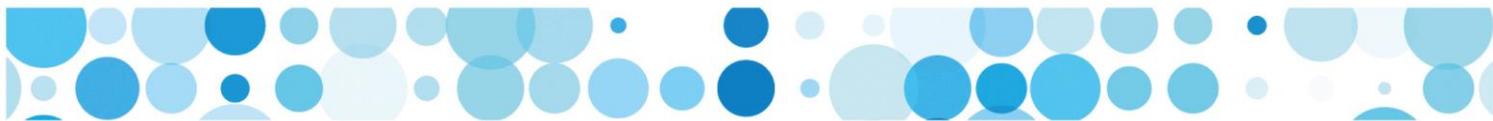


Clontarf Beach State High School

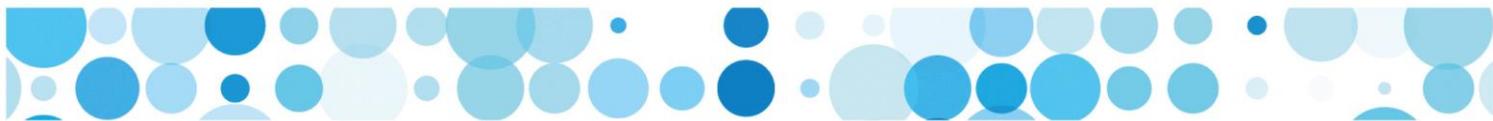
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Clontarf Beach State High School** from **19 to 21 October 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.

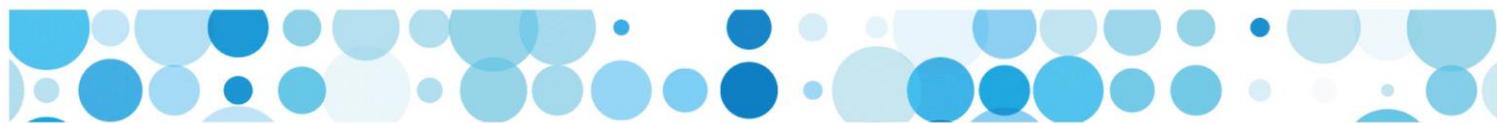
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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](#).

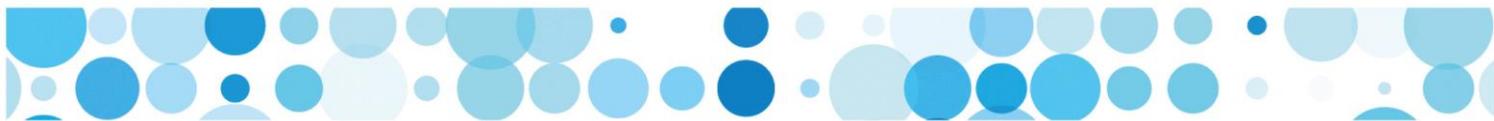
1.1 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Michelle Lyons	Peer reviewer
Vanessa Moller	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi and Turrabul
Location:	256 King Street, Clontarf
Education region:	North Coast Region
Year levels:	Years 7 to 12
Enrolment:	916
Indigenous enrolment percentage:	11.47 per cent
Students with disability percentage:	33.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	955
Year principal appointed:	2015



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, deputy principal – inclusion, nine Heads of Department (HOD), Business Manager (BM), guidance officer, 36 teachers, eight teacher aides, two administration officers, chaplain, Youth Support Coordinator (YSC), Industry Liaison Officer (ILO), Indigenous support worker, four cleaners, 48 students, and 12 parents.

Community and business groups:

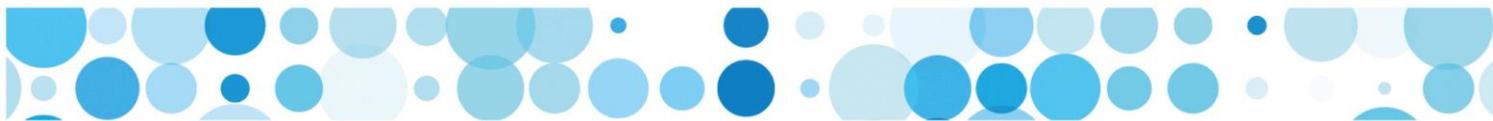
- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Clontarf Beach State School principal, Humpybong State School principal, Creative Kids Childcare representative, and Peninsula Secondary School HOD.

