

Caboolture State School

Executive Summary



School
Improvement
Unit





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Caboolture State School** from **17 to 19 April 2018**.

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 consider 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

John Bosward	Internal reviewer, SIU (review chair)
John Webster	Peer reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	George Street, Caboolture
Education region:	North Coast Region
Year opened:	1889
Year levels:	Prep to Year 6
Enrolment:	523
Indigenous enrolment percentage:	19 per cent
Students with disability enrolment percentage:	7.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	907
Year principal appointed:	2007
Full-time equivalent staff:	36.79
Significant partner schools:	Caboolture State High School, Tullawong State High School, Caboolture East State School - Early Childhood Developmental Program (ECDP)
Significant community partnerships:	Adopted Grandparents, Act For Kids, Adopt-a-Cop, Early Years Centre, Caboolture Neighbourhood Centre, Caboolture Central Early Learning Centre, Coles, Woolworths
Significant school programs:	Ngara, Stephanie Alexander Kitchen Garden (SAKG) Program, Fly In Squads, Melinda Cassells, Sheena Cameron Oral Language, Read to Learn (R2L), Year Level Plan Staffing



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principals, master teacher, Head of Special Education Services (HOSES), Business Manager (BM), two administrative officers, 27 teachers, guidance officer, 15 teacher aides, tuckshop convenor, 45 students, 11 parents, seven parent liaison officers, chaplain, instrumental music teacher, preservice teacher, three Parents and Citizens' Association (P&C) executive members.

Community and business groups:

- Manager Coles Supermarket Caboolture, two Adopted Grandparents and local Indigenous Elder.

Partner schools and other educational providers:

- Caboolture Central Early Education Centre Director and Caboolture State High School acting principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Rules and Responsibilities Statement	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017-2018	Curriculum planning documents
Investing for Success Agreement 2018	School differentiation planner
School pedagogical framework	Professional development plans
Whole School Assessment Plan	School newsletters, website and Facebook
Responsible Behaviour Plan	School improvement targets and Benchmarks
Yearly Curriculum and Assessment Plan	Headline Indicators (Semester 2, 2017 release)
School Opinion Survey	



2. Executive summary

2.1 Key findings

Conversations with staff members reveal high expectations for all students in learning, behaviour, attendance and wellbeing.

Teachers speak positively about their students and actively seek ways to remove obstacles to learning. Staff members work to provide calm and intentionally inviting classrooms where students experience a sense of safety, belonging and success.

The school promotes a learning environment for all students that is safe, respectful, tolerant and inclusive.

Interactions between staff members, students, parents and families are caring polite and inclusive. The principal has a deep knowledge of all students and is respected personally and professionally by all parents and community members interviewed.

The school leadership team is united and committed to improving learning and wellbeing outcomes for all students in the school.

School leaders articulate an Explicit Improvement Agenda (EIA) that encompasses embedding explicit teaching of oral language, implementing Science, Technology Engineering, Mathematics (STEM), improving attendance rates, improving mathematics pedagogy and implementing higher order thinking in all curriculum areas.

Classroom teachers and the school leadership team are committed to the development of effective teaching and learning practices across the school.

Consistent school-wide implementation and understanding of appropriate pedagogical content knowledge is emerging. Some teachers are able to explain how the agreed pedagogical approaches of the school are used in day-to-day teaching. Clear alignment between the curriculum units and the pedagogical approaches used to deliver them is developing.

School leaders view the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. A peer observation process, led by the master teacher provides teachers with an avenue to observe each other's practice. The school leadership team conducts formal instructional rounds that have a specific focus. Further development to enhance instructional leadership, including feedback regarding professional practice is recognised by the leadership team as an emerging focus.



The principal and teaching team members express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

Moderation of student achievement occurs within year levels each term in English and mathematics. Teachers' knowledge regarding moderation against a standards-based curriculum continues to be enhanced through these regular opportunities. Opportunities to moderate with other schools to further enhance consistency of teacher judgement are yet to occur.

Teaching practices across the school reflect the strongly held belief that every child can learn, no matter where they are in their learning journey.

Attention is given to identifying the learning and development needs of students and monitoring their progress, to ensure that teaching is targeted to the individual. 96.4 per cent of students participating in the 2017 School Opinion Survey (SOS) agree with the item, 'My teachers expect me to do my best'.

The strong culture is a pervasive aspect of the school's operation and a positive tone is fostered and maintained by all staff members and students.

Staff members and the leadership team consistently focus on positive aspects of schooling, building a deep respect for their community, with reciprocal respect received from students and parents.

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2.2 Key improvement strategies

Sustain the sharp focus of the EIA to embed a school-wide understanding of, and commitment to, identified priorities and targets.

Review and refine the school's pedagogical framework to ensure it describes agreed high-yield strategies to be used in curriculum planning processes and in teaching and learning programs.

Build on current processes for members of the teaching team to engage in regular coaching and mentoring processes.

Explore opportunities for members of the leadership team to further develop their capacity and abilities as instructional leaders, including feedback on instructional practice in the school.

Investigate the expansion of formal moderation processes beyond the school to build consistent competence of teacher judgement relating to student level improvement.