**Clontarf Beach State School and their AEDC journey**

This is a story about how a school who has been using the AEDC to shape their planning, reviewed their strategies and supports alongside the data to close the gaps for children and families in the community.

**Clontarf Beach State School and the Redcliff community**

*Leanne Odorico, Principal at Clontarf Beach State School:*

It's a changing community because we have children who are housed in what would've been housing commissioned areas and then we have new real estate that's being released on the waterfront, which is actually quite affluent.

In a school already engaged with the AEDC, the value of reconsidering the data and how it has changed over time was in taking time out to critically reflect on their progress.

**Critically examining current practices**

*Leanne Odorico, Principal at Clontarf Beach State School:*

Our school had been engaging with the AEDC data quite consistently. In the view of looking at that data, we were really looking at the children who were sitting in the developmentally vulnerable domain, and that we had looked at case strategies over a period of time, so at least over the last four to five years, that were put in place in order to support the Early Childhood Centres and the work that was being done in our classrooms to address the domains where our children had been developmentally vulnerable.

What we found when we addressed that was that we had a decline in the number of children who were in a developmentally vulnerable and that has decreased over time. However, in engaging with a systemic review of our data, we found that we had increasing numbers of children who were sitting in the ‘at risk’ category. When we were having a look at our data, we really needed to consider that those children were on a benchmark that meant that they were going to find transitioning to school extremely challenging, that we needed to pay specific attention to whose those children might be in conjunction with the children who were sitting in the developmentally vulnerable domain and we needed to consider in our planning how we were going to address their needs.

As leaders of our schools, it's incredibly important to make sure that we have a clear vision of what we want to achieve and what we need to do in order to respond effectively to our data.

Our school had a large range of initiatives in place and we needed to make sure that we were using evidence from our data to align those strategies to achieve the goals and outcomes that we were looking for our children.

When we came to our strategic planning, one of the key goals that we put in place was to have all children succeeding by the end of Year 2, by 2020. We needed to have a look at the strategies that we already had in place, which we would consider to be tier one strategies. Where we have oral language programmes in place for our children, we have articulation programmes in place for our children. We're working with our Early Childhood Centres through the Peninsula Early Learning strategy so that we were working in partnership around addressing those needs.

What we then needed to consider was what else do we need to do? Who else do we need to work with? In order to achieve that goal of success. And have we defined what success looks like for the children when we get to that 2020 phase?

**Building partnerships to address gaps**

*Leanne Odorico, Principal at Clontarf Beach State School:*

Partnerships were critical for us in the process. We needed to identify the current partnerships that we had, the future partnerships that we wanted to develop, and also that when we came to the table for our conversations and discussions, that we were open and willing to learn from our partners so that we were all coming together to achieve a common goal for our children.

**Building on school and community strengths**

*Leanne Odorico, Principal at Clontarf Beach State School:*

One of the strengths of our school community is our parents have a very strong, trusting connection to our school and the services that we offer on our school site. And they have a very strong trust of our staff and the supports that we put in place for them.

When we were considering how we would engage with partners in the responding to our AEDC project and to set our children up for success, we were really challenged to consider bringing those services and finding ways to bring services onto our school site to meet the needs of our families and best support and build the capacity of our parents in the projects that we were trying to undertake.

**Capitalising on opportunities**

*Jennifer Mott, Deputy Principal at Clontarf Beach State School:*

We identified that in this local area, we really needed to support our parents before the children came to school. This is about supporting our zero to five years.

Parents at the school already access this building. They come here to drop their children off in the mornings and the afternoons for outside of school hours care. This became a wonderful spot for us to start building our new partnerships, as the space for it to be in.

Existing services in this area were already our outside-of-school-hours care and we had our playgroup running here. We have our playgroup running here. Parents already were coming to this site and feel quite comfortable. Soon, we're going to have Queensland Health moving in as well with our antenatal, the midwives from service from the Redcliffe Hospital and Queensland Health nurses. This'll broaden our support that we're able to give to the people of the local area.

To start exploring how you might use the AEDC in your planning visit

<http://education.qld.gov.au/schools/aedcqueensland/>

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