

# Calamvale Special School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Calamvale Special School** from **18 to 21 February 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

Jenny Hart	Internal reviewer, SIU (review chair)
Tracey Chappell	Internal reviewer
Dave Manttan	External reviewer



## 1.2 School context

<b>Location:</b>	Nottingham Road, Calamvale
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1985
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	150
<b>Indigenous enrolment percentage:</b>	7 per cent
<b>Students with disability enrolment percentage:</b>	100 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	Term 4 2017
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	36
<b>Significant partner schools:</b>	Calamvale Community College, Kuraby Special School, Sunnybank Special School, Special Education Training Alliance (SETA)
<b>Significant community partnerships:</b>	Algester Sports Club, Greenbank Returned and Services League of Australia (RSL), Townsend School Bus Services
<b>Significant school programs:</b>	Process Based Learning (PBL), Intensive Interaction (II), Interactive and Sensory storytelling, Awards Scheme Development and Accreditation Network (ASDAN)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two curriculum coordinators, Speech Language Pathologist (SLP), occupational therapist, physiotherapist, external Intensive Interaction (II) coach, internal II and PBL coach, literacy coach, educational interpreters, transition officer, master teacher, eight parents, Parents and Citizens' Association (P&C) president and treasurer, two members of the P&C, Business Manager (BM), administration officer, 25 teachers, 25 teacher aides, leadership coach, guidance officer, chaplain and 22 students.

Government and departmental representatives:

- Federal Member for Rankin and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	2018 Interim Headline Data Indicators
Investing for Success 2018, 2019	Strategic Plan 2016-2018
SIU Review Report 2015	School Data Profile (Semester 2 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Policies and Procedures Manual
School pedagogical framework	Individual Curriculum Plans
School data plan	School newsletters and website
Responsible Behaviour Plan for Students 2018	2018 School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

**The leadership team has documented a collaborative vision for school-wide improvement.**

This vision '*Engage, Relate, Communicate*' is known by all stakeholders and is apparent in signage throughout the school. Staff are able to discuss the elements associated with this vision.

**Parents and staff recognise that there are positive and caring relationships between students, teaching staff and parents that benefit the learning of students.**

Students and all staff are proud of the school and are supportive of the school's ethos and respect for learners. Parents are appreciative of the efforts teaching staff make to ensure their child has a successful learning day at school. Parents express appreciation for the school's influence on their child and the ensuing positive impact on family life. Parents are highly supportive of the school's positive culture and report confidence in the school's leadership team and all staff members.

**An underpinning focus of the improvement agenda, known and valued by all stakeholders, is 'knowing the learner'.**

The leadership team has set expectations for teachers to understand the learning needs of each individual student. Literacy, numeracy, communication and senior schooling have been identified by the leadership team as priority areas for improvement. Staff members articulate a degree of variation in the key messages regarding teaching and learning expectations and priority improvement areas.

**Utilising students' strengths and interests to construct motivating and engaging learning experiences is prioritised.**

School leaders focus attention and energy on the priority curriculum areas of literacy, numeracy and personal and social capability. School leaders are aware of the requirement to develop an explicit, coherent and sequenced plan for curriculum delivery from Prep to Year 12. Staff members articulate a need for a whole-school curriculum plan that enhances and deepens understandings of the elements of the Australian Curriculum (AC) for all learning areas.

**The leadership team understands that effective teaching aimed at meeting the learning needs of all students is the key to improving student outcomes in the school.**

Staff members articulate that they appreciate the leadership team's focus on 'student first' curriculum planning through the use of data, effective engagement and appropriate pedagogy. The leadership team is aware that staff understanding and capability to utilise data, curriculum and effective pedagogical practices vary across the school. The leadership team acknowledges that the current pedagogical framework is yet to represent all of the key signature pedagogical practices currently implemented in the school.



**School leaders and teaching staff have identified the importance of appropriate student learning data to set the starting points for learning.**

A process of consultation with teaching staff identified the core assessment tools to be utilised across the school to gather data regarding student learning. Student data walls are recently established in the school administration area and feature tracking of students' learning. Teacher confidence and capability in the analysis of student data and its application to the planning for student learning vary across the school.

**School leaders recognise the value of observation and feedback for staff to reflect upon and improve their teaching practice.**

Teachers and teacher aides express a desire to receive formal observation and feedback from the leadership team regarding their practice. The leadership team is aware of the need to collaboratively develop an observation and feedback process that will provide feedback to all teaching staff members.

**The school actively seeks ways to enhance student and family wellbeing through the development of respectful partnerships.**

The school has a dedicated and active Parents and Citizens' Association (P&C) that supports the school in fundraising. The school chaplain is a highly valued member of the community who supports all school community members. The school has a number of partners who offer work experience for students in the senior school. Parents are highly complementary of the school's culture and its influence on their child and their family as a whole.



## 2.2 Key improvement strategies

Undertake a facilitated strategic planning process to ensure that all leaders share common understandings and expectations of the priorities of the new strategic plan.

Engage with regional curriculum advisors to build staff knowledge and understanding of the AC and collaboratively develop and implement a whole school-curriculum plan that incorporates all elements of the AC and senior schooling.

Collaboratively develop and implement a pedagogical framework for the whole school inclusive of all learners, ensuring this framework shows connections to the delivery of the AC.

Strengthen teacher capability in the administration and analysis of assessment data to identify starting points for learning and the appropriate ongoing monitoring and tracking of student learning.

Collaboratively develop and implement a formal observation and feedback process for teachers and teacher aides aligned to the Explicit Improvement Agenda (EIA).