

Calliope 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 the Education Improvement Branch (EIB) at **Calliope State High School** from **11 to 13 November 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

Cameron Hodges	Internal reviewer, EIB (review chair)
Sian Burrows	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Don Cameron Drive, Calliope	
Education region:	Central Queensland Region	
Year levels:	Year 7 to Year 12 Year 7 and Year 8 in 2020	
Enrolment:	178	
Indigenous enrolment percentage:	12 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned in 2020	
Year principal appointed:	2019	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), three deputy principals, four Heads of Department (HOD), 10 teachers, guidance officer, three administrative officers, chaplain, four teacher aides, grounds and facilities officer, canteen convenor, Information and Communication Technology (ICT) technician, five cleaners, 65 students, 13 parents and Parents & Citizens' Association (P&C) president, secretary and treasurer.

Community and business groups:

- Calliope Rotary Club representative.

Partner schools and other educational providers:

- Acting principal and deputy principal Calliope State School.

Government and departmental representatives:

- Retired councillor for Gladstone Regional Council, Queensland Police Service (QPS) Calliope Station sergeant and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2020-2023
Investing for Success 2020	Classroom Standard Operating Procedure
School newsletters and website	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2020	Whole School Approach to Moderation SOP
School improvement targets	Professional development plans
School pedagogical framework	Responsible Behaviour Plan for Students
School data plan 2020	Calliope SHS Flight Manuals
Quality Teaching through Collective Teacher Efficacy	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school directs its financial, human and material resources towards supporting all students' learning and development.

The management of these resources additionally allows staff members to develop and deliver quality teaching and learning experiences in line with local and system priorities. Students and parents express appreciation for the school's Stage 1 development that has delivered state-of-the-art facilities. These include an administration building, resource centre, hospitality centre, junior applied technology building, multi-purpose hall, canteen and uniform shop, junior learning and Information and Communication Technology (ICT) building and science centre. These facilities are being used to enhance the delivery of the intended curriculum program at the school.

Stage 2 of the school development will be commencing in 2021 and includes additional teaching spaces, specialist classrooms and senior Industrial Technology and Design (ITD) workshops. Stage 3 will include a performing arts complex and the development of an expanded school oval to complement the school's sporting programs. The pristine school grounds are a credit to the cleaning and facilities staff.

School leaders view the development of staff members into an expert and coherent teaching team as central to ensuring a quality education for all students.

A culture of continuous professional growth and improvement is being developed in the school. The principal and other school leaders lead and model professional learning. A strong culture of collaboration and teamwork is apparent. Professional collaboration time is provided weekly. Teachers describe the collaborative planning sessions, whereby teams meet with their Heads of Department (HOD), as valuable opportunities for reflection and professional conversations with colleagues.

Teacher aides are a valued part of the teaching team and are allocated to classrooms to support the learning of all students. They express a shared commitment to the direction of the school and enjoy positive relationships with the teachers and students with whom they work. Teachers acknowledge that teacher aides contribute significantly to classroom learning.

The foundation school leadership team is passionate regarding the role they are playing in establishing a learning culture at the school in its foundation year.

They believe that all students can experience success when provided with a supportive caring environment and quality teaching. The school principal actively promotes engaging in evidence-based research strategies from within and outside the education field to guide the development of school culture and operating procedures. School leaders articulate clear expectations regarding student behaviour, engagement and learning.



Members of the leadership team express an awareness of the role that they play in implementing the school's Annual Implementation Plan (AIP). The key roles, responsibilities, targets, line management allocations, accountabilities and key performance indicators for all school leaders are yet to accurately reflect current roles. Staff members are able to clearly articulate an understanding of their accountabilities in relation to the planning and delivery of the curriculum, classroom management and supporting the wellbeing of all students.

The school community is united in the pride they have as foundation staff, students and parents of the school.

The principal and staff members have a strong focus on providing a safe and supportive environment with clear expectations to support all students in achieving success in their learning. Staff members express that positive teacher-student relationships are extremely important to their role and 'knowing their students' is an essential component of school culture. Students have a strong sense of belonging to the school and express their gratitude for the positive relationships they have with their teachers.

Two dedicated communication officers are available for parent contact. Parents praise this initiative and the ability to directly contact key school staff members to discuss their child's education. The principal articulates that the school is developing a new Student Code of Conduct in alignment with Department of Education (DoE) guidelines and consideration will need to be made for structures to support an increased student population. House leader positions are being developed to support the pastoral care needs of students.

The principal and other school leaders view reliable and timely student data as essential to their leadership of the school.

