Caloundra State High School

Executive Summary

School Improvement Unit

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Caloundra State High School** from **7** to **10 May 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Ray Johnston	Internal reviewer, SIU (review chair)
Peter Grant	Internal reviewer
Richard Usher	Peer reviewer
Raelene Fysh	External reviewer

1.2 School context

Location:	Queen Street, Caloundra
Education region:	North Coast Region
Year opened:	1963
Year levels:	Year 7 to Year 12
Enrolment:	1219
Indigenous enrolment percentage:	5.8 per cent
Students with disability enrolment percentage:	6.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1004
Year principal appointed:	2012
Day 8 staffing teacher full-time equivalent (FTE):	79.56 (102 teaching staff)
Significant partner schools:	Caloundra State School, Golden Beach State School, Talara Primary College, Currimundi State School, Buddina State School, Kawana Waters State College, Meridan State College
Significant community partnerships:	Caloundra Returned and Services League of Australia (RSL), Sunshine Coast Falcons – rugby league, University of the Sunshine Coast (USC), Child and Youth Mental Health Services (CYMHS), The Smith Family, Bunnings Warehouse
Significant school programs:	High performing athletes program; Programs of excellence in rugby league, volleyball and surf sports, academic – Horizon, Extension programs – dance, music; Sunshine Coast Technical Trade Training Centre (TTC), International students program, Aerial Technology – Certificate III in Aviation – Remote Pilot–Visual Line of Sight, drone licence

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 13 Heads of Department (HOD), 58 teachers, two guidance officers, Business Manager (BM), Information Technology (IT) support technician, two cleaners, school facilities officer, two teacher aides, scientific operations officer, international homestay coordinator, industry liaison officer, Youth Support Coordinator (YSC), two Sunshine Coast TTC staff members, School-Based Youth Health Nurse (SBYHN), chaplain, canteen convenor, six parents, school captains and 69 students.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president, Sunshine Coast Falcons Chief Executive Officer (CEO) and representatives from Bunnings Warehouse Caloundra, White Ribbon Australia, Kawana Companions, Sunshine Coast Reconciliation Group and STEPS Nursery.

Partner schools and other education, providers:

- Principal of Caloundra State School, principal of Kawana Waters State College, principal of Golden Beach State School and Associate Vice-Chancellor Sunshine Coast Region for Central Queensland (CQ) University.

Government and departmental representatives:

- State Member for Caloundra and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2020
Investing for Success 2019	School Data Profile (Semester 2, 2018)
Headline Indicators (Semester 2, 2018)	School budget overview
OneSchool	Curriculum planning documents
2019 Professional Learning Agenda	Differentiation Strategies documentation
School improvement targets	Bring Your Own Device (BYOD) policy
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Staff Handbook	Year 12 Outcomes Report
Teaching and Learning Handbook	Student Handbook
2019 Committees overview	Behaviour and Effort Matrix for Reporting
Professional Development register	Academic Success: a Handbook for Parents
2019 Executive Team Roles	2019 Line Management Framework
2019 Non-Curriculum HOD Additional Duties portfolio	Caloundra Coalition of Schools Strategic Plan 2019
2019 Curriculum, Assessment and Reporting Framework	Respectful Relationships – Pastoral Care, Year 11 Overview
2018 versus 2019 Attendance Summary	Student Learning and Wellbeing Reflection tool
School Disciplinary Absences data for priority groups and gender	School Consultation Committee agenda and minutes
Whole-school Data Collection and Distribution plan	

2. Executive summary

2.1 Key findings

The principal, other school leaders and staff of the school place a high priority on developing caring relationships between all members of the school community.

Staff articulate an understanding of the importance of the maintenance of these relationships in providing an environment where students can learn successfully. Staff members speak with pride regarding the level of care and support provided in relation to student wellbeing. Students and parents speak highly of the effectiveness of the referral and support systems.

School leaders and teachers are committed to the success of all students.

There is a school-wide belief that every student can learn and achieve when provided with appropriate support. The wellbeing program supports improved student learning. School leaders express their desire to support teachers to further establish classroom practices to differentiate learning experiences to meet the needs of the full range of students.

School leaders and teachers are highly committed to improving learning outcomes for all students.

The school leadership team has established a 2019 Explicit Improvement Agenda (EIA) of boys, wellbeing and Senior Assessment and Tertiary Entrance (SATE). School-wide practices to monitor, evaluate and communicate progress towards the targets related to the EIA in a systematic and ongoing way are yet to be established.

The school's strategic approach to curriculum delivery is clearly documented.

The school has a localised published curriculum, reporting and assessment framework. Curriculum plans, year overviews, unit and assessment plans are documented and information regarding assessment is communicated to students and parents. Some faculties utilise Australian Curriculum (AC) source documents to inform their planning, teaching and assessment. School leaders' and teachers' deep knowledge of the AC varies across the school.

School leaders are united in their acknowledgement that a key to improved student outcomes is for effective and consistent research-based teaching to occur throughout the school.

The school has a documented pedagogical framework that recognises its core business is to improve outcomes for all students and is underpinned by a belief that this is achieved through effective pedagogical practices including differentiation as required. School leaders and most teachers articulate that the understanding of the Art and Science of Teaching (ASoT) as a pedagogical practice varies across faculties and individual teachers.

Teaching staff are committed to supporting their students' learning and success and seek opportunities for professional improvement.

The leadership team is committed to the development of a culture of collegiality and collaboration amongst staff members. Teachers describe the depth of collaboration and collegial support within their faculties as signature attributes of the school. Many Heads of Department (HOD) and teachers express a desire to further extend the emerging opportunities to work together across faculties and to learn from other practices, within the school and outside their normal networks.

The executive leadership team gives high priority to systematic collection of data including academic, attendance, behaviour and student wellbeing data.

School-wide data is used by school leaders to inform school agendas, programs and resourcing. Whole-school data is collated and shared with teachers. Teachers have access to a range of data including classroom dashboard and Student Summary Profile. Many teachers articulate that they value this data as it helps them to better understand their students' learning needs and abilities as they begin teaching a new class. The ability of many teachers to identify and communicate in precise terms the next steps for learning for each student varies.

The executive leadership team has prioritised the learning needs of the students through its targeted allocation of human and physical resources.

Provision of school-wide programs and strategies is aligned to the EIA priorities of SATE, boys and wellbeing. Specialist programs are marketed with the school offering scholarships to successful applicants. Specialist staff have been employed to support these programs. The physical environment is well maintained and provides a range of indoor and outdoor teaching and learning spaces. The principal, other school leaders and ancillary staff place a high priority on developing and maintaining the physical teaching and learning environment to support learning.

The school demonstrates a consistent belief that student learning and wellbeing for all students will be enhanced through partnering with parents, community organisations, education and training organisations, and local business groups.

This is demonstrated in the many significant partnerships that the school has established over many years. Staff, parents and other members of the school community state that these partnerships are strong and well developed. All partners speak highly of their association with the school.

2.2 Key improvement strategies

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

Deepen the knowledge of school leaders and teachers in the 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.