Department of Education and Training

School Improvement Unit
Report

Calliope State School

Executive Summary

Queensland Government
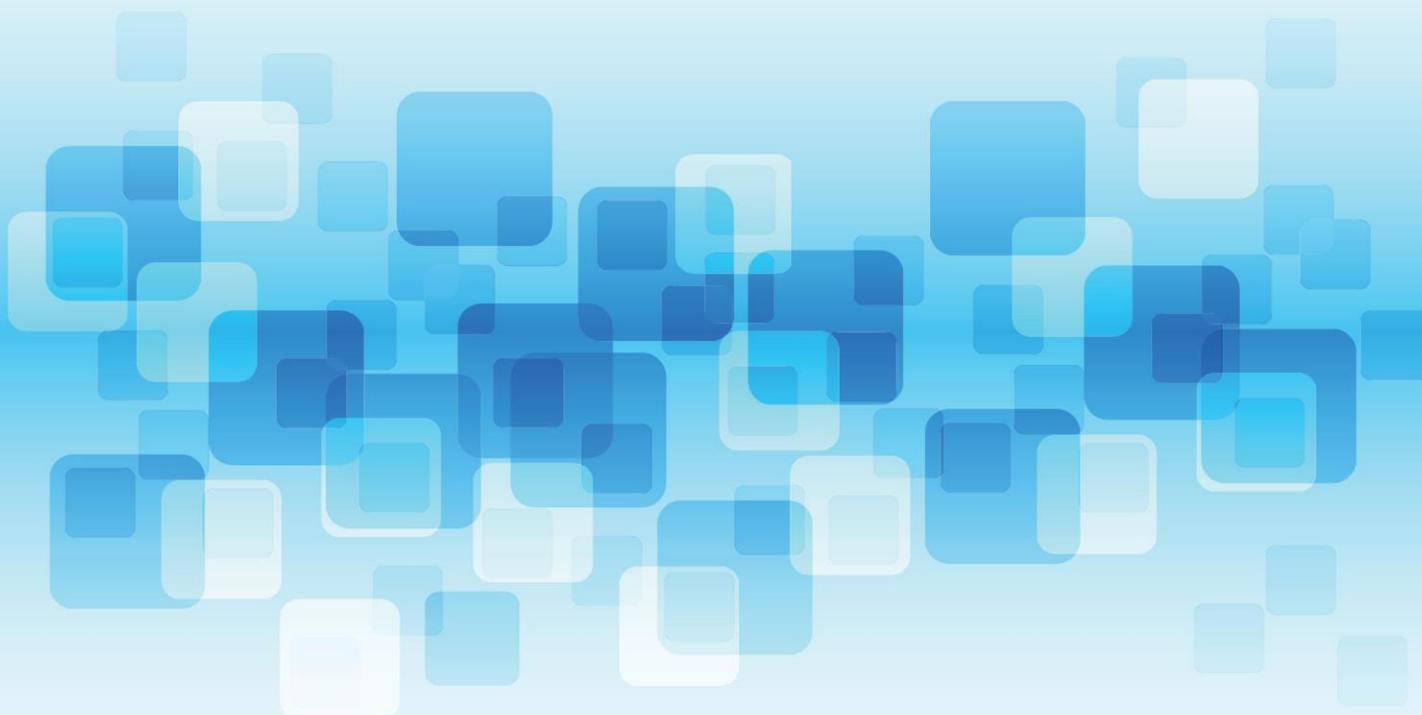
1. Introduction

1.1 Background

This report is a product of a review carried out at Calliope State School from 22 to 24 March 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Stirrat Street, Calliope
Education region:	Central Region
The school opened in:	1872
Year levels:	Prep to Year 6
Current school enrolment:	597
Indigenous enrolments:	7 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977
Year principal appointed:	Semester 2, 2015
Number of teachers:	42 (full-time equivalent)
Nearby schools:	Benaraby State School, Tannum Sands State School, Gladstone Central State School, Yarwun State School, Boyne Island State School, Ambrose State School, Clinton state School, Nagoorin State School, Gladstone West State School, Ubobo State School, Gladstone South State School
Significant community partnerships:	Moderation Cluster – Tannum Sands State School, Boyne Island State School. Benevolent Society – Mobile Playgroup/Kindy, Calliope Swimming Pool, Calliope Kindergarten
Unique school programs:	123 Magic

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  - Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, Support Teacher Literacy and Numeracy(STLaN), and two pedagogical coaches

  - Business Services Manager (BSM)

  - Guidance officer

  - 32 teachers

  - Four teacher aides, Indigenous teacher aide and two administration staff members

  - 24 students

  - Chaplain

  - Tuckshop convenor

  - School facilities officer

  - Parents and Citizens' Association (P&C) president and 15 parents

  - Community partners

1.4 Review team

Michael Gordon	Internal reviewer, SIU (review chair)
Sandra Perrett	Peer reviewer
John Wessel	External reviewer

2. Executive summary

2.1 Key findings

- The school leadership team and school staff are united and committed to an explicit improvement agenda with strong links to student learning.

  The school principal and the leadership team are dynamically driving a focused and powerful improvement agenda that is clearly concentrated on improving learning outcomes for students. The school's instructional leadership capacity has been strengthened and will bring high levels of energy, commitment and expertise to their roles and apply these strategically to drive the school's explicit improvement agenda.

- The school has developed a comprehensive assessment schedule and data collection plan.

  The documented plan includes multiple assessment tools for literacy and numeracy. This plan outlines goals, targets and timelines for students in each year level from Prep to Year 6. Benchmarks within the plan reflect school and regional expectations. Teachers report a variety of methods and approaches to analysing student achievement data. Data literacy skills and capability varies across the staff.

- Positive and productive relationships are evident though the school community.

  The school is held in high regard by parents and the wider community. Many parents, staff and community representatives comment positively regarding the caring and supportive environment at the school.

- Developing the school curriculum plan in 2016 is a priority.

  The development of the whole-school curriculum plan based on the Australian Curriculum (AC) will enable teachers to clearly identify consistent teaching and learning expectations and expected curriculum planning requirements.

- A range of professional structures and systems are in place to develop effective pedagogy and expert teaching teams.

  The school is working towards the redevelopment of their pedagogical framework which identifies its signature practice of Explicit Instruction (EI). In 2016, the school appointed two pedagogical coaches and a Head of Curriculum (HOC). Elements of the school's signature pedagogical practice and EI are referred to by a number of teachers to support differentiation.

- Rapid enrolment growth and high staff turnover presents significant challenges.

  Rapid enrolment growth in recent years continues to impact regarding resource management at the school. A significant turnover of staff in the past two years and a rapid growth in school enrolments are identified as factors that may have influenced cultural change.

2.2 Key improvement strategies

- Review and clarify existing roles and responsibilities of the school leadership team and communicate this to all staff.

- Develop and implement a whole-school curriculum plan reflecting the school's pedagogical framework and aligned to the AC. Identify consistent teaching and learning expectations and planning requirements.

- Conduct rigorous data discussions that inform teaching practice.

- Develop a whole-school set of consistent expectations for differentiation, including how and where this information is recorded and what is expected in the classroom.

- Develop a systematic plan that ensures the redevelopment of the school's pedagogical framework aligns to the school improvement priorities.

- Develop a sustainable, systematic model of coaching and mentoring which aligns classroom practice with the school's explicit improvement agenda.

- Develop systematic processes to ensure the school prioritises the enhancement of Information and Communication Technology (ICT) infrastructure and resources to provide engaging and innovative teaching and learning environments.