



## **ACCREDITATION STATUS REPORT**

Lake Clarendon State School

35 Lake Clarendon Rd, Lake Clarendon QLD 4343



P O Box 1940  
Sunnybank Hills  
Qld 4109

ACN 147 502 967

27<sup>th</sup> October, 2017

Ms Sandra Wright

Principal

Lake Clarendon State School

35 Lake Clarendon Road

Lake Clarendon QLD 4343

Dear Sandra

Following the Self-Assessment Prepared by your school and the subsequent Accreditation Panel Visit, I write to confirm that the Australasian Schools Accreditation Agency grants Accreditation Status to your school for a period of four years from 1<sup>st</sup> November, 2017.

Maintenance of your Accreditation Status is subject to the ASAA receiving an Annual Report that shows progress in implementing the recommendations in the Accreditation Status Report that follows.

Ken Rogers

A handwritten signature in black ink that reads 'K. Rogers'. The signature is written in a cursive style and is placed over a light grey rectangular background.

Chair

Australasian Schools Accreditation Agency

*ASAA  
ACCREDITED SCHOOL*



*Lake Clarendon State School*

*K. Rogers*

*Director, ASAA*

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*November, 2017*

# EXECUTIVE SUMMARY

## Accreditation Outcome

Lake Clarendon State School is granted Accreditation Status for four years from 1<sup>st</sup> November, 2017. Accreditation Status confirms ASAA's assessment that the school meets the requirements for accreditation. Continuing Accreditation Status is subject to ASAA's acceptance of an Annual Accreditation Confirmation Report.

Annual Accreditation Confirmation Reports will demonstrate that the school is implementing the Recommendations specified in this Accreditation Status Report to achieve the outcomes established for the school's "Pathways to the Future".

The Annual Accreditation Confirmation Report will also document the school's capability to meet the ASAA Accreditation Standards for the following year.

## Achievements

The ASAA Accreditation Panel identified a number of areas of school's current practices that it commends. These are set out in this report, however, ASAA particularly wishes to encapsulate the following areas of school practice as demonstrating high levels of performance.

1. There is a culture of achieving excellence for all that is supported by stakeholder groups.
2. There is a consistent and explicit focus on the teaching of reading across the school with student outcomes being tracked, monitored and showing continuous improvement.
3. The school has established comprehensive processes for the collection and collation of data to measure student attainment and inform planning.
4. There has been a sustained trajectory of improvement in NAPLAN

## Pathways to the Future

In conducting its Accreditation Assessment, the Accreditation Panel determined the following outcomes to be achieved over the next three years. Aspects of these outcomes are set out as recommendations in the sections of this report that follow.

1. Build on the successful approach of Performance Pacts used to improve the teaching of reading, writing and spelling to include numeracy
2. Review the Pedagogical Framework to test the alignment between the framework and current practice and implement the findings.
3. Develop a plan to enhance IT resources and infrastructure as well as teacher capacity to strengthen pedagogical practice using technology.
4. Establish a cycle of review to determine when and how stakeholder groups will review school policies.

# 1. IDENTITY

## 1.1 PURPOSE, VISION AND VALUES

### Outcome Statements

- 1.1.1 The school has a clearly articulated Statement that embodies high aspirations and goals for student learning and professional performance in line with Education Queensland's strategic intentions.
- 1.1.2 The school's Statement is known and subscribed to by all key stakeholder groups.
- 1.1.3 All school structures, policies and practices explicitly align with and reflect its Statement.
- 1.1.4 The school's Statement is reviewed and updated against a documented renewal cycle.

### Commendations

- C1 Excellence is a key driver for all stakeholder groups.
- C2 Staff, students and parents support the school values and have a deep sense of pride for the school and its community.
- C3 Values are used as the framework to establish the agenda for each assembly, which is student led.
- C4 The school CLEAR values are underpinned by celebration and recognition of individual achievement for all students, this is valued by parents, staff, students and the wider community.
- C5 The school provides multiple opportunities through community activities and communications to promote excellence.
- C6 Lakers Staff Newsletter articulates and drives the school vision and values with a focus on strategic direction.

### Affirmations

- A1 The school's purpose and values are communicated to the community via assemblies, recognition programs and celebrations.

### Recommendations

- R1 Work with stakeholder groups to refine the vision statement.
- R2 Use the vision statement to align the efforts of school council and community members.
- R3 Explicitly teach students the values and connect them to activities in the school.

## **2. TEACHING AND LEARNING ENVIRONMENT**

### **2.1 LEARNING OUTCOMES**

#### **Outcome Statements**

- 2.1.1 Students develop a clear understanding of how they learn, what they know and can do, and know they can use this knowledge and their skills to enhance their future learning.
- 2.1.2 Student outcomes are equivalent to or exceed comparable like schools and demonstrate progressive improvement.
- 2.1.3 Student data is regularly analysed and used to determine teaching approaches to improve student outcomes.
- 2.1.4 The school has an agreed improvement agenda.

