



School Improvement Unit Report

Caloundra State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Caloundra State High School from 25 to 28 May 2015. 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:	88 Queens Street, Caloundra
Education region:	North Coast
The school opened in:	1964
Year levels:	Year 7 to Year 12
Current school enrolment:	1092 (Day 8)
Indigenous enrolments:	4 per cent
Students with disability enrolments:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1000
Year principal appointed:	2012
Number of teachers:	86
Nearby schools:	Caloundra State School, Golden Beach State School, Meridan State College, Currimundi State School
Significant community partnerships:	Sunshine Coast Technical Trade Training Centre
Unique school programs:	Returned and Services League (RSL) Year 10 History World War 1 Project



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 four days
- interviews with staff, students, parents and community representatives, including:
 - Principal and three Deputy Principals
 - 13 Heads of Department (HODs) and Head of Special Education Services (HOSES), Guidance Officer
 - Business Services Manager (BSM)
 - 28 Teachers, 11 support staff, school nurse, school chaplain
 - Parents and Citizens' (P&C) association, member parents of the P&C association, tuckshop/uniform convenor.
 - School Captains – senior and junior, international students, students in classes and the playground.
 - Two primary school Principals
 - Community representatives from local Council, Returned and Services League, registered training organisations.
 - Attending staff briefing, faculty, committee meetings, and year level parades and visiting classrooms.

1.4 Review team

Russell Pollock	Internal reviewer, SUI (review chair)
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Valarie Hadgelias	Internal reviewer, SUI
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Daryl Hanly	External reviewer
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2. Executive summary

2.1 Key findings

- Caloundra State High School continues to deliver high quality educational experiences.

The school offers a diverse range of learning programs that cater for a wide range of student talents, abilities and career aspirations. It actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

The following programs are well regarded by students, parents and the community - Horizon and Gems classes, iAchieve program, volleyball program, extensive vocational and certificate courses and the Sunshine Coast Technical Trade Training Centre.

There is also an extensive range of support structures and processes to cater for the learning and well-being needs of students. Programs such as Bright Futures, Lighthouse program, Adventure Ed, Rock and Water, Building Bridges Trek, Kawana Companions, Indigenous program and active volunteering all contribute to the unique needs of the student population.

- Caloundra State High School has a commitment to a broad range of improvement strategies but as yet a strategic approach to quality assurance has not been fully implemented.

Staff are generally aware of initiatives and programs however it is unclear to what extent they drive the daily work of teachers. A whole-school approach to implementation of agreed strategies is not generally evident. A clear line of sight to ensure rigorous and consistent practice has not yet been established as part of the implementation process.

- The school is committed to further developing teacher practice but the work around developing a culture of continuous professional improvement lacks a sense of urgency.

The Annual Implementation Plan identifies improving teacher practice as a school priority and explicitly refers to the value of ‘teachers teaching teachers.’ However, observation and feedback to all staff on their teaching and their implementation of the pedagogical framework the Art and Science of Teaching¹ is sporadic.

¹ Marzano, Robert J. 2007, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, Alexandria, VA.

- Caloundra State High School places a high priority on the collection and analysis of data, including academic, attendance targets, behavioural outcomes, and student wellbeing.

There is a documented school plan and timetable for the collection of data. Time is set aside for the discussion of data and the implications for school policies and classroom practices. However, there is inconsistent use of data to assist students in monitoring the achievement of learning goals or of teachers using data to reflect on the effectiveness of their teaching.

- The School Wide Positive Behaviour Support (SWPBS) and Responsible Behaviour Plan for Students (RBPS) policy is due for review by the end of 2015.

A significant number of staff believe that the recommended practices from the policies are not fully embedded across the school. The formation of the high performing Horizon and Gems classes in the junior school have also created an additional dimension to student behaviours in main stream classes.



2.2 Key improvement strategies

- Ensure a clear line of sight to ensure rigorous and consistent practices in regards to the school improvement agenda priorities.
- Implement a systematic, school-wide approach to coaching teachers explicitly linked to the current pedagogical framework.
- Ensure the RBPS review committee consults widely and gains input from all stakeholders in order to develop a robust policy to guide and direct the consistency of consequences and improve overall behaviour in the school.
- Implement a strategic and deliberate approach to monitor the effectiveness of planned classroom adjustments for students with disabilities and diverse learning needs.
- Scaffold and support all students to monitor their own learning and to set goals for future learning.