

# Calamvale Community College

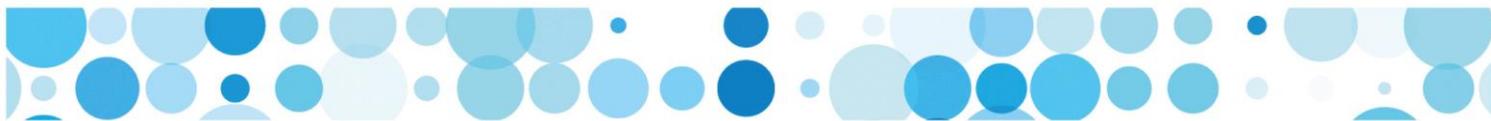
## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Calamvale Community College** from **7 to 10 June 2021**.

The report presents an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college to implement in consultation with its regional office and college 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

Alan Smith	Internal reviewer, EIB (review chair)
Rebecca Hutton	Peer reviewer
Justin Kummerow	Peer reviewer
Jennifer Skeahan	Peer reviewer
Ian Hall	External reviewer



## 1.2 School context

<b>Location:</b>	Hamish Street, Calamvale	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 12	
<b>Enrolment:</b>	2397	
<b>Indigenous enrolment percentage:</b>	3.6 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3.8 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	21.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1028	
<b>Year principal appointed:</b>	2014	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- College principal, junior school principal, General Manager (GM), nine deputy principals, 14 Heads of Program (HOP), Head of Special Education Services (HOSES), two guidance officers, 66 teachers, five teacher aides, two facilities officers, two Information Technology (IT) technicians, Youth Support Coordinator (YSC), Speech Language Pathologist (SLP), canteen manager, uniform shop manager, 40 parents and 116 students.

Community and business groups:

- School council chair and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Algester State School principal.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan	School Online Reporting Dashboard (SORD)
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
College pedagogical framework	Curriculum planning documents
College data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Headline Indicators (October 2020 release)	College based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

**In conjunction with the leadership team, the college principal has established and is driving a strong improvement agenda.**

A strategic, whole-college approach to improving student learning and wellbeing outcomes is apparent. High expectations for student learning, attendance, engagement, presentation and behaviour are established. Two sub-schools are established as Junior School (JS) – Prep to Year 6, and Secondary School (SS) – Years 7 to 12. Current enrolments are approaching 2400 students with further growth anticipated.

**The college has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.**

The plan provides a reference for monitoring learning across the year levels. Teachers acknowledge the importance of providing programs of learning that are engaging, relevant and challenging. Significant attention is being paid to the implementation of International Baccalaureate (IB) programs across all year levels with the Primary Years Program (PYP) an established and highly-regarded initiative in the JS.

**College leaders recognise that highly effective teaching is the key to improving student learning outcomes.**

Leaders are committed to developing precision in teaching and learning across the college to ensure that all students are optimally engaged, supported and challenged. Many teachers indicate they use concept-based inquiry practice as their predominant pedagogical approach. Artefacts supporting the college's approach to teaching and learning, and the teaching sequence are apparent in classrooms, staff spaces, and planning documents. Teachers consistently identify a cyclical approach to teaching and learning, and reference the Planning for Learning wheel as the basis of the planning and moderation cycle across the college.

**Staff members display a great sense of pride regarding the varied and rich cultural backgrounds of the students at the college.**

Staff speak positively of the value that these diverse cultures bring to the college environment. Staff and parents express a positive outlook towards the college. Parents speak highly of the dedication that staff display towards their child succeeding. In addition, parents acknowledge the support for students who require additional time and strategies to engage in their learning or with their peers. The parent body holds the IB program in high regard.



**Significant attention is paid to the development of a community of inquiry.**

Many leaders and staff members aspire for the college to be fully and widely recognised as an IB World School across all year levels. Teachers routinely and colloquially reference the college's improvement priorities as 'choice, voice, and agency'. Some are yet to articulate a full understanding of their specific roles in achieving the Explicit Improvement Agenda (EIA), and articulate a desire for clarity regarding what the 'successful achievement of the EIA targets will look like'.

**Leaders are committed to the development of staff members into an expert and coherent teaching team demonstrating a shared responsibility for student learning success.**

Teachers are exposed to international best practices. A high priority on developing teacher skills and expertise is apparent with the college valuing quality teaching practices. Most teachers express appreciation for the support and knowledge of the leadership team. The college principal identifies that developing teacher ownership of their practices is an emerging leadership skill, and will ultimately lead to the next lift in whole of college performance.

**Staff express a positive outlook towards the college, and are supportive of the priorities it is working towards.**

Teachers have an overt commitment to the improvement of their teaching practice. Openness to critique by colleagues is an emerging practice. High levels of trust across the college are apparent. This is yet to translate to ownership and openness of teachers to professional critique by colleagues.

**Leaders utilise a range of systematic, diagnostic, formative and summative assessments to monitor student performance.**

The data gained is used as an integral component of the strategic decision-making process, identifying improvement priorities for the future direction of the college. In addition, leaders use data to quality assure college practices and programs, and track student performance. The leadership team demonstrates a depth of knowledge regarding the use of data and how to use it as a tool to stimulate conversations influencing teachers to reflect on and adjust their teaching practices. The college is working towards developing a culture of self-evaluation for teachers and students.

**Staff members talk about their school as a community.**

College leaders place a high priority on building the capacity of teachers to implement teaching practices that are aligned to the belief that although students are at different stages in their learning and progressing at different rates, all students are capable of learning successfully. Teachers are able to provide specific examples of how they use personal knowledge of students to provide a differentiated learning experience and differentiated personal care for students.



**Students, parents and community members speak positively about the college and the support provided and range of learning opportunities available.**

They outline the growth and fostering of a positive sense of community as essential to the ethos and name of the college. Students speak with pride in relation to their connection with the college and the opportunity for student voice and choice. Leaders describe how they have built a range of strategic partnerships with local businesses, community organisations and government services that support the participation and learning outcomes of students, and enhance their wellbeing.



## 2.2 Key improvement strategies

Build whole-college ownership and understanding of collaboratively determined specific and precise actions and timelines to achieve the EIA.

Further develop the skills of college leaders to assist teachers to take ownership of their professional learning journey.

Leverage off the concept of agency to further develop the collegial culture between teachers, where sharing, reflection, and feedback are viewed as an essential agreement amongst staff.

Leverage off current data practices to build a whole-college culture of self-evaluation for staff and students.