#### **Commendations**

- C7 Students have performed to a high standard in NAPLAN.
- C8 Teachers have a deep understanding of students' achievement in Literacy, through the analysis of data to inform teaching priorities and goal setting.
- C9 Staff are highly committed to improving student outcomes.
- C10 The development of the Performance Pact has established clear and concise goals for students in year 1 – 6.
- C11 There is consistent and effective use of WALT, WILF, TIB throughout classrooms.

#### **Affirmations**

- A2 There is a highly effective range of strategies and opportunities to cater for a variety of student needs.

#### **Recommendations**

- R4 Develop goal setting processes in numeracy.
- R5 Review the Pedagogical Framework to test the alignment between the framework and current practice and implement the findings.

## **2.2 CURRICULUM**

### **Outcome Statements**

- 2.2.1 The planned curriculum aligns with the school's Statement and meets the national and state system requirements, especially in areas such as Literacy and Numeracy.
- 2.2.2 The curriculum provides for the full range of students.
- 2.2.3 The curriculum clearly addresses the cognitive, social and physical development needs of students as they move through phases of schooling, especially in areas such as Literacy and Numeracy.
- 2.2.4. A high priority is placed on ensuring that the planned curriculum is delivered.

### **Commendations**

- C12 The extensive collection and use of student data to inform the curriculum is highly effective
- C13 The school curriculum caters for a wide range of students and offers them opportunities to achieve personal success.

### **Affirmations**

- A3 The SAILS program provides enriched learning for identified students in years 4 -6.

### **Recommendations**

- R6 Further develop Inquiry based units of work across the curriculum
- R7 Continue to embed the VCOP writing program across the school and subjects areas.
- R8 Continue to embed the school's pedagogical framework into planning documents.

## **2.3 EFFECTIVE TEACHING**

### **Outcome Statements**

- 2.3.1 The school has a clearly articulated pedagogical framework.
- 2.3.2 Teachers have a well-founded knowledge and understanding of their discipline.
- 2.3.3 Teachers demonstrate effective practices which engage and motivate students to achieve to their potential.
- 2.3.4 The learning environment is designed to meet the learning needs of all students.
- 2.3.5 Learning opportunities are maximised.
- 2.3.6 The culture of the school promotes learning.
- 2.3.7 Teachers use a variety of ongoing assessment to advance student learning.
- 2.3.8 The school develops partnerships with parents, businesses and community organisations to improve outcomes for students.

### **Commendations**

- C14 The Performance Pact provides a comprehensive framework for strategic planning to support students' success at school.
- C15 Teachers effectively use data to inform practice.
- C16 A whole school approach is used to effectively implement Glasser's Theory for behaviour and classroom management.
- C17 Feedback to students and communication with parents about student achievement enhances learning outcomes.
- C18 Allocation of support for intervention and extension programs enables student success to achieve identified learning goals.
- C19 Parents and students articulate a sense of belonging and pride.

### **Affirmations**

- A4 The implementation of parts of the Pedagogical Framework supports effective teaching.
- A5 The school community has confidence in teaching practices enabling children to achieve increased success at school.
- A6 Most students are able to articulate goals for reading, writing and spelling.

### **Recommendations**

- R9 Continue to provide professional development about the Pedagogical Framework based on staff PDPs and feedback from Instructional Rounds.
- R10 Refine the cycle of learning goals to minimise the time between achievement and identification of new learning goals.
- R11 Develop a sequential program for the implementation of ICT and Digital Technologies.
- R12 Support the sequential program with PD requirements for staff.
- R13 Formalise the Instructional Round process including developing a timetable and identified focus for the observation and provide feedback to staff.



## **3. ORGANISATIONAL MANAGEMENT**

### **3.1 GOVERNANCE**

#### **Outcome Statements**

- 3.1.1 The structure and processes of governance are aligned with the school's statement.
- 3.1.2 The school leadership works collaboratively with the School Council and/or Parents and Citizens Association to achieve the school's purpose.
- 3.1.3 The school's Senior Leadership Team articulates the school's direction through long-term, mid-term, and short-term plans for achieving its purpose.
- 3.1.4 Clear boundaries and decision-making structures are established to develop policy, manage operations and monitor financial budgets.
- 3.1.5 The school's policies are reviewed and updated against a specific renewal cycle.
- 3.1.6 The school's policies and practices comply with systemic requirements.

#### **Commendations**

- C20 The parent community has an active productive partnership with the school to the benefit of all students.
- C21 Strategic planning is aligned to systemic and local priorities and is collaboratively developed with input from key stakeholder groups.
- C22 The school has a reflective culture and effective review processes are in place to monitor, and where necessary, adjust strategic plans.
- C23 Mentor program is well organised and highly valued by teachers.
- C24 The Principal has made strategic connections with community groups to benefit learning opportunities for students.

