

Calliope State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

We acknowledge the shared lands of the Byellee nation and the Byellee people of the Garang Garang language region.

About the school

Education region	Central Queensland Region
Year levels	Years 7 to 12
Enrolment	493
Indigenous enrolments	10.6%
Students with disability	15.3%
Index of Community Socio-Educational Advantage (ICSEA) value	948

About the review

 3 reviewers from 30 April to 2 May 2024	 107 participants	 48 school staff
 37 students	 14 parents and carers	 8 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Collaboratively review current student expectations processes and documentation to promote high expectations, celebrate success and revitalise a positive culture for learning.</p> <p>Domain 2: Analysing and discussing data Prioritise opportunities for leaders to further develop their data analysis skills, including triangulation and disaggregation of data, to effectively monitor student progress and support teachers' practice.</p> <p>Domain 1: Driving an explicit improvement agenda Collaboratively develop action plans aligned to improvement priorities that include clear roles, responsibilities and accountabilities for leaders and staff to systematically implement data-informed improvement strategies.</p> <p>Domain 3: Promoting a culture of learning Systematically enact a whole-school approach to student engagement to support clarity of expectations and consistent enactment of agreed practices.</p> <p>Domain 6: Leading systematic curriculum implementation Strengthen opportunities for teachers and leaders to engage in collaborative practices to further enhance knowledge and skills in curriculum planning, implementation, moderation and review.</p>

Key affirmations



Staff articulate a belief that every student is capable of successful learning.

Teachers and teacher aides express a belief that all students are able to learn successfully. They articulate a commitment to working together to make a difference to student outcomes. They recognise the diversity of learners and work to implement practices responsive to individual needs. Teachers recognise differentiated teaching and learning as an integral component of their everyday practice. Leaders and teachers articulate 'growing engaged respectful learners' as the school's foundation for successful teaching and learning.



Students and parents speak positively of the care provided by staff to support learning and wellbeing.

Staff articulate the importance of developing strong relationships and knowing their students. They indicate a commitment to the support and care of all students. Students speak appreciatively of the care provided by staff. They describe the before-school tutoring provided by teachers and how this supports their learning. The principal communicates a commitment to elevating student voice, ensuring student agency and a sense of ownership and belonging in the school. Parents comment that staff genuinely care about their child.



Staff speak positively of the support of colleagues.

Staff communicate the importance of collegial support and discuss the willingness of colleagues to assist each other. Teachers speak appreciatively of the support they receive from Heads of Department (HOD) and deputy principals. Teachers praise and value the work of teacher aides.



Staff, parents, students and community members express a sense of optimism for the school's future.

Members of the school community express positive regard for the newly appointed principal. They speak positively of the recent initiatives undertaken to enhance inclusivity, and students' learning and wellbeing. Students speak appreciatively of the recent opportunities to advocate and action student voice. They describe feeling 'heard' by the principal and comment on improvements they observe in the school. Leaders speak excitedly of the school's future potential and articulate a commitment to leading continuous improvement focused on achieving positive student outcomes.