Government and departmental representatives:

- State Member for Redcliffe, Federal Member for Petrie and ARD.



2. Executive summary

2.1 Key findings

The leadership team has established a caring and positive learning culture.

Staff members speak very positively of this culture, describing it as the school's best asset. They discuss 'The Clontarf Way' as student focused, a team approach, every student known, collaborative and supportive, team cohesion, and staff and student welfare focused. Staff members are committed to improving the learning and wellbeing outcomes for all students. The principal has established and is implementing rigorous practices to drive a strong performance agenda and guide implementation of all school projects.

The house structure is a crucial and established component of school culture.

Staff members indicate the house structure ensures that every student in the school is known and their learning needs are planned. Students speak positively of being teamed in vertical care classes, with teachers identifying growth in students' commitment, resilience and success. The principal indicates that the house structure provides the basis for student monitoring and case management, with staff members articulating that it supports them to make a difference for every student. A strong sense of community spirit, connectedness and compassion is apparent across the school, with a high priority placed on developing positive, caring, respectful and supportive relationships.

The school has developed and is implementing a school-wide Curriculum, Assessment and Reporting Plan (CARP).

The CARP describes systematic processes and procedures to ensure that the curriculum in Years 7 to 10 is aligned to the Australian Curriculum (AC). Teachers and leaders articulate that the CARP provides opportunities for teachers to undertake challenging and engaging learning activities aligned to pedagogical priorities, and to differentiate to meet the learning needs and abilities of all students. Consistent processes across faculties for internal moderation are yet to be established, and staff members are yet to engage in a full curriculum moderation cycle. External moderation with other schools undertaking similar curriculum experiences is yet to occur. Teachers indicate that such a process would encourage them to re-interrogate their understanding of the AC achievement standards to ensure the grades they are awarding students accurately reflect the standards.

Staff members express a belief in every student's ability to learn.

Staff acknowledge a growing understanding that every day, in every classroom, every student is learning and achieving. Leaders identify the importance of differentiated teaching, and are committed to establishing a culture of inclusion across the school. A strong culture of student support is apparent and staff members are clearly invested in achieving positive outcomes for their students. Parents and community members speak highly of the support and adjustments offered to both vulnerable students and social priority groups. Staff members demonstrate a varied understanding of inclusion. Some leaders and teachers



identify an opportunity exists to build upon the shared understanding of differentiated teaching and learning with the broader staff.

Leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

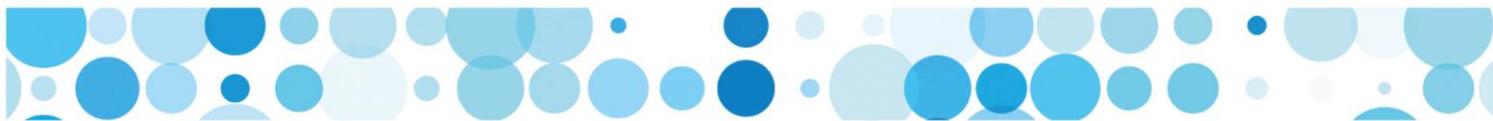
Staff have collaboratively developed the pedagogical toolbox that identifies key pedagogical approaches and builds a student-centred approach to teaching and learning. The approach focuses on three key areas of improvement – effective and engaging instructional strategies, effective classroom management strategies, and effective curriculum design. The toolbox challenges teachers to ‘know your students’, ‘know the content’, ‘provide effective feedback and assessment’, and ‘deliver engaging pedagogy.’ Teachers and leaders speak positively regarding the potential impact the toolbox may have on teaching and learning, and in particular, to engage students in focused and differentiated learning experiences. Leaders articulate the importance of ensuring that all teachers have the opportunity to develop a deep conceptual understanding of the approaches and how they may be effectively implemented.

