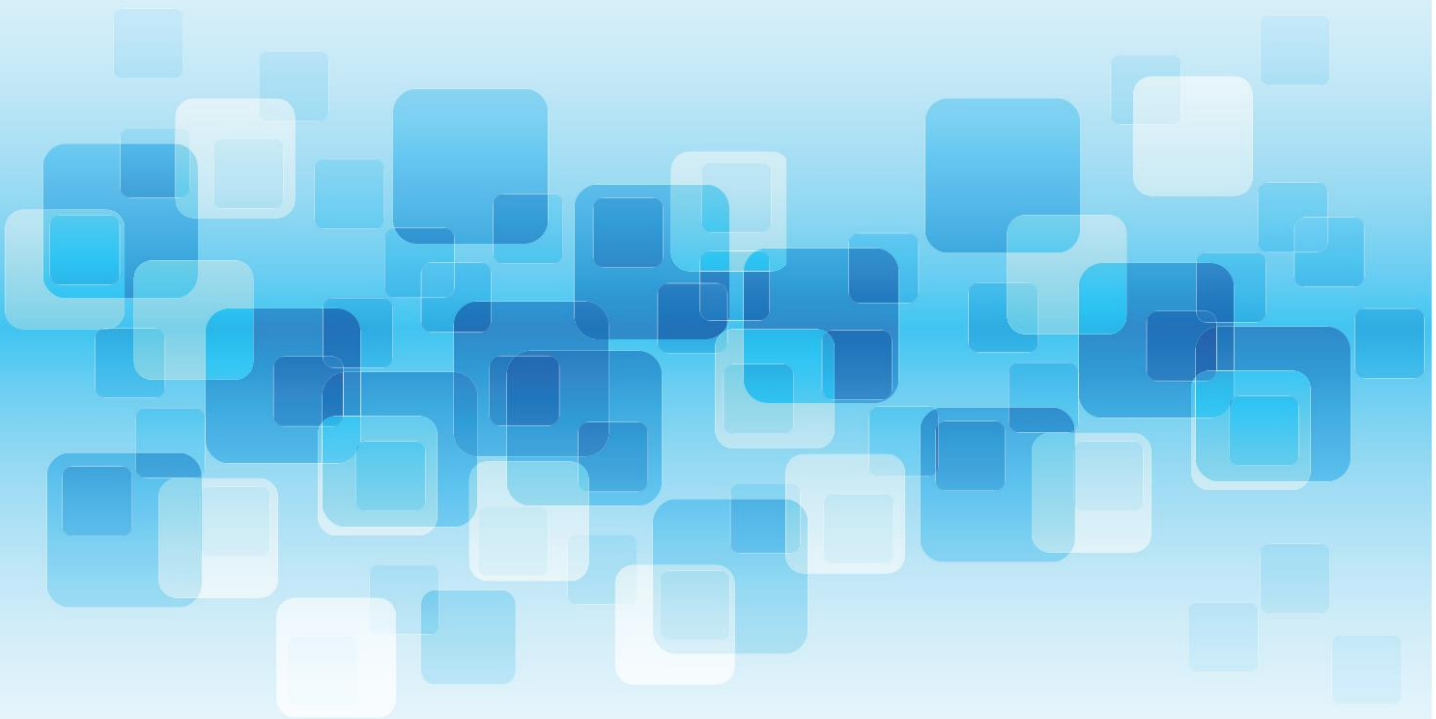




School Improvement Unit Report

Calen District State College Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Calen District State College from 20 to 22 April 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:	38 McIntyre Street Calen
Education region:	Central Queensland
The school opened in:	1925
Year levels:	Prep to Year 12
Current school enrolment:	209
Indigenous enrolments:	3 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	967
Year principal appointed:	2000
Number of teachers:	19
Nearby schools:	Hampden State School, Pindi Pindi State School, Bloomsbury State School, Mirani State School, Mirani State High School, Seaforth State School, Coningsby State School, Farleigh State School.
Significant community partnerships:	Central Queensland University, Cummins Engineering, Radio Rocks Program, Calen Creche and Kindergarten
Unique school programs:	Radio Rocks Program, Different Strokes Program, Literacy and Numeracy (LAN) program



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, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy, (STLaN), Head of Special Education Services (HOSES), Master Teacher
 - 15 class teachers
 - 30 students including student leaders.
 - Jason Costigan, Member of the Legislative Assembly for Whitsunday
 - Lawrence Bonaventura, Local Councillor for Mackay Regional Council
 - Constable Andrew Cridland, Local Police Officer
 - Dot Donovan, Indigenous Elder
 - A selection of parents
 - Business Services Manager (BSM), teacher-aides and administration officer

1.4 Review team

Patrick Murphy	Internal Reviewer, SIU (review chair)
Trevor Gordon	External Reviewer
Lesley Vogan	Peer Reviewer



2. Executive summary

2.1 Key findings

- The school has a stated improvement agenda and a significant number of supporting documents that align with this improvement agenda.

A number of improvement plans are published and can be explained by leaders and some teachers. The improvement plans identify a broad range of priorities and there is evidence of some improvement in these areas. The improvement plan lacks a narrow and sharp focus.

- A collegial culture is evident amongst teachers, who provide professional and personal support for each other through informal interactions and partnerships.

Informal processes for the sharing of practice exist within the school. A feedback culture, with deliberate observations of teaching and formalised coaching processes and mentoring has not been established.

- The school has a documented plan for curriculum delivery that aligns with the Australian Curriculum (AC) through the Curriculum into the Classroom (C2C) units.


Curriculum delivery is designed to meet the needs of the range of students within each year level and includes students with disabilities. In the senior school a relatively broad range of subjects is offered to provide pathways for students who are intending to undertake tertiary education and for those interested in vocational training and employment.

- The importance of differentiated teaching strategies is embedded in the learning culture of the school. Student outcomes data is the enabler for the differentiated teaching model.

The Central Queensland student support system (CQ3S) National Assessment Program - Literacy and Numeracy (NAPLAN) data analysis program is being extensively used to precisely identify skill gaps for individual students in literacy and numeracy. There is evidence of teachers using this information to provide specific learning experiences to address the identified gaps.

- A range of partnerships are in place to enhance the learning and wellbeing of students.

There is deliberate and strategic use of partnerships with local businesses, universities and community organisations to access resources and experiences that enhance student outcomes and wellbeing.

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- The school leadership team articulate a desire to establish high expectations across the school for every students learning.

The standards and the processes used by teachers in determining high expectations for individual students are yet to be defined. Staff demonstrate a strong commitment to supporting students' wellbeing.



2.2 Key improvement strategies

- Refine the current explicit improvement agenda to enable a sharp, narrow and deep focus with achievable, measurable targets and timelines which are rigorously actioned. Ensure that the agenda is widely communicated and understood across the school.
- Build a feedback culture with all staff in the school and implement a structured coaching and mentoring program. Review and evaluate the effectiveness of this approach.
- Establish quality assurance processes to guarantee curriculum programs are aligned to the AC and Queensland Curriculum Assessment and Reporting Framework (QCARF) expectations. Ensure strong alignment between the overall curriculum delivery plan, classroom teaching and assessment.
- Establish clear documented standards for levels of achievement in all subjects and set high expectations for all students relative to these standards. Ensure students receive timely and instructional feedback on how to achieve these standards.