1. Introduction

1.1 Background

This report is a product of a review carried out at Claremont Special School from 17 to 19 June, 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>136a Robertson Road, Silkstone</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan</td>
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<tr>
<td>The school opened in:</td>
<td>1978</td>
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<td>Year levels:</td>
<td>Prep to Year 12</td>
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<td>Current school enrolment:</td>
<td>117</td>
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<td>Indigenous enrolments:</td>
<td>9 per cent</td>
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<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
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<td>Year principal appointed:</td>
<td>2010</td>
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<tr>
<td>Number of teachers:</td>
<td>17 classroom teachers</td>
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<td>Nearby schools:</td>
<td>Ipswich Special School, Ipswich West Special School, Goodna Special School, Western Suburbs Special School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Brothers Leagues Club, Bunnings, FOCAL, YMCA</td>
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<td>Unique school programs:</td>
<td>Daniel Morcombe Foundation</td>
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1.3 Review methodology
The review was conducted by a team of three reviewers.
The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy Principal and Head of Curriculum (HOC)
  - 28 teachers, Health and Physical Education teacher (HPE), chaplain and Guidance Officer
  - Occupational Therapist, Physiotherapist, Speech Language Pathologist, Intensive Interaction and School-Wide Positive Behaviour Support (SWPBS) coaches
  - Business Services Manager and administration officer
  - Seven students
  - Parents and Citizens Association (P&C) president, two P&C members and 17 parents
  - Local Ipswich Councillor, Indigenous Elder and volunteer, Head of Special Education Services Ipswich Central State School, local business representative, Special Education Training Alliance coordinator

1.4 Review team
Bert Barbe Internal Reviewer, SIU (review chair)
David Manttan External Reviewer
Ray Hack Peer Reviewer
2. Executive summary

2.1 Key findings

- The school leadership team is strongly aligned in driving the schools explicit improvement agenda.

  The principal’s instructional leadership is demonstrated through a highly committed and aligned leadership team focused on literacy teaching and data informed decision-making. There is a strong and respectful relationship with students and parents focused on optimising the learning for each and every student.

- The school has successfully implemented the *Four Blocks Literacy Program* including detailed analysis of student assessment data.

  The school has engaged an expert educational consultant to provide professional learning, in-class modelling and feedback on implementation. The leadership team have developed their skills and knowledge and regularly work with teachers in classrooms to ensure effective implementation and improved student literacy learning. Numeracy is the next focus that would benefit from a similar development strategy.

- There is strong evidence of deliberate and comprehensive senior sector practices which lead to positive post-school outcomes.

  Deliberate decision-making processes identify the appropriate certificate course, Awards Scheme Development and Accreditation Network (ASDAN) and work placement leading to students maximising their personal opportunities to be effective members of the workplace and society. There is a balance between students’ skill development and their social development required for success in the wider community.

- School-Wide Positive Behaviour Support (SWPBS) processes are embedded with fidelity.

  The school has implemented SWPBS over many years. School data indicates general improvement over time which now results in high levels of positive student behaviour. SWPBS is highly valued in the school community and is supported by parents.

- The staff capability is successfully matched to the needs of the students.

  The individual talents of staff members are identified, supported and utilised to ensure the best learning for students. The leadership abilities of sector leaders and other emerging leaders are developed through specific programs and opportunities.
The tone of the school reflects a culture of respect, professionalism and pride.

There is mutual respect between staff, students and parents. Staff willingly collaborate in various ways to further develop learning opportunities for the full range of students. Staff interactions indicate a strong professional culture where reflection and feedback is valued.

All aspects of the school are directed towards planning for and delivering programs which meet the needs of every learner.

All school processes including strategic planning, individual and class plans, staff and facilities development are focused on student learning and achievement. Within the schools learning program there is a balance between literacy and numeracy learning, the development of life skills and appropriate social skills.

The schools facilities have been significantly enhanced resulting in reduced physical development and play areas.

The schools well maintained facilities including the new purpose-built classroom and training area provide students with inviting, accessible and relevant indoor learning spaces. The increased enrolment has placed pressure on the already limited outdoor learning spaces for physical development and future expansion.
2.2 Key improvement strategies

- Differentiate the provision of teacher data literacy professional learning to ensure all teachers are confidently analysing their class data.

- Develop a consistent approach to numeracy teaching which uses an evidence-based approach and informs Individual Curriculum Plans based on student data.

- Develop an appropriate and effective model for feedback to students on their work which makes clear the actions students need to take to make further learning progress.

- Identify additional strategies and formal protocols for sharing school expertise with other schools.