The principal and other school leaders articulate a belief that reliable data on student outcomes is crucial to the improvement agenda.

A systematic plan has been established and implemented for the collection, analysis and use of a range of student achievement and wellbeing data. Teaching and support staff articulate they use this data to inform planning and practice. Staff members are committed to maximising student learning and wellbeing outcomes and are aware of whole-school targets. Data is discussed at all levels and across teams to identify strategies, support, interventions or next steps. The data plan references a range of diagnostic testing and formative assessment. Use of pre- and post-testing is an established practice in Year 8 mathematics, with teachers describing how they utilise this information to determine areas for targeted teaching. This approach to formative and diagnostic assessment is yet to be utilised more broadly across year levels and faculties.

A strong and robust collaborative culture is embedded, building a common belief in collective efficacy across the school.

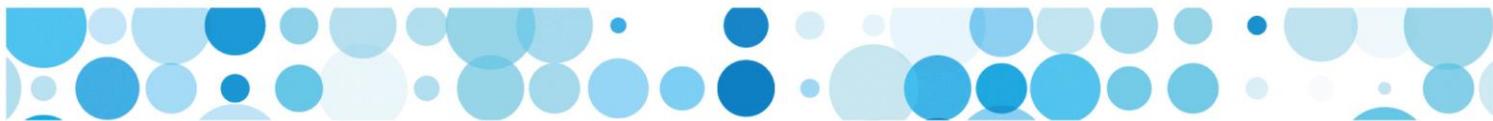
Staff members express a commitment to the school, and their students, and understand the importance of the continuous improvement of their teaching practice. A culture of student-centred teaching and learning underpins a commitment from leaders to support staff to understand how students learn. Leaders recognise this commitment as central to developing staff into an expert and coherent teaching team, and ultimately, to improve outcomes for all students. Staff members and the broader school community articulate that a broad range of students with diverse and complex learning needs are catered for. Teachers and leaders identify the need to build teachers’ capabilities in relation to differentiating learning to engage all students. Staff indicate that the early identification of differentiation strategies in curriculum planning documents is building their knowledge in this area. They indicate they would value further professional learning opportunities to effectively cater to the teaching and learning needs of all students.

**The school community is diverse and culturally rich.**

Staff members are conscious of the personal challenges some students face in order to engage in learning. A strong wellbeing philosophy underpins all aspects of the school's operations. Staff members are committed to building success for all students, based on the school's values of respect, responsibility, resilience, and wellbeing. They appreciate the importance of a culture of high expectations and aspirational thinking for student learning and achievement, acknowledging this is an ongoing and significant challenge.

Partnerships and relationships provide resources, services and support to enhance opportunities for all students.

A strong commitment is demonstrated to partnering with the local primary schools, community organisations, local business, government agencies, parents and others to augment curriculum programs, Vocational Education and Training (VET) courses, and co- and extracurricular offerings. Leaders are committed to developing strong and positive relationships with parents and community. A parent and community engagement plan is documented, and identifies an intent to enhance the school's positive profile in the media and wider community, increase enrolments, expand the number of community partnerships, increase parent involvement and engagement, and provide opportunities to enhance parental involvement into school decision making.



2.2 Key improvement strategies

Establish comprehensive and consistent moderation practices across school faculties and explore opportunities to include external moderation in Years 7 to 10.

Progress the school's inclusion agenda including a focus on shared understanding, commitment and application of inclusive practice.

Deepen teachers' understanding and application of the pedagogical toolbox to build pedagogical consistency across the school.

Expand the use of formative assessment and short-term data cycles to enhance identification of next steps for learning.

Provide professional learning opportunities to strengthen the knowledge, skills and capability of all staff members to differentiate to meet the learning needs of all students, including high-achieving students.