

# Cleveland State 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.





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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 **Cleveland State School** from **10 to 12 March 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

Anthony Palmer	Internal reviewer, EIB (review chair)
Michael Sawbridge	Peer reviewer
David Curran	External reviewer



## 1.2 School context

<b>Location:</b>	Queen Street, Cleveland	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	679	
<b>Indigenous enrolment percentage:</b>	5.6 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5.1 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	11.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1031	
<b>Year principal appointed:</b>	2015	
<b>Significant partner schools:</b>	Cluster Schools: Cleveland District State High School, Ormiston State School, Thornlands State School, Bay View State School, Mount Cotton State School, Dunwich State School	
<b>Significant community partnerships:</b>	Cleveland State School Parents and Citizens' Association (P&C), school council, Redland City Council Libraries, Cleveland Returned and Services League of Australia (RSL), Cleveland Lions Club, Jabiru Outside School Hours Care (OSHC), neighbourhood Early Years providers including Bay House Early Education, friendship agreement with the Experimental Elementary School affiliated to Shanghai Jiao Tong University, Institute for Urban Indigenous Health, Yulu-Burri-Ba Aboriginal Corporation for Community Health	
<b>Significant school programs:</b>	Ready4Prep, REDIT – Reading Incentive Program, Arts Alive, Yanggabara, extension groups, Words Their Way, perceptual motor, Prep social and emotional skills – Bounce Back!	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Inclusive Learning (HIL), Business Manager (BM), guidance officer, three administration officers, 27 teachers, six teacher aides, two cleaners, schools officer, 35 parents and 84 students.

Community and business groups:

- School council chair and P&C president.

Partner schools and other educational providers:

- Deputy principal of Cleveland District State High School and coordinator/director at local Early Childhood Education Centre (ECEC).

Government and departmental representatives:

- State Member for Cleveland and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	School Data Profile (Semester 1 2019)
Strategic Plan 2017-2020	School budget overview
OneSchool	Curriculum planning documents
Responsible Behaviour Plan for Students	School differentiation toolbox
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School frameworks for reading, writing, spelling and numeracy	School curriculum, assessment and reporting policy
Report card and NAPLAN update Semester 1 2019	Headline Indicators (October 2019 release)
School Opinion Survey	



## 2. Executive summary

### 2.1 Key findings

**The tone and culture of the school is supportive and caring with a strong sense of community.**

Staff, students and parents express great pride in their school. The school's motto '*Learning for life*' reflects the high expectations that the school holds for the learning of students and the work of staff. Students have a strong sense of belonging, feel supported by teachers and express the belief that this is a good school.

**The school has an explicit, coherent and sequenced plan for curriculum delivery across all year levels.**

The plan clearly outlines what teachers should teach and what students need to learn. There is alignment of curriculum plans across and within year levels. A depth of knowledge of curriculum amongst teachers is apparent. Teachers express an understanding of the structure of the Australian Curriculum (AC) and are able to discuss content descriptions, elaborations and achievement standards.

**Parents acknowledge the commitment by staff members to the wellbeing and learning of each student.**

Staff speak of the passion and dedication for their work supporting student learning and wellbeing, and this is recognised and acknowledged by students and parents. Teachers within year levels are highly supportive of each other's practice, encourage each other to try new approaches and are willing to innovate.

**Teaching staff are highly committed to their own professional learning.**

The school has a team of dedicated and professional teachers who express a desire to enhance and improve their practice. Teachers comment that they would value observations and feedback regarding their work to support their understanding of school priorities and development of their own capabilities. Plans are being established to provide observation and feedback for teachers within a collegial engagement framework.

**School leaders and teaching staff are committed to improving learning outcomes for all students at the school.**

Staff members articulate a belief that all students are able to learn and be successful. School leaders acknowledge the need to establish processes to systematically monitor and track progress towards targets and evaluate initiatives and programs for these priority areas. Staff express a desire for clarity and understanding regarding expectations for the classroom implementation of the school's improvement priority areas.



**School leaders recognise that highly effective teaching is the key to improving student learning outcomes throughout the school.**

The school's recently revised pedagogical framework is informed by Marzano's<sup>1</sup> *The New Art and Science of Teaching (NASOT)* and was developed from what was already valued and used by staff. A joint understanding of, and commitment to, the importance of effective teaching practices to achieve student success are apparent. The implementation of the pedagogical framework varies across classrooms.

**Staff members articulate their belief that all students are capable of learning and achieving.**

Teachers discuss learning in the context of high expectations for all students and acknowledge that all students are at different stages of learning and progression. School leaders acknowledge the importance of supporting staff and parents in understanding new approaches to inclusive education, informed by current research and legislation. A shared vision and model for inclusive education across the school is yet to be articulated.

**Staff express eagerness to build their capability to deliver on the school's priority improvement areas.**

The school offers Professional Development (PD) for staff with alignment to the school's priority areas. A structured professional learning program has the potential to further strengthen the knowledge, skills and capability of all staff members to differentiate to meet the learning needs of all students. School leaders identify the need for the development of a whole-of-school PD plan.

**Students articulate that the quality of relationships and trust between students and teachers is a positive aspect of the school's culture.**

Staff members of the school focus on developing positive, caring and mutually respectful relationships. School staff are committed to the wellbeing and learning of each student. These positive relationships are highly valued and contribute significantly to the supportive and emerging inclusive culture. Parents express appreciation for the care and understanding demonstrated by staff and the quality of relationships they develop with students.

**The school presents as a calm and orderly learning environment.**

Students articulate the belief that behaviour at the school is well managed by staff and they feel safe and supported in their classrooms and playground. Parents express satisfaction regarding the safe, supportive and disciplined environment provided by the school. Classrooms are orderly and inviting with displays of student work that reflect the current learning focus.

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<sup>1</sup> Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).





## 2.2 Key improvement strategies

Implement an agreed collegial engagement framework that includes observation and feedback models for teachers and enhances opportunities for school leaders to develop their own instructional leadership.

Provide clarity regarding agreed strategies, programs and processes related to the school's priority areas and monitor and support their implementation to promote consistency of practice across the school.

Embed the school's pedagogical framework, with associated PD, to ensure it is clearly understood and consistently implemented across the school.

Collaboratively establish and communicate a shared vision for inclusive education at the school.

Develop a professional learning plan for all staff, supported by meaningful Annual Performance Development Plan (APDP) processes, aligned with school priority areas and considering the professional learning needs of all staff.