Caloundra State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Caloundra State High School** from **20** to **23 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
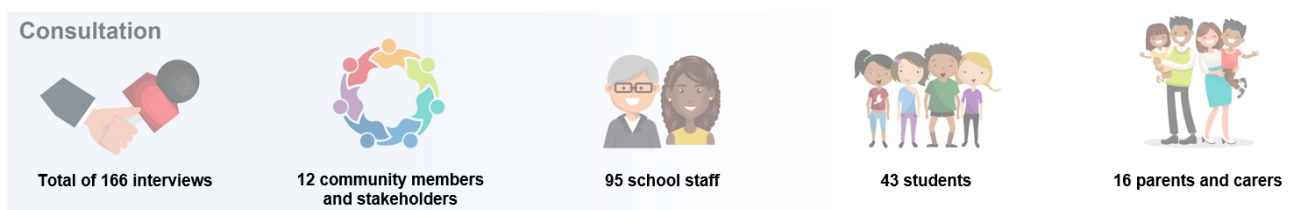
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Jeff Barnett	Peer reviewer
Tanya Martin	Peer reviewer
Ray Johnston	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 166 interviews | 12 community members and stakeholders | 95 school staff | 43 students | 16 parents and carers

1.4 School context

Indigenous land name:	Kabi Kabi / Gubbi Gubbi Peoples We acknowledge the shared lands of the Kabi Kabi / Gubbi Gubbi nation and the Kabi Kabi/Gubbi Gubbi peoples of the Gubbi Gubbi language region.
Education region:	North Coast Region
Year levels:	Year 7 to Year 12
Enrolment:	1422 students
Indigenous enrolment percentage:	6.4%
Students with disability percentage:	21.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	1008

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **7** to **10 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 1004 and the school enrolment was 1219 with an Indigenous enrolment of 5.8% and a student with disability enrolment of 6.4%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop Quality Assurance (QA) processes to monitor, evaluate and communicate the impact of the Explicit Improvement Agenda (EIA) on student learning outcomes.

- Deepen the knowledge of school leaders and teachers in the Australian Curriculum (AC).

- Collaboratively review, document and implement an agreed school-wide pedagogical framework that includes high-yield teaching practices and processes to quality assure its implementation.

- Create further opportunities for collaboration and sharing of teacher expertise and capacity, across faculties and beyond the school.

- Build teacher capability to identify and communicate to each student, in precise terms, their next steps for learning.

2. Executive summary

2.1 Key affirmations

Celebrating its 60th anniversary in 2023, the school is widely respected in the local community with generational involvement apparent.

The school has a proud history and the principal is committed to invigorating community pride and a sense of belonging to the school. Several anniversary events are planned to reconnect past students and community members. Staff members describe a commitment to providing all students with the best education possible. Leaders are focused on school-wide approaches to enhancing the learning and wellbeing outcomes of all students.

Staff members provide for the learning needs of all students to ensure maximum success on their pathway beyond schooling.

Students express strong appreciation for the opportunities the school provides, and the care, feedback and support they receive from teachers and staff. A high priority is given to developing caring and supportive relationships, with a range of processes in place to maintain a focus on student and staff wellbeing. The collegiality of staff is consistently identified as a collective strength of the school that fosters resilience, trust and wellbeing amongst teachers, support staff, students, and the school community.

Teachers make clear what actions students need to take to make further learning progress.

Students articulate that they value the positive relationships they have with staff and the ongoing support and encouragement they receive during the learning process. Many students speak positively about their teachers, commenting that they are well supported to learn and feel safe to take risks.

Parents, students and community partners communicate positive support for the school, staff and leaders.

The receptive, open and welcoming tone of the school is appreciated by members of the school community, as are the varied pathways available for all learners. The school has established deliberate and strategic partnerships with feeder primary schools, local high schools, welfare support agencies, Non-government organisations (NGO), tertiary institutions, local businesses and community representatives. Community partners and parents are appreciative of these relationships that are enhancing students' academic success and employment pathways.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Enhance the instructional leadership skills of key members of staff at all levels to support a cohesive, coordinated and systematic approach to driving school improvement.

Expand Quality Assurance (QA) practices to guide, measure and evaluate the systematic and successful enactment of all school improvement strategies.

Domain 6: Systematic curriculum delivery

Further develop the assessment literacy of leaders and teachers regarding standards-based assessment and the design of quality assessment to ensure accessibility for all students and to meet P-12 curriculum, assessment and reporting framework (P-12 CARF) requirements.

Domain 7: Differentiated teaching and learning

Collaboratively develop and systematically enact a strategic approach to building staff understanding of, and commitment to, inclusive education.

Domain 2: Analysis and discussion of data

Develop and enact systematic processes to foster the precise collection, analysis and response to student performance data.

Domain 8: Effective pedagogical practices

Systematically implement a process for leaders to provide feedback to teachers on their pedagogical practices to strengthen their confidence to select appropriate pedagogies and implement them effectively.