#### **Affirmations**

- A7 Comprehensive role and responsibility descriptors are in place for the student council, School Council, leadership team and teachers.
- A8 Access to classroom technology is developing through the establishment of laptop banks.

#### **Recommendations**

- R14 Further develop and communicate a shared understanding of the role of the school council.
- R15 Continue to refine and implement the staff induction process to reflect school priorities.
- R16 Establish a schedule for the planned review of school policies.
- R17 Continue the roll out of laptops across the school to improve access.

## **3.2 LEADERSHIP**

### **Outcome Statements**

3.2.1 School leadership at all levels focuses on core educational outcomes, student learning and teaching.

3.2.2 The leadership team positions the school to respond to current and future opportunities and challenges.

3.2.3 School leaders behave ethically, build trust, and work collaboratively to achieve the school vision.

### **Commendations**

C25 A culture of high expectations and improvement has been fostered throughout the school.

C26 The leadership team is clearly focused upon teaching and learning and data is analysed and informs planning.

C27 The school has built trust with its community through transparency of decision making and effective communication.

C28 Effective long-term planning is evident through strategic plans that have detailed action plans incorporating timelines and review processes.

C29 School staff model ethical behaviours.

### **Affirmations**

A9 The Year3-6 student council is effectively organised and conducted and has important input into decision making.

A10 The School Council has a strategic role.

A11 A philosophical framework has been developed for coaching and mentoring and is being progressively implemented.

A12 A number of teaching staff hold leadership roles.

### **Recommendations**

R18 Continue to explore opportunities to enhance the participation of stakeholder groups in policy development.

R19 Continue to develop processes to enable students from all year levels to contribute their ideas and opinions to decision making.

R20 Expand resourcing and teacher training to embed the coaching and mentoring program across the school.

R21 Expand the leadership opportunities for aspiring leaders.

## **3.3 MANAGEMENT**

### **Outcome Statements**

- 3.3.1 School management ensures that staff has the capacities required to ensure highly effective management of all programs, and high-quality teaching and support for student welfare.
- 3.3.2 Resources are managed effectively and innovatively to ensure student learning is maximised to achieve strategic priorities in the development of new directions.
- 3.3.3 Management is based on a clear structure of planning, goal setting, and monitoring and performance review against targets
- 3.3.4 The school responds continuously to data and other evidence from formal and informal feedback about its performance in the short-term, medium-term and long-term.
- 3.3.5 The school has established an effective data management system, with appropriate access, storage and retrieval protocols

### **Commendations**

- C30 Staff are responsive to parent needs and aspirations for their children.
- C31 Effective use of flexible staffing has allowed for the development of programs to enhance pedagogy and student outcomes, particularly the SAILS program.
- C32 The school data management system is regularly accessed by staff, supported by the Data Coach to assist with teaching practices.
- C33 The school has a transparent and accountable school management framework characterised by established daily routines, open communication and appropriate consultation.

### **Affirmations**

- A13 ICT Teacher is teaching from the Digital Literacy Curriculum focussed on coding programs.

### **Recommendations**

- R22 Develop a plan to enhance IT resources and infrastructure as well as teacher capacity to strengthen pedagogical practice using technology.
- R23 Extend the review program for Teacher Performance Plans to involve monitoring progress through the year.

## Accreditation Methodology

The ASAA accreditation process involves the following core activities:

1. ASAA makes a preliminary assessment of the school against the ASAA Accreditation Standards and takes a decision as to whether the school is ready to seek accreditation.
2. The school undertakes an assessment against the ASAA Accreditation Standards.
3. The school provides ASAA with a report based on its self-assessment.
4. ASAA appoints an Accreditation Panel to visit the school to evaluate the evidence used and the judgements made by the school in its self-assessment, and to undertake any necessary further assessments required in making its evaluation against the ASAA Accreditation Standards.
5. The Leader of the Accreditation Panel prepares a draft report of its findings for presentation to the ASAA Board.
6. The Accreditation Panel makes a recommendation to the ASAA Board as to whether Accreditation is to be conferred, or not.
7. The ASAA Board subsequently makes a decision to confer Accreditation Status, or defer Accreditation Status until such further actions recommended by the ASAA Board have been implemented to its satisfaction.

## Accreditation Panel

### Panel Chair

Melissa Provost-Boyle      Principal      Tingalpa State School

### Panel Members

Tanya McGaughey      Deputy Principal Broadbeach State School  
Jason Glancy      Deputy Principal Albany Creek State School  
Diana Morgan      Deputy Principal Kelvin Grove State College  
Peter Colville      ASAA Agent

### Liaison/Observer

Frank Peach      Director      ASAA