School leaders collect data on student outcomes, including academic, attendance and behavioural outcomes. This data is monitored by the executive team. The school has a Data and Evidence Plan (2020) with three focus areas of attendance, behaviour, and Levels of Achievement (LOA). The plan articulates the purpose of the data collection, the processes for collection including roles and responsibilities, and the results of the data collection. Leaders are aware that the plan will need to be refined to reflect an increasing enrolment and additional year levels.

Some members of the executive team have a high level of experience in analysing and using data to inform decision making. These staff members have worked with HODs to ensure a strong understanding of data processes, particularly in relation to analysis of LOA data. Some teachers indicate that they feel confident in analysing student data to inform their planning for whole-class learning and to design differentiated teaching and learning strategies to meet the needs of the range of students in their classes. Several teachers describe data analysis as a valuable tool in reflecting on their teaching practice. A number of teachers express the desire to further strengthen their capability in this area.



School leaders recognise that highly effective teaching is the key to improving student learning.

School leaders emphasise the importance of establishing classroom environments that are conducive to learning, are supportive of students, and are regulated by clear expectations. A suite of agreed pedagogical practices has been collaboratively developed by teachers creating greater ownership of the framework and a deeper commitment to rigorous implementation in every classroom. Significant collaborative effort was involved in developing this Standard Operating Procedure (SOP).

Staff express a readiness to receive detailed feedback regarding their practice. A systematic process of observation and feedback to teachers from school leaders to support the implementation of the agreed pedagogical practices is yet to be developed. School leaders recognise the value of implementing strategies that help to create classroom environments in which all students are challenged, engaged, and involved in innovative and creative learning experiences.

School leaders and all teaching staff have been actively involved in developing a whole-school curriculum plan for the school in its foundation year.

This plan details curriculum offerings across Years 7 to 10. The three levels of planning make clear what, and when, teachers should teach and students should learn, and is being implemented throughout the school. The principal praises the development work on the curriculum by school leaders and members of the teaching staff. The school executive leadership team identifies that the planning and readiness to introduce and implement the Year 11 and Year 12 curriculum is a high priority.

Teachers work closely with classes in developing 'Know and Do' tables to assist students in understanding the key knowledge and skills they need to demonstrate on each assessment piece. Each subject has a learning wall, either physically displayed on the classroom wall or virtually within the individual MS Teams site for the class. Students express that developing Know and Do tables is beneficial to their understanding of assessment requirements and assists in their learning.

The leadership team is passionate regarding supporting the learning needs of all students through inclusion in all elements of school life.

Staff members recognise that students learn at different rates and may be at different learning junctures. They acknowledge some students require adjustments to their learning program or different teaching approaches to maximise their potential. The HOD–student services is the staff member responsible for case management of identified students. This responsibility includes liaison with families to ensure the needs of each student are met. Parents are involved in reviewing strategies being implemented at school, through provision of a home context and negotiation of possible future school support strategies.

The school is taking initial steps to embed Universal Design for Learning (UDL) into classroom practice as a key approach to differentiating student learning and maximising



student success. Some teachers are utilising this approach in their classrooms and articulate strategies being used, specific to the needs of their students.

Members of the community, parents, staff members and students are strong supporters of the school and a sense of pride is apparent in all stakeholders.

Parents and families are recognised and valued as integral members of the school community and partners in learning. Parents articulate that there is exceptional communication from the school regarding their child's learning. Parents indicate that communication protocols and practices include direct mobile phone availability with the two communication officers, regular text messages as required, a website and a Facebook presence.

The school has a collaboratively developed transition program with local schools that incorporates two full transition days for all students at the conclusion of the school year. Students requiring additional support are provided with a range of additional opportunities including specific school visits and high school staff visiting them at their school site. The transition program is praised by the local state school principal and they look forward to expanding their partnership in the curriculum moderation space and additional access to Science, Technology, Engineering, Arts and Mathematics (STEAM) activities and the school's state-of-the-art facilities.



2.2 Key improvement strategies

Collaboratively review the roles and responsibilities statements aligned to the AIP for all school leaders to include key actions, implementation timelines, accountabilities and key deliverables with an established review cycle.

Develop and implement a comprehensive Student Code of Conduct including clearly articulated procedures, structures and tiered interventions to support the full range of students and cater for future enrolment growth.

Strengthen the data literacy skills of teachers and leaders.

Collaboratively develop and embed systematic processes for school leaders to support teachers in the implementation of the agreed pedagogical practices through mentoring, lesson observation and detailed feedback.

Collaboratively develop and communicate a whole-school approach to the curriculum structure for Years 11 and 12.