Calliope State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

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 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

Anthony Palmer	Internal reviewer, EIB (review chair)
Judith Fountain	Peer reviewer
Garth Hunt	External reviewer

1.2 School context

Location:	Stirrat Street, Calliope
Education region:	Central Queensland Region
Year levels:	Prep to Year 12
Enrolment:	661
Indigenous enrolment percentage:	13 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** — 5.2 per cent **Nationally Consistent Collection of Data (NCCD) percentage:** — 17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	940
Year principal appointed:	Term 4 2020 – acting

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, two deputy principals, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), Business Manager (BM), three administration officers, facilities officer, three cleaners, pedagogy support teacher, student welfare teacher, two Hub team teachers, teacher librarian, Health and Physical Education (HPE) teacher, 23 classroom teachers, 10 teacher aides, guidance officer, chaplain,124 students and 38 parents.

Community and business groups:
- Parents and Citizens' Association (P&C) president, vice-president, treasurer and secretary, Helping Hands Outside School Hours Care (OSHC) coordinator, two Queensland Police Service (QPS) officers and Rotary representative.

Partner schools and other educational providers:
- Clinton State School principal, Calliope State High School principal and two Calliope Kindergarten directors.

Government and departmental representatives:
- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	'2020: Our school priorities' document
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Leadership learning wall	ICP flowchart
School pedagogical framework	Professional development plans
School data schedule	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Draft Student Code of Conduct	Classroom learning walls
School based curriculum, assessment and reporting framework	Parent and Community Engagement (PaCE) framework
Student Learning and Wellbeing Framework (SLAWF)	

2. Executive summary

2.1 Key findings

Staff members articulate the school's shared vision is one of working together.

School teams have worked hard to develop clear processes and strategies to support the culture of learning. Staff members discuss the importance of building and maintaining a culture of collaboration and teamwork. They express appreciation for the support provided for each other by colleagues and school leaders. School leaders and staff members discuss their shared commitment to providing high quality, engaging education for every student, and articulate a belief that all students are able to learn and be successful.

School leaders articulate their belief in the power of shared learning to lead and develop staff capability.

They detail participation in the Gladstone Reading Professional Learning Community (PLC). Intentional collaboration with other schools and partnering with the Reading Centre drives the Explicit Improvement Agenda (EIA) focus on reading. A leadership learning wall provides a visual representation to share the school's improvement journey and priorities. Teachers have developed classroom learning walls for a range of learning areas. Staff members speak proudly of the development and use of learning walls and their positive impact on student learning.

School leaders believe that highly effective teaching is the key to improving student learning throughout the school.

Staff members describe Explicit Instruction (EI) as the school's identified systematic method of teaching. The school has been investigating Age-appropriate pedagogies (AAP), with some teachers engaging with some of the characteristics of AAP. School leaders express the desire to move towards an AAP approach as the school's preferred suite of pedagogical practices and acknowledge the need to revisit the school's pedagogy to identify and enact agreed school-wide pedagogical approaches for teaching and learning.

A coherent and sequenced plan for curriculum delivery aligned to the Australian Curriculum (AC) has been developed by the school.

Staff members describe their increased knowledge and understanding of the AC gained through the school's curriculum focus, efforts and support. Some staff members detail that this allows them to utilise Curriculum into the Classroom (C2C) materials as a supporting resource. School leaders articulate the importance of supporting all staff members to continue to deepen their knowledge and understanding of the AC to promote the consistent implementation of engaging and relevant curriculum, including the general capabilities and cross-curriculum priorities.

School leaders and staff members place a high priority on supporting the learning and wellbeing needs of all students.

Staff members acknowledge that whilst students will progress at different stages and rates in their learning, all students are able to and will experience success. Most teachers share their commitment to enacting adjustments to meet the learning and wellbeing needs of students. Staff member understanding of inclusion varies. School leaders articulate the opportunity to collaboratively develop, document and communicate a shared, whole-school vision for inclusion with the school and wider community.

Positive Behaviour for Learning (PBL) is identified as a signature practice of the school.

The three school rules of *'Safe, Respectful, Responsible'* are well known and articulated by staff members, students and parents. School leaders and staff members articulate the importance of a shared and consistent understanding and application of behaviour systems, processes and practices. School leaders detail the current consultative process to collaboratively develop the new Student Code of Conduct. They identify the opportunity to leverage the implementation of the Student Code of Conduct to ensure consistent understanding and practice throughout the school and community.

Learning area-based learning walls are a feature of every classroom.

These walls include learning intentions, success criteria, Guide to Making Judgements (GTMJ), 'Know and Do' charts, exemplars and student work samples. These tools focus attention on what is required to improve individual student learning outcomes and assist students to take ownership of their learning. Teachers are growing their understanding of how to utilise these tools to effectively support students to recognise how they learn and improve in their learning. Some students articulate how they value feedback received through this process and how it contributes to their learning. The importance of students as assessment-literate learners is recognised.

Staff members share the belief that positive and caring relationships underpin the school's way of working.

Staff members work hard to build positive relationships with all students. They work to ensure every student feels safe and has opportunities to be successful in learning. There is a culture of support to build and maintain positive relationships so that teachers are able to assist students and colleagues in a range of ways. Students and staff members describe and demonstrate a sense of belonging.

The school actively develops and maintains relationships to support successful transitions.

School leaders proudly describe their strong connection with local Early Childhood Education and Care (ECEC) centres. School staff members describe efforts in building a common knowledge of children, understanding practices and support for effective transitions. As a member of the Calliope Children Connect project, the school is strengthening partnerships to endeavour to reduce the vulnerability of children prior to

commencing school and further support successful transitions. School leaders describe the close connection with the local high school. Staff members from the local high school speak favourably of the connection to and work with the school.

2.2 Key improvement strategies

Collaboratively identify and enact agreed school-wide pedagogical approaches to inform consistent teaching and learning at the school.

Deepen staff member knowledge and understanding of the AC, including the general capabilities and cross-curriculum priorities.

Collaboratively develop and communicate a shared understanding and whole-school vision for inclusion.

Ensure a shared and consistent understanding and application of behaviour systems, processes and practices through the implementation of the new Student Code of Conduct.

Support staff members to further develop students as engaged and successful assessment literate-learners.