

Calamvale Community College

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Calamvale Community College acknowledges the Traditional Custodians of the land where we live and learn, the Jagera and Turrbal people. We pay our respects to their Elders, past, present and emerging and acknowledge that our college sits on lands that have always been places of belonging and learning.

About the school

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| Education region | Metropolitan South Region |
| Year levels | Prep to Year 12 |
| Enrolment | 2501 |
| Aboriginal students and Torres Strait Islander students | 3.5% |
| Students with disability | 23% |
| Index of Community Socio-Educational Advantage (ICSEA) value | 1031 |

About the review

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|  6 reviewers from 20 to 23 May 2025 |  300 participants |  173X school staff |
|  74 students |  40 parents and carers |  13 community members and stakeholders |

Key improvement strategies

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| Domain 1: Driving an explicit improvement agenda Clarify roles, responsibilities and accountabilities of all leaders in driving the strategic agenda to support greater precision and consistency in implementing improvement initiatives. |
| Domain 4: Targeting school resources Systematically review corporate services, including leadership structures, aligning agreed roles, responsibilities and accountabilities, to ensure sustainability and strategic alignment of resources to the college improvement agenda. |
| Domain 1: Driving an explicit improvement agenda Prioritise leadership practices that provide line of sight into classrooms to support consistent enactment and monitoring of the improvement agenda across Prep to Year 12. |
| Domain 6: Leading systematic curriculum implementation Develop leaders' and teachers' understanding of K–12 curriculum, assessment and reporting framework requirements for curriculum planning and assessment to implement quality assurance processes for supporting the systematic enactment of the Australian Curriculum. |
| Domain 8: Implementing effective pedagogical practices Collaboratively develop a whole-college pedagogical approach to support the consistent implementation of a range of agreed, evidence-informed strategies and practices that meet student needs. |
| Domain 7: Differentiating teaching and learning Collaboratively develop a college-wide approach for inclusion and differentiation, aligned with the K–12 Framework requirements, to build staff capability in meeting the needs of all learners. |

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Key affirmations



Staff affirm changes being made and the focus of the strategic agenda as the ‘right work’ for continuous improvement.

Staff speak with optimism about the strategic direction the college is moving in. Senior executive leaders highlight the collaborative development of the Annual Implementation Plan. They emphasise how this process has led to a commitment from leaders to the strategic agenda. Teachers value focusing on their core business of teaching and learning and promote how this benefits students’ learning and engagement.



Teachers celebrate the professional support of their colleagues and informal mentoring as central to their professional satisfaction.

Teaching teams value strong collegial relationships that build a culture of collaboration and support. Teachers emphasise they are committed to working cohesively, with a focus on improving student learning. They celebrate collaboratively sharing their expertise and practices in relation to curriculum, teaching and learning. Teachers in the junior school engage in meaningful professional learning through the watching others work (WOW) model of observing and learning from colleagues. They value how the WOW model supports collaborative learning and the development of expert teaching teams.



Parents describe a welcoming and positive environment with caring relationships between students, parents and staff which creates mutual respect and enhances learning partnerships.

Parents appreciate teachers’ commitment to ensuring their child feels like they belong. They value that their child loves attending school. Parents highlight the efforts of staff to recognise and embrace the rich and diverse cultural backgrounds of families. Staff, parents and students consistently highlight the benefits and success of the junior secondary excellence programs, ‘Apex’ and ‘Wolves’. Staff emphasise the value the programs add to student learning and engagement and promote the positive impact they have on student outcomes.



Leaders and teachers engage a range of partnerships that provide opportunities and pathways and connection to culture for students.

Leaders and teachers in the senior phase of learning describe multiple pathways for students to pursue their preferred future. They identify community partners based on their potential to contribute to improved student learning, engagement and wellbeing. Staff, students and community members celebrate the annual multicultural day. This student-led, school-based event celebrates the rich diversity